

Background and teaching ideas

You will also need

Plastic or real money is best but printed coins can be used (for links to printable money please visit the download / description page for this resource on www.skillsworkshop.org)

Whiteboard (dry-wipe) pens to write on the laminated cards

Preparation

Print out and laminate pages 2-11.

Cut pages 2-8 into A5 sized cards. Page 8 is blank. You can write your own amounts of money on here: print out as many copies as needed.

Cut pages 9-10 into individual cards. Page 11 is blank so you can add your own items with a dry wipe pen if needed.

I used the cards with an E1/E2 class is as follows

(I'd be interested to hear of other ways the resource could be used)

Each participant chooses their own 'purse' card - one of the A5 cards with an amount of money printed at the top.

They then choose coins (I used cut out laminated pictures of coins but plastic or real money would have been better).

The learner makes up the amount shown on the card and 'blu-tacks' (if using picture money) them to the card. I then asked them to stand in line with the 'wealthiest' person at one end and the 'poorest' at the other.

Next, lay out the spending cards and ask people to choose between one and three - they had to make sure they had enough money. I encouraged the more skilled to choose more cards.

Learners then work out the change they would have after spending, cross out (using white board pen) the original amount and write what was left below it.

They then stood in line again (in order of the remaining "wealth" in their purse!)

They could have re-worked the coins for their change.

Ruth Moulton

Adult numeracy curriculum links

MSS1/E1.1 Recognise and select coins and notes.

MSS1/E2.1 Make amounts of money up in different ways.

MSS1/E2.2 Calculate the cost of more than one item and the change from a transaction in pence or whole pounds.

Functional Maths **coverage and range statements:

Entry 1

Recognise and select coins and notes

Entry 2

Understand & use whole numbers with up to 2 significant figures

Understand and use addition / subtraction in practical situations

Recognise and use familiar measures, including time and money

*** Please note that in Functional Mathematics it is the process skills of representing (R), analysing (A) and interpreting (I) that are assessed not the coverage and range statements.*

Entry 2 Skill Standards (based on process skills)

R understand simple practical problems in familiar contexts and situations

R select basic mathematics to obtain answers

A use basic mathematics to obtain answers to simple given practical problems that are clear and routine

A generate results to a given level of accuracy

A use given checking procedures

I describe solutions to simple given practical problems in familiar contexts and situations

