Planning Overview
Year 3 – Money

Add and subtract amounts of money to give change, using both £ and p in practical contexts

Year 3 should work with amounts of money in pounds that, if calculated with, take them up to £999 – to ensure that it remains in the correct number range for Year 3.

Based on the questions in the Teaching for Mastery document, Year 3 are also to work with amounts of money that take them to 1 decimal place – £3.40 for example. In fractions, Year 3 learn to work with tenths. Keeping amounts of money to one decimal place (in effect making all amounts of pence multiples of 10) keep them in this number range.

Year 3 can also work with amounts of money in pence that will take them to £1

	Teaching and Learning
Recognising coins and making amounts	Recap coins – if children are still not secure with the values that each coin represents, then attach coins to numicon tiles. How would I make 20p, 56p? Can I make 65p using only silver coins? What amounts can't I make with only silver coins and why? **Mastery** Using coins, find three ways to make £1. How would you pay for an item costing £1.20 in • the fewest coins • only using silver coins • without using silver coins **Mastery with Greater Depth** Sophie has five coins in her pocket. How much money might she have? What is the greatest amount she can have? What is the least amount she can have? If all the coins are different: What is the greatest amount she can have? What is the least amount she can have?

<table>
<tr><td></td><td>NRICH – How much did it cost?
Dan bought a packet of crisps and an ice cream.

The cost of both of them together is in one of the boxes below.

<table><tr><td>£1.85</td><td>75p</td><td>£1.74</td><td>£2.25</td><td>£1</td><td>£1.56</td></tr><tr><td>£2.10</td><td>80p</td><td>£1.80</td><td>£3.06</td><td>£1.44</td><td>£1.50</td></tr><tr><td>£1.60</td><td>£1.25</td><td>£1.20</td><td>90p</td><td>£1.45</td><td>£1.27</td></tr></table>
Use these clues to find out how much he paid:

1. You need more than three coins to make this amount.
2. There would be change when using the most valuable coin to buy them.
3. The crisps cost more than 50p.
4. You could pay without using any copper coins.
5. The ice cream costs exactly twice as much as the crisps.</td></tr>
<tr><td>Finding the totals of amounts

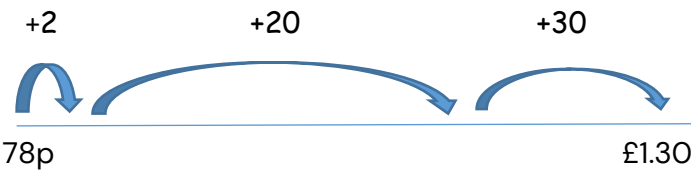
Links to subtraction</td><td>Adding amounts and discussing strategies – recap mental strategies and most efficient strategies.

Create a shop scenario. Choose numbers that would lend themselves to certain strategies:
34p + 9p (compensating)
65p + 30p (place value)
£3.50 + £1.40 (partitioning)
£5.30 + 80p (bridging)

Word problems. I buy A and B. What is the total?

Missing number calculations. Link addition to subtraction – through bar model or fact families.

Reinforce number bonds.
Mastery
£2·60 + ☐ = £5·00</td></tr>
<tr><td>Finding the difference between amounts</td><td>Tom has 78p and needs £1.30 to buy a magazine. How much more would he need to save? Use a bar model.

<table><tr><td colspan="2">78p</td><td></td></tr><tr><td colspan="3">£1.30</td></tr></table>
 

Tom has 28p in his money box and needs £4.30 to buy a book. How much more would he need to save?

Use a bar model or blank number line to help to calculate.</td></tr>
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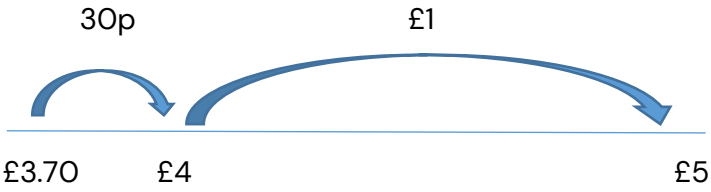
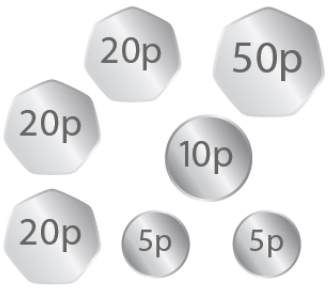
Giving change	Giving change from £1 Recap compliments of 100 to give change- what's the change if I spent 37p and gave the shop keeper £1? Use a 100 square to support (finger on 37, count down in 10s until you reach the bottom row 10, 20, 30, 40, 50, 60 and then count along in 1's until you reach 100 - 1, 2, 3 Altogether we counted 63) 4. A toy shop sells ping-pong balls for 65p each. If I use a £1 coin to pay for a ping-pong ball, how much change will I get, in pence? *Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England.* Alice spends £3.70 on chocolate and pays with a £5 note. How much change will she get?  Ben spends 35p on sweets and pays with a £5 note. How much change will he get? What method did you use? Is it easier to count on or back? (if the amounts are very far apart then counting back will be the best strategy) Which coins might Ben be given as his change? Can you show the change that Ben was given in 3 different ways? **Possibilities** I bought a book which cost between £9 and £10 and I paid with a ten pound note. My change was between 50p and £1 and was all in silver coins. What price could I have paid?
Multiplication and division	Recapping strategies for multiplication. Reviewing known facts. If I know….. what else do I know? Compensating to find 9 lots by finding 10 lots and taking 1 lot away doubling for x2 doubling and doubling again for x4, etc Recap fact families for multiplication and division calculations – if I knew 2x 6 = 12 what else do I know? 2. If one sweet costs 3p, how much do 8 sweets cost? 2. A book costs £5. How much do 6 books cost? 4. Felicity wants to buy a scooter for £60. If she pays with £10 notes, how many notes does she need? *Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England.*

Solving 2-step problems	**Mastery** If I buy a sandwich for £2·20 and a drink for 90p, how much change do I get from £5? Ellie buys 2 pencils. She pays with a £2 coin and gets 70p change. How much did each pencil cost? **Mastery with Greater Depth** Sophie and Ravi have saved some money. Altogether they have saved £35. Sophie has saved £4 more than Ravi. How much have they each saved? Sam and Tom share this money equally. Divide the coins into two equal groups. Could three friends share the money equally? Explain your reasoning.  Final activity If you had £10 to spend on a picnic, what would you spend it on?