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Year 1

Small Steps Guidance and Examples

Block 5 – Measurement: Money

White Rose Maths

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Overview

Small Steps

- ▶ Recognising coins
- ▶ Recognising notes
- ▶ Counting in coins

NC Objectives

Recognise and know the value of different denominations of coins and notes.

Recognising Coins

Notes and Guidance

Children will recognise and know the value of different denominations of coins.

Children will use their knowledge of place value to match coins with equivalent values. e.g. five 1 pence coins is equivalent to one 5 pence coin.

Mathematical Talk

How have you sorted the coins?

What is the value of each coin? How do you know?

How many 1 pence coins will you need to make 2 p? 5 p? 10 p?
20 p? 50 p? 1 pound?

How many 1 pound coins will you need to make 2 pounds?

Varied Fluency

- 1 Sort the coins on your table into pence and pounds.
Can you name each coin?



- 2 Write the value of the coins.



- 3 Match the equal amounts.



Recognising Coins

Reasoning and Problem Solving

Anika says:



Do you agree with Anika?

Prove it.

Possible answer:

Anika is not right because the 50 p and the 20 p are not round; they are 7 sided shapes. Also the new pound coin has 12 sides.

Which is the odd one out?



Explain how you know.

8 p is the odd one out because we do not have an 8 p coin. Children may also say that the 2 p is the odd one out because it is a different coloured coin.

The tooth fairy left some money for two children.



Jake has 50 pence. Ellis has one pound.

Jake thinks he has more money because his coin is bigger.

Explain why Jake is wrong.

Jake is wrong because although the 50 pence coin is bigger it is only worth 50 pence, but the pound coin is worth 100 pence.

Recognising Notes

Notes and Guidance

Once children are able to identify and recognise coins they need to be able to recognise notes.

Children can use their understanding of place value to see that one note can represent many pounds.

Children also need to be aware that one note may be worth double (or even four times) the value of another note.

Mathematical Talk

Can you name each note?

What is the same about each note?

What is different about each note?

How many ___ pound notes equal a ___ pound note?

Varied Fluency

1



How many of each note can you see?

There are ___ 5-pound notes.

There are ___ 10-pound notes.

There are ___ 20-pound notes.

2

What is the value of each note?



3

Fill in the blanks:



Recognising Notes

Reasoning and Problem Solving

Grandma gives Tom one:



for Christmas

and gives Alice two:



Tom Says:



I got more than you did because my number is bigger.

Alice:



I got more than you did because I got two notes.

Both Tom and Alice are wrong because they both have £10. Alice has two £5 notes, which makes £10, and Tom has a £10 note.

Who is correct?

Explain your reasoning.

Always, sometimes, never

Money in notes is worth more than money in coins.

Sometimes because if you have £6 in coins it is worth more than a £5 note. However you could also have less than £5 in coins.

Joe, Gregg and Taj each have some money in their pockets.

Joe and Taj both have coins and Gregg has a note.

Taj:



I have more money than Gregg.



I have less money than Gregg.



Joe



What note could Gregg have?

Gregg could have a £5 note. He could not have a £10 or a £20 note because they are larger than Taj's amount.

Counting in Coins

Notes and Guidance

Children combine their knowledge of money with counting in 2s, 5s and 10s to count money efficiently.

They draw coins to match a given amount and use previous understanding to compare amounts of money.

Mathematical Talk

Can two people have the same amount of money, with a different number of coins?

Is the largest amount of coins always the largest amount of money? Prove it.

Varied Fluency

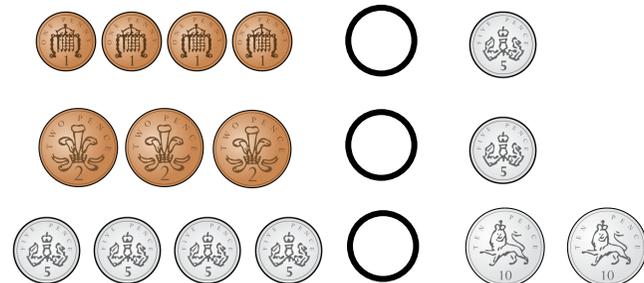
1 How much money is there altogether?



2 Draw coins to show the given amounts.

- 10p in 2p coins.
- 10p in 5p coins.
- 40p in 10p coins.
- 40p in 5p coins.

3 Use $<$, $>$ or $=$ to compare the amounts.

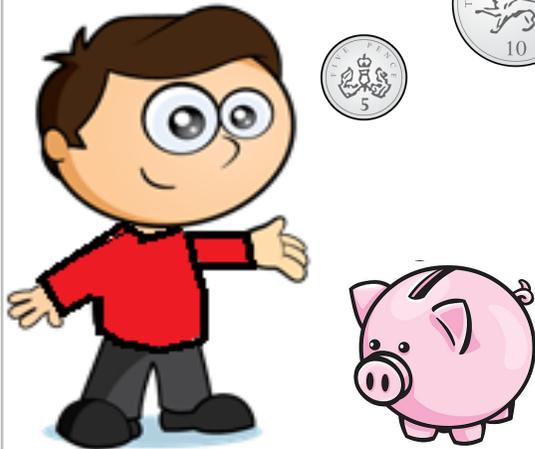


Counting in Coins

Reasoning and Problem Solving

Andy's piggy bank is full of 2 pence pieces, 5 pence pieces and 10 pence pieces.

Using one type of coin at a time, how can he make 30 p?



Fifteen 2 pence pieces equal 30 p.

Six 5 pence pieces equal 30 p.

Three 10 pence pieces equals 30 p.

Kira has 2 silver coins.

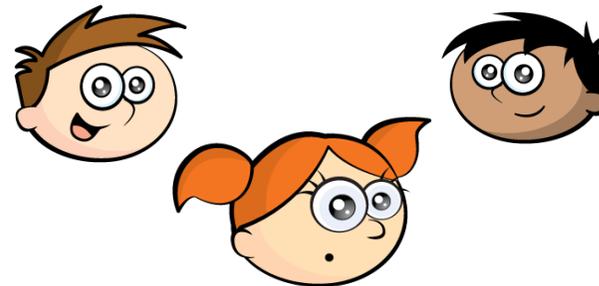
Harland has 5 bronze coins.

Ted has 1 silver coins.

They all have the same amount of money.

Which coins do they each have?

Draw the coins to prove it.



Kira has two 5 pence coins.
Harland has five 2 pence coins.
Ted has one 10 pence coin.
They all have 10 p.