£1.50

50p

coins

coins

spend

spend

£3.00

87p

coins

coins

spend

spend

£3.70

coins

spend

93p

coins

spend

£1.70

65p

coins

coins

spend

spend

£5.00

coins

spend

£4.50

coins

spend

75p

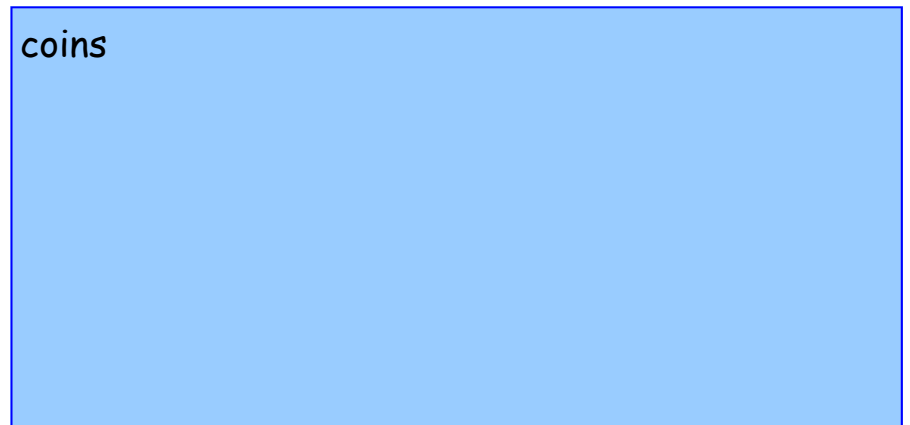
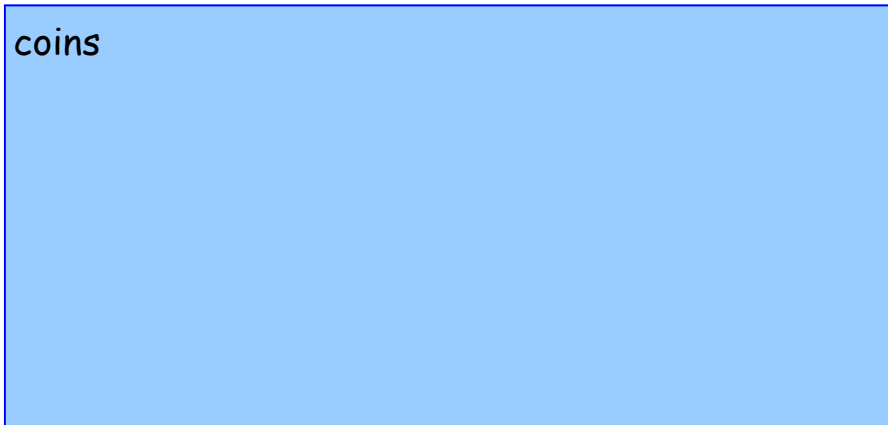
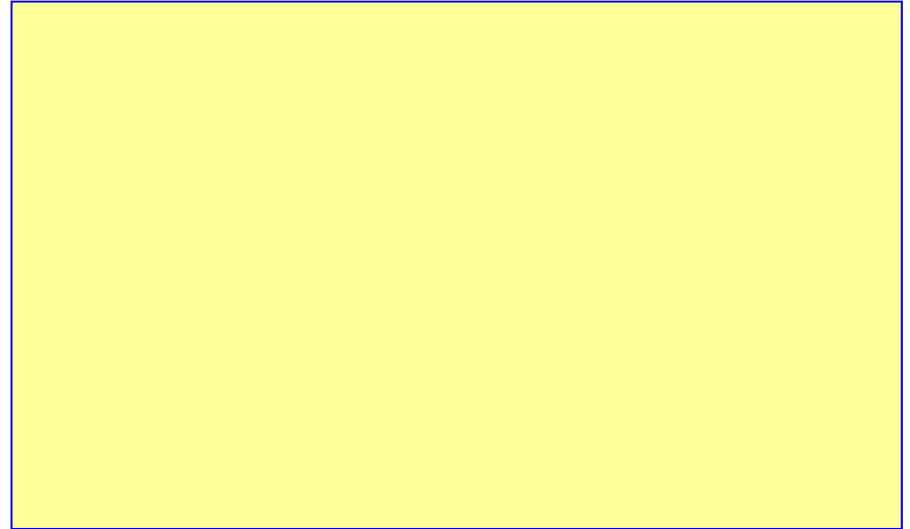
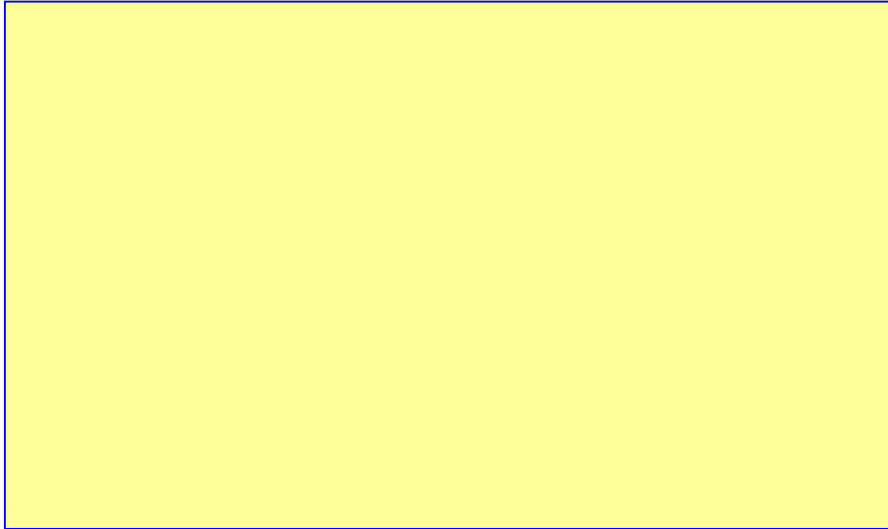
coins

spend

£4.50

coins

spend





£1.50



30p



£2.50



15p



85p



40p



25p



60p



99p



30p



£1



15p



50p



23p



25p



47p

