



# Move On Up: Learning Chunk – Entry 1 numeracy

A learning chunk is not a session plan. It provides a series of teaching and learning ideas around a skill(s) area. It is intended that teachers can select and adapt the ideas to meet the requirements of their learners in different contexts.

## Money: notes and coins

**Curriculum reference:** MSS1/E1.1

**Contexts:** Learners will use these skills in a number of everyday and working contexts – they are often highly motivated to work on developing their skills in this area. The ability to confidently handle notes and coins will lay good foundations on which to build the development of other skills involving money and numbers in general. It is important that activities are practical, make use of actual coins and are related to everyday situations – rather than being done as arithmetical calculations.

Teaching approach	Teaching and learning ideas	Resources
<b>Whole group warm up/mental maths activities</b> – to get the learners active and to build their confidence in recognising coins and common combinations.	<b>Give me five</b> <ul style="list-style-type: none"><li>Learners have a set of coins. The teacher names a coin and the learners have to choose and hold up the right one.</li></ul> <b>Which coin?</b> <ul style="list-style-type: none"><li>Learners have a set of coins (1p, 2p, 5p, 10p, 20p, 50p, £1). The teacher could give the cost of an item (which is not an amount represented by a coin) and learners identify the coin they would need to offer to pay for that item.  e.g. Teacher gives the price of 45p.  <i>Learners would identify 50p as the appropriate coin to offer to pay this amount.</i></li></ul>	<ul style="list-style-type: none"><li>Sets of coins: 1p, 2p, 5p, 10p, 20p, 50p, £1</li></ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Whole group warm up/ mental maths activities</b> – to get the learners active and to build their confidence in recognising coins and common combinations.</p>	<p><b>Extension of ‘Which coin?’</b></p> <ul style="list-style-type: none"> <li>Learners have a combination of common coins, including some duplicates of the same coin. The teacher (or a learner) names common amounts of money and the learners see if they can make this amount from their ‘purse’.</li> </ul> <p>e.g. Teacher says ‘20p’.</p> <p><i>Learners could offer a 20p coin or 2 x 10p coins, depending on what they have in their collection.</i></p> <p><b>Variations of ‘Which coin?’</b></p> <ul style="list-style-type: none"> <li>The teacher could show an item, give its price and show a suggested coin. Learners have to decide if they think that coin is a good choice to pay for the item shown. They could indicate this by putting thumbs up/down or by writing on an individual whiteboard. By including specific items to be bought which are relevant to the learner, this activity can also help to develop their awareness of some of the prices they may need to pay for common items, e.g. items in the canteen.</li> <li>As above, but the teacher could show a choice of two alternative coins to offer and the learners indicate which they think would be best, e.g. by putting out their left/right arm or by moving to the left/right side of the room.</li> <li>A similar activity could use a simple price list or menu (as appropriate) so the teacher names an item and the learners use the list to identify the cost and then decide which coin to use.</li> </ul>	<ul style="list-style-type: none"> <li>Sets of coins containing the above, plus some duplicates</li> <li>Selection of items costing between 10p and £1.</li> <li>Sets of coins: 1p, 2p, 5p, 10p, 20p, 50p, £1.</li> <li>Individual whiteboards and wipe off pens (if required).</li> <li>Simple price list or menu.</li> </ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Whole group warm up/ mental maths activities</b> – to get the learners active and to build their confidence in recognising coins and common combinations.</p>	<p><b>Same or not?</b></p> <ul style="list-style-type: none"> <li>The teacher shows two amounts of money and the learners decide if they are the same or not and indicate this by thumbs up/down or by writing on an individual whiteboard. For this activity it is most useful to concentrate on common coin combinations, to help learners develop their awareness and confidence in recognising simple alternatives for common amounts – especially those they may encounter themselves frequently in their own context(s). So initially, 1p + 1p to make 2p; 10p + 10p to make 20p; 50p + 50p to make £1. Then, other amounts as appropriate, e.g. £1 + £1 to make £2; 20p + 20p to make 40p. Later, it might be appropriate to introduce 2p + 2p + 1p to make 5p; 20p + 20p + 10p to make 50p.</li> </ul> <p><b>Is this enough?</b></p> <ul style="list-style-type: none"> <li>The teacher gives a cost and suggests a coin (or combination of coins) to pay for it. The learners have to say (or visually indicate) if the coin suggested is enough to pay for something of that cost or not.</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Learners with more skills and confidence with money could be asked to suggest an alternative coin or additional coin if the coin suggested is not enough for the price given.</li> </ul>	<ul style="list-style-type: none"> <li>Coins to make up amounts of money.</li> </ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Whole group warm up/ mental maths activities</b> – to get the learners active and to build their confidence in recognising coins and common combinations.</p>	<p><b>More or less?</b></p> <ul style="list-style-type: none"> <li>Several coins are projected on to an interactive whiteboard or placed on a table (if it is a small group and all learners will easily be able to see them) and a learner puts them into order of value.</li> </ul> <p>e.g. 20p, 10p, 50p.</p> <p><i>The learner would re-order the coins 10p, 20p, 50p</i></p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Some learners could be asked to put the coins in reverse order, starting with the coin worth the most/least.</li> <li>Later learners can do a similar activity in pairs with one learner picking several coins at random from a bag/tin and putting them into order of value and the other learner checking their order for them.</li> </ul> <p><b>Extensions of ‘More or less?’</b></p> <ul style="list-style-type: none"> <li>The teacher shows two items and gives their prices. The learners have to say if the second one costs more or less than the first. This helps to develop their ability to compare the relative value of prices.</li> <li>Learners each pick a coin at random out of a bag/tin. The teacher gives a price and learners have to say if their coin is more or less than the price given. This helps to develop their ability to decide if a coin is enough to pay for an item of that value or not. Learners with more skills could be asked to say, if they can, what other coins they would need to pay for an item at that price.</li> </ul> <p><b>Match them up</b></p> <ul style="list-style-type: none"> <li>Learners have sets of paired cards which show the main coins (two for each coin). The cards are placed face down and learners take it in turns to turn up two cards. If they show the same coin, they keep the cards; if not, they turn them over again and the next person takes their turn. The person with the most cards when all are taken is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>Bag/tin of coins.</li> <li>Selection of everyday items.</li> <li>Bag/tin of coins.</li> <li>Paired cards –two for each coin.</li> </ul>



