



Curriculum area: Maths	Stage: 8
Learning Goal: Plays games with different value coins with support.	
General Guidance:	
Always use real coins. Supervise pupils with coins to ensure safely.	
To achieve this goal the pupil needs to be able to do 2 things:	
<ul style="list-style-type: none"> • Identify the different coins 1p, 2p, 5p 10p • Recognise how many pennies each coin is worth. 	
They are not expected to know 2 x 5p make 10p, just how many pennies the lower value coins are worth.	
Ways to include these activities in the classroom/curriculum:	
Maths- extend work on money for peers. They could add and subtract coin values. Make a class shop, peers could add and take away the amounts goods cost. History- coinage in the past.	
Activity	Resources
<p>Investigate different coins Look at the words and numbers on the coins and the different designs on the coins. Take rubbings of coins Press coins into clay to make prints. Are all 1p/2p coins the same? Find out what is always the same about 1p/2p coins and what is different. Note the differences between the different value coins. i.e., size and colour Play matching games with coins, coin picture cards or coin photo cards. e.g.</p> <ul style="list-style-type: none"> • lotto • dominoes • snap 	<p>lots of 1p, 2p, 5p 10p coins paper for rubbings wax crayons clay rolled out</p> <p>coin picture cards, coins photo cards - photographs of coins available on the internet to print out and make cards from</p>
<p>How many 1p coins for each coin Put rows of coins next to each coin e.g. 1 for 1p 2 for 2p 5 for 5p 10 for 10p</p> <p>Place numeral 1, 2, 5 and 10 next to the lines. Is the biggest coin worth the most?</p>	<p>lots of 1p coins 2p, 5p 10p coins</p>



<p>Coin track game Make a track game using coins. Mark out 30 or so large squares, make raised edges for pupils with a visual impairment. Place 1p, 2p and 5p coins in some of the squares. Each player has lots of 1p coins and a counter. Players roll the dice and move their counter along the squares. If they land on a coin, they remove it and swap it for the right amount of their pennies, which they put to the side of the board.</p> <p>The winner is the player with the most 5p and 2p pieces</p>	<p>lots of 1p coins 2p, 5p</p> <p>30 squared tracks (this can go round corners)</p>
<p>Purses Place cards which have pictures or real 1p, 2p 5p and 10p coins in different purse. Can the pupil</p> <ol style="list-style-type: none"> 1. put the right amount of 1p coins in the purse? 2. match the same coin to put in the purse 	<p>purses the pupil can open cards which say 1p, 2p 5p and 10p 1p, 2p, 5p 10p coins lots of 1p coins</p>
<p>What's the coin Mr. Money? Play "What's the time Mr. Wolf: but use coins instead of time and call the Wolf Mr. Money. One player is Mr. Money at the front. All other players are in a line at the other end of the room. The aim is to get to Mr. Money. The players all say "What's the coin Mr. Money?" (s)he says 1p, 2p or 5p and holds up the coin, the pupils can move forward the number of steps to the value of the coin. But if (s)he says "shopping time" they have to run back to the start before (s)he catches them. if they are caught, they are Mr. Money.</p>	<p>An adult and a group of supportive peers coins to hold up to show value.</p>
<p>How do I assess progress towards this learning goal?</p>	
<p>Can the pupil consistently:</p> <ol style="list-style-type: none"> 1. Handles coins with adult? 2. Count out up to 5 pennies? 3. Count out up to 10 pennies? 4. Count out 1p coins to the value of 5p and 10p with support? 5. Play games with different value coins with support? 	
<p>For links to helpful resources see http://send-inspire.co.uk/resources</p>	