

Y3 M5i. Can add amounts of money within £1 and extend beyond £1

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Teachers' Notes

- ❑ The PiXL therapies can be taught to a whole class or a target group. Year 3-5 therapies are designed to take approximately 30-40 minutes. However, this is flexible: it may be that only part of the therapy is taught or it could, of course, be adapted or extended.
- ❑ Each therapy begins with a LORIC activity to develop relevant learning behaviours.
- ❑ This is followed by a vocabulary task, which uses the PiXL 5-phase approach to teach key mathematical vocabulary. Further resources to develop vocabulary can be found in the Whole School area.
- ❑ Each therapy adopts the 'Teach, model and apply' process with opportunities for pupils to demonstrate the taught skill independently.
- ❑ Problem solving and reasoning activities are an integral part of each therapy.

Progress across amber – the 4-stage model

The three therapy tests which accompany this resource can be used to revisit the taught skill to check that the pupil is able to perform it independently and consistently.

A

A child has successfully completed a therapy test independently, following a set of therapy sessions.

A

A child has successfully completed a therapy test independently, a period after the relevant therapy sessions – we would advise about 2 weeks.

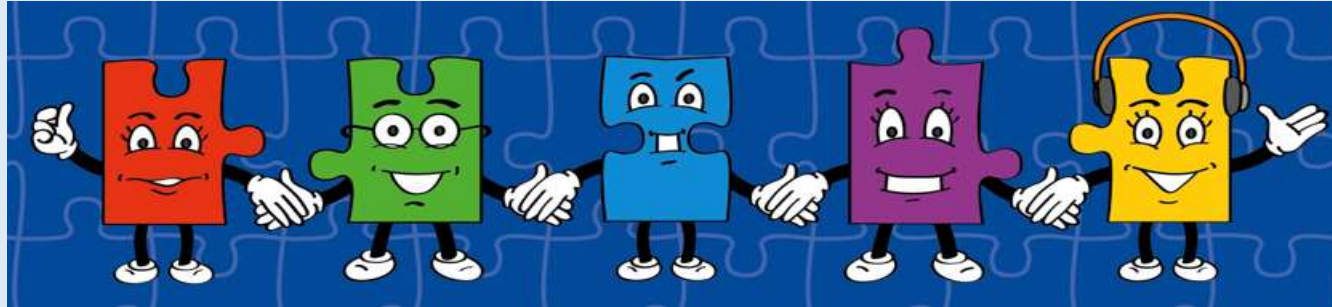
DA

A child has successfully applied their knowledge or skill in an unfamiliar context. This may be application across the curriculum or in a problem.

G

A pupil has successfully re-visited the skills at a later point, and applies these in an unfamiliar context or problem, or across the curriculum.

LORIC task



Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Izzy Initiative skills today:

- Use all of your mathematical skills to solve problems.
- Think as someone who is part of a team.
- Justify your answers.

LORIC task



How many ways
can you make 10p
using British coins?



Vocabulary activity

pound

pence

addition

Connect Two

Make connections between the two words and explain them using the sentence frame:

Pounds and pence are connected because...

Teach

When do we use coins in real life?



Teach

Here are all of the British coins and their values.



£2



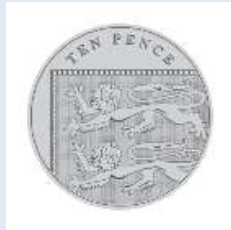
£1



50p



20p



10p



5p



2p



1p

We use **pounds** (£) and **pence** (p).
There are 100 pence in 1 pound.

Teach

Sometimes we need to use more than one coin to pay. So, we need to be able to **add** them together.



£2



£1



50p



20p



10p



5p



2p



1p

Model

When we add **pounds** together, we look at the **value** of each coin and add these together.



Model

We can calculate this **sum** mentally.



$$£2 + £1 + £1 = £4$$

Apply

What do the coins **total**?



Apply

We can calculate this **sum** mentally.



$$£2 + £2 + £1 = £5$$

Model

When we add **pence** together, we look at the **value** of each coin and add these together.



Model

We can calculate this **sum** mentally by adding the **tens** together and the **ones** together.



$$20p + 10p + 2p = 32p$$

Apply

Is the statement true or false?

There is 45p here in total.



Apply

It is **false**. There is 85p.



Model

When we add a mixture of pounds and pence, we will **add** each **separately**.



Model

When we add a mixture of pounds and pence, we will **add** each **separately**.



Pounds: $£2 + £1 = £3$

Pence: $50p + 5p + 1p = 56p$

Total: £3 and 56p

Apply

What is the **total**?



Apply

Pounds: $£2 + £1 + £1 = £4$

Pence: $20p + 10p + 5p = 35p$

Total: £4 and 35p



Model

When we add **two amounts** of money, we add the pounds and the pence **separately**.