Teaching approach	Teaching and learning ideas	Resources
	<ul style="list-style-type: none"> <li>As learners gain confidence with this, they can do the same for combinations involving some 20p and some 10p coins – remembering that 10p coins will be one tap and 20p coins will be two taps (counting in multiples of 10).</li> </ul>	
<p><b>Discussion and small group/pair work</b> – to get learners involved in practical activities to build their skills with money and combining coins, so they feel able to use these in everyday situations.</p>	<p><b>Same or different?</b></p> <ul style="list-style-type: none"> <li>Learners work in pairs or small groups to each pick a random collection of coins (or agreed number of coins without looking) from a bag/tin containing 10p and 20p coins. They discuss together who they think has the most money (and who has the least if they are in a group of three or more).</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Learners with more skills can have a wider range of coins; those with less skills might only have 10p coins.</li> </ul> <p><b>Counting on</b></p> <ul style="list-style-type: none"> <li>It is very useful for learners to also be able to use ‘counting on’, as this helps them both in combining coins to make up amounts and to start working on giving/checking change. Again, the teacher can model this with the learners and then encourage them to do activities to develop and practise the skill.</li> <li>Learners can work in pairs, using coins to identify alternative ways to pay for something of a given cost. e.g. 60p <i>Learners would decide that they could use 6 x 10p or 50 + 10p.</i></li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Depending on the learners involved, they might also identify 3 x 20p as another option.</li> </ul>	<ul style="list-style-type: none"> <li>Bag/tin of 10p and 20p coins.</li> <li>Bag/tin of mixed coins.</li> <li>Bag/tin of mixed coins.</li> </ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Discussion and small group/pair work</b> – to get learners involved in practical activities to build their skills with money and combining coins, so they feel able to use these in everyday situations</p>	<p><b>Money dominoes</b></p> <ul style="list-style-type: none"> <li>Learners have a set of dominoes each which show two amounts of money, one on each side of the domino. The amounts will represent single coins or common combinations of coins. For ease of recognition the amounts of money on the dominoes are best represented by pictures of real coins so that learners have the concrete cues (colour, size, etc.) to help them.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>1p</span> <span>2p</span> </div> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>20p</span> <span>1p 1p</span> </div> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>50p</span> <span>5p</span> </div> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>1p</span> <span>10p 10p</span> </div> </div> <ul style="list-style-type: none"> <li>Learners have an agreed number of dominoes, which they lay out in front of them. One learner chooses a domino to start with; taking it in turns the next learner then has to add one of their dominoes on one end or the other of the 'laid' domino(es) by choosing a domino that shows the same amount on one side as the end they lay it against.</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>Different sets of dominoes could show different coin denominations as appropriate to those the learner is working on. More confident learners could work together with sets that contain a wider range of options.</li> </ul>	<ul style="list-style-type: none"> <li>Money dominoes</li> </ul>
