**Unit 15: Money (May: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Measures > Money. Number > Numeration and Counting; Sets and Operations. Algebra > Expressions and Equations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to recognise the value of money and use euro and cent in a range of meaningful contexts; demonstrate proficiency in using and applying different counting strategies; select, make use of and represent a range of addition and subtraction strategies; interpret the meaning of symbols or pictures in number sentences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Euro Coins:** Articulates and shares prior understanding of money and euro denominations (U&C), (R), (C); Recognises the relative value of coins, up to the value of at least €1 (U&C); Describes similarities and differences between coins (C); Estimates values of  undetermined amounts of money (R) |  | [D] Choral Counting L1  [D] Notice & Wonder L1–2, 5  [D] C Think-Pair-Share L1–2, 5  [D] Reason & Respond L1–2, 4–6  [C] Least and Most L1  [D] Quick Images L1  [D] C Write-Hide-Show L1, 4–5  [D] Toolkit: Money – What Coin Am I? L2  [C] Game: ‘Dip, Dip, Dip’ L3  [C] Maths Stations: ‘More, Less or Equal?’ Games L3  [C] Counting Can L4, 6  [C] Is it a Fair Trade? L4  [C] Write-Hide-Show L1, 4–5  [D] Number Strings L6  [C] The Human Number Line L7  [C] Role Play L7  **Print resources**  Pupil Book pages 94–100  Home/School Links Book pages 34–35  PCMs 51–55 | **Intuitive Assessment:**  responding to emerging  misconceptions  **Planned Interactions:**  responding to insights gleaned from children’s responses to  learning experiences  **Assessment Events:** information gathered from completion of  the unit assessment in the Progress Assessment Booklet  page 26 |
| **2** | **Notes and Coins:** Uses the euro (€) and cent (c) symbol to represent money (C); Analyses different ways of combining coins/amounts to make particular sums (R); Describes similarities and differences between coins and/or notes (C) |  |
| **3** | **More, Less or Equal?:** Compares and orders collections of coins (R); Uses the <, > and = symbols to represent the relationship (U&C) |  |
| **4** | **Counting and Making Amounts:** Recognises the relative value of coins, up to the value of at least €1 (U&C); Analyses different ways of combining coins/amounts to make particular sums (R) |  |
| **5** | **The Garden Shop:** Determines what can be bought for certain sums of money (U&C); Explores a variety of ways to record calculations (C) |  |
| **6** | **Finding Totals:** Selects and uses appropriate mental and written strategies (including number sentences) for estimating and calculating totals/simple bills (totals not to exceed 99c) (A&PS); Explores a variety of ways to record calculations (C) |  |
| **7** | **Shopping:** Exchanges money for goods/items in real-life or role-play contexts (A&PS) |  |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |