

Aim/context

To be able to count up amounts of money in 3 boxes and then decide who has saved the most money.

Age group 6/7 years

Each money box will have coin values up to £2 adding up to totals of no more than £5. The children must count the total value of the coins in each box and then decide which box has the most money in it.

Objectives

To be able to derive and recall multiplication facts for the 2, 5 and 10 times-tables and to be able to recognise multiples of 2, 5 and 10.

Teacher tips

Previous knowledge or experience needed

- The children should have had lots of opportunities to play with money in role play situations.
- The children should be familiar with coins up to the value of £2 and be able to identify the differences between them.
- They should also be familiar with higher values of money up to £5.
- They should have also learnt about the use of a decimal point in values over £1.

Resources

- Selection of money boxes/purses with different amounts of money.
- **Activity sheet 3** How much have I saved?

Key questions/prompts

Re-cap the importance of thinking about the total amount that has been counted.
Ask how many coins are in each box, talk about the value of the different coins.

Group activity ideas

1. Using purses containing different amounts of money; give each child a purse and ask them to count how much money they have and decide which child has the most money. Repeat activity swapping the amounts of money in each purse
2. Hide coins in the sand/water tray or around the classroom and ask the children to find coins and put them in their own money box, the child who finds the most coins earns points.
3. **Activity sheet 3** How much have I saved? A worksheet that mimics the computer game-the children must colour in the money box that has the most money in it.
4. Children could make up a simple board game in pairs or small groups, explain that the aim of the game is to encourage players to save money and get it to the bank safely.

Cross curricular links

PSHE-Preparing to play an active role as citizens, (i) To realise that money comes from different sources and can be used for different purposes.

ICT-Developing ideas and making things happen, (d) To try things out and explore what happens in real and imaginary situations.

Financial competence at KS1 - Looking after money – links to technology, make a money bank, using substantial empty boxes and either paint or cover with collage. Make a slot for money.

Spending money and budgeting – Links to collecting and saving tokens.

Colour in the money box with the most money in.

