

## Money Week – Additive Reasoning Y3/4

For this week you will need:

- Coins (or pieces of paper with coin values written on them)



- Pencil and paper

Email: [LDP-SchoolImprovementTeam@babcockinternational.com](mailto:LDP-SchoolImprovementTeam@babcockinternational.com)

Website: [www.babcockldp.co.uk/improving-schools-settings/mathematics](http://www.babcockldp.co.uk/improving-schools-settings/mathematics)

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### Day 1



- You have five coins 1p, 2p, 5p, 10p and 20p.
- Which amounts from 1p to 40p can you make?
- Which amounts can't you make and why?

#### ***Notes for adults working with groups of children***

- Use real coins where possible. If coins are not available use bits of paper with 1p, 2p, 5p, 10p and 20p written on them so that the children can physically choose coins and explore different options.
- Help the children to explore and record systematically. One way to do this would be to find all the possibilities from combining just two coins, for example starting with the 1p, and then combine it with each of the other coins in turn then move onto the 2p etc. An alternative way to be systematic is to write all the values from 1p to 40p and then explore making each one in turn. There will be different ways of being systematic, the focus is on **knowing** that you have found all possibilities.

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### Day 2



- You are going to use silver coins which are 5p, 10p, 20p, and 50p.
- You have £1.25 in your pocket in silver coins.
- What coins might you have in your pocket?
- How many different possibilities can you find?
- How do you know you've found them all?

#### *Notes for adults working with groups of children*

- Use real coins where possible. If coins are not available use bits of paper with 5p, 10p, 20p and 50p written on them (lots of each) so that the children can physically choose coins and explore different options.
- Encourage the children to consider what coin **has** to be included and why.
- Help the children to explore and record systematically. One way to do this would be to make the £1 in one way and then find all the possibilities for making 25p, then finding a different way to make £1 which can then be combined with each of the ways to make 25p etc. There will be different ways of being systematic, the focus is on **knowing** that you have found all possibilities.

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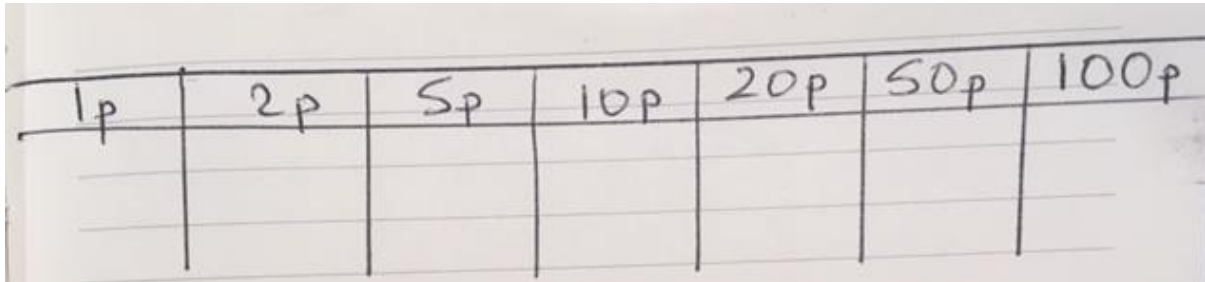
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### Day 3

Draw a simple table



1p	2p	5p	10p	20p	50p	100p

- How many of each coin would it take to make £1 (100p)?
- For example, it would take one hundred 1p coins to make one pound.
- Record your answers in the table.
- What do you notice?
- How could you use your table to work out quickly how many of each coin you would need to make £2? £4, £8?
- What patterns do you notice?

#### **Notes for adults working with groups of children**

- Children may need support to keep track of their thinking; encourage them to use jottings and drawing to help. Use real coins if necessary.

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### Day 4

- Look at the table below. Every letter has been given a value.

<b>1p</b>	a	e	i	o	u
	l	n	r	s	t
<b>2p</b>	d	g			
<b>5p</b>	b	c	m	p	
<b>10p</b>	f	h	v	w	y
<b>20p</b>	k				
<b>50p</b>	j	x			
<b>100p</b>	q	z			

- You can use this table to find out the total value of different words. For example 'maths' is worth 18p  
 $m = 5p$ ,  $a = 1p$ ,  $t = 1p$ ,  $h = 10p$  and  $s = 1p$   
 $5p + 1p + 1p + 10p + 1p = 18p$
- Work out the value of your name.
- Who in your family has the most expensive name?
- Who has the least expensive name?
- If you have a pet is their name worth more or less than yours?

#### **Notes for adults working with groups of children**

- Use real coins if necessary to help make sense of the total value of a word.

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## Money Week – Additive Reasoning Y3/4

### Day 5

<b>1p</b>	a	e	i	o	u
	l	n	r	s	t
<b>2p</b>	d	g			
<b>5p</b>	b	c	m	p	
<b>10p</b>	f	h	v	w	y
<b>20p</b>	k				
<b>50p</b>	j	x			
<b>100p</b>	q	z			

- We are going to think about animals at the zoo. Which animal has a more expensive name, the elephant or the zebra?
- Think of some more zoo animals.
- Which has the most expensive name?
- Which has the least expensive name?
- Is the longest name always the most expensive?

#### *Notes for adults working with groups of children*

- Use real coins if necessary to help make sense of the total value of a word.

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