However, if the pence gets larger than 100p, then we **convert** every 100p to £1.

Model

For example, to solve
 $59p + 76p$
we use a **written method** such as the column method to help us.

$$\begin{array}{r} 59 \\ + 76 \\ \hline 135 \\ \hline 1 \end{array}$$

Model

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 $59p + 76p$
we use a **written method** such as the column method to help us.

$$\begin{array}{r} 59 \\ + 76 \\ \hline 135 \\ \hline 1 \end{array}$$

$$59p + 76p = 135p$$

$$100p = \text{£}1$$

So, the answer here
is **£1 and 35p**.

Apply

Which child has the most money **altogether**? **Explain** your answer.



Hiran



Albie



Jasmine

Apply: How did you do?



Hiran
£2 and 15p

100p = £1



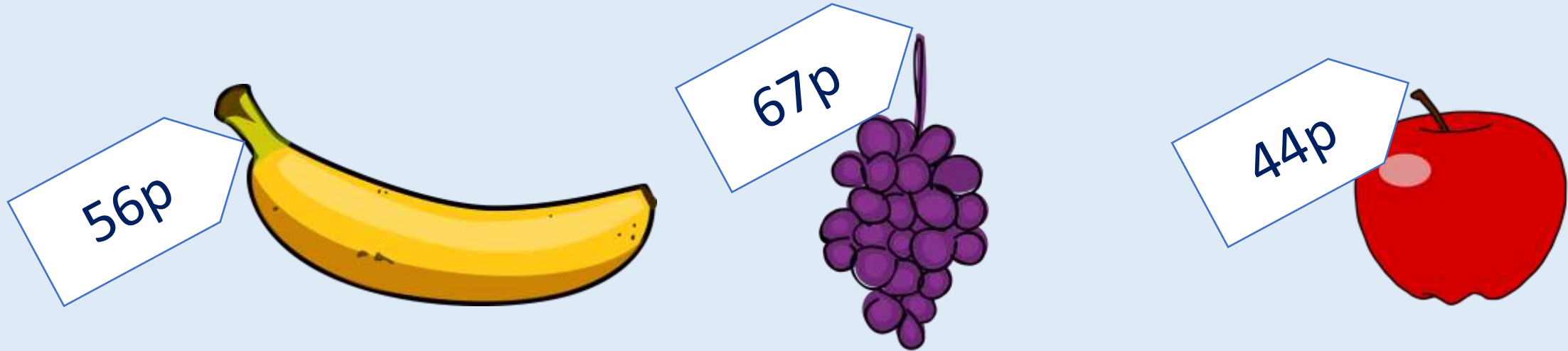
Albie
£1 and 22p



Jasmine
£1 and 1p

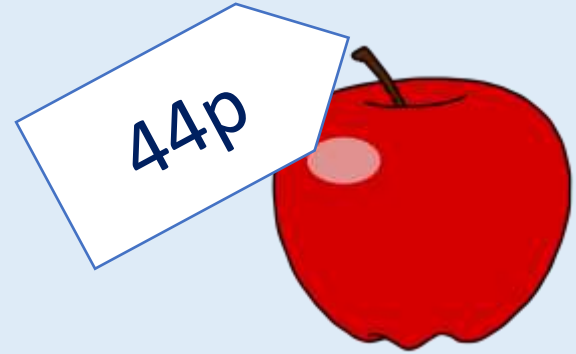
Hiran has the **most** money with £2 and 15p. Albie has £1 and 22p and Jasmine has £1 and 1p which are both **less than** £2 and 15p.

Apply



Rex buys a banana and an apple.
How much money does he spend **altogether**?

Apply: How did you do?



$56p + 44p = 100p$

This is the same as £1. Rex spends £1.

Apply

Carly and Arron were collecting coins for doing chores. The table below shows how much money they were given during the morning and the afternoon.

	Morning	Afternoon
Carly	52p	£1 and 23p
Arron	89p	78p

Who made the most money **altogether**?
Explain your answer.

Apply: How did you do?

	Morning	Afternoon
Carly	52p	£1 and 23p
Arron	89p	78p

$$\begin{array}{r}
 52 \\
 + 23 \\
 \hline
 75
 \end{array}$$

Carly
We add the pounds and the pence separately to find the answer
£1 and 75p.

Arron
We use a written method to calculate the total of 167p. Since 100p = £1, the answer is **£1 and 67p.**

$$\begin{array}{r}
 89 \\
 + 78 \\
 \hline
 167 \\
 1
 \end{array}$$

Apply: How did you do?

	Morning	Afternoon
Carly	52p	£1 and 23p
Arron	89p	78p

Carlie was given £1 and 75p and Arron was given £1 and 67p. Therefore, Carly made the most money.

Reflect/Remember

Add pounds and pence **separately**.

100p = £1, so if the pence adds up to more than
100p,
we need to **convert** 100p into £1.