<p><b>Problem-solving/ investigations</b> – to develop learners' awareness of money and coins.</p>	<p><b>What's missing?</b></p> <ul style="list-style-type: none"> <li>Learners work in pairs with a set of cards that provide a sequence showing the different amounts of money from 10p up to £1. One learner takes one of the cards from the set and keeps it hidden. They give the set to the other learner, who has to work out which amount is missing.</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>The cards could simply give the amounts as multiples of 10p, or could include other combinations depending on the learners concerned.</li> </ul>	<ul style="list-style-type: none"> <li>Cards showing amounts of money from 10p to £1 in multiples of ten.</li> </ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Problem-solving/ investigations</b> – to develop learners’ awareness of money and coins.</p>	<p><b>Variation on ‘What’s missing?’</b></p> <ul style="list-style-type: none"> <li>One learner makes up the amount for a specific price and then takes out one of the coins and keeps it hidden while the other learners try to work out what other coin(s) is needed to make up the price chosen.</li> </ul> <p><b>What does it cost?</b></p> <ul style="list-style-type: none"> <li>Using a price list from more than one place, learners could be encouraged to research the cost of some specific items. For each item, do they both/all sell it? Where can they get each item most cheaply? Learners could also make up the different costs in money and discuss if there is a big difference between different places or only a small difference.</li> </ul>	<ul style="list-style-type: none"> <li>Bag/tin of mixed coins.</li> <li>Simple price lists to compare.</li> </ul>
<p><b>Integration of IT</b></p>	<ul style="list-style-type: none"> <li>Set up a spreadsheet to show a shopping bill, giving items and prices. The learners use the <math>\Sigma</math> formula and drag the cells containing the prices to work out the total of two or more items together and then pick out coins (from a bag/tin) to make up this amount of money.</li> <li>Set up a spreadsheet to show a simple menu or relevant list of prices. Learners use <math>\Sigma</math> formula and select cells containing the prices for specific items to work out the cost of two prices. They could be given a ‘budget’ and work out what two things they could buy from the amount they have been given.</li> </ul>	<ul style="list-style-type: none"> <li>IT and appropriate spreadsheet application.</li> </ul>
<p><b>Embedded/ contextualised activities</b> – to encourage learners to practise/use the skills they are learning in contexts most relevant to them.</p>	<ul style="list-style-type: none"> <li>These skills will be used in a wide range of everyday situations, including identifying coins for parking machines, supermarket trolleys, vending machines etc. They will also be used for many everyday personal life activities such as shopping for small items (snacks, newspapers, etc.) in the canteen/tuck shop/newsagents, paying at bingo/raffles, paying for coffees and teas, etc.</li> <li>They are useful foundation life skills that build towards the money that will be used in a variety of vocational contexts such as retail, social care, etc.</li> </ul>	<ul style="list-style-type: none"> <li><i>Skills for Life Learning Materials:</i> <ul style="list-style-type: none"> <li>SfL LM/NE1 Unit 2</li> </ul> </li> <li>Embedded Materials: <ul style="list-style-type: none"> <li>Retail 2:13–2:14 (handling cash)</li> <li>E2E 4:13 (change)</li> <li>Social care 4:9–4:10 (shopping)</li> </ul> </li> </ul>

Teaching approach	Teaching and learning ideas	Resources
<p><b>Application of skills</b> – to build learners' confidence to apply the skills they are learning in real life contexts and to reflect on this.</p>	<ul style="list-style-type: none"><li>• Learners could be encouraged to research the cost of some agreed items and then discuss their findings. Which places seem relatively cheap? As a group you could also discuss how they decide what to spend their money on – and where. Do they notice the cost? Do they spend money in many different places or usually in the same place each time?</li><li>• Encourage learners to identify some thing(s) they are going to buy and pay for using coins in the next week. If possible, it might be useful for them to have the chance to practise using these skills in real life contexts in a situation where they can be supported (e.g. by going as a group or identifying someone who can accompany and support them when they go). Discuss what they did, how it went and how they felt.</li></ul>	