**Unit 14: Money (May: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Measures > Money. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop an awareness of money and its uses. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Jack and the Beanstalk:** Begins to develop an appreciation and value of money relative to different objects (U&C); Experiences and/or engages in role-play activities involving exchange (U&C); Begins to explore that coins hold different values (U&C) |  | [C] [D] Reason & Respond L1–9  [C] Role Play L1–2  [C] Introducing Cuisenaire Rods L3  [D] [C] Choral Counting L4–5, 8  [C] Swapping Pre-money Counters L4  [D] Write-Hide-Show L5  [C] Swapping and Shopping with  Pre-money Counters L5  [C] Sorting Coins L6, 8  [C] Think-Pair-Share L6  [D] Quick Images L7  [C] Shopping with Coins L7  [D] Notice & Wonder L8  [C] Game: Coin Drop L8  [C] Swapping Coins L9  [P] Game: Money Bingo L9  **Print resources**  Pupil’s Book pages 75–80  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  pages 26–28 |
| **2** | **Swap Shop:** Experiences and/or engages in role-play activities involving exchange (U&C); Recognises that some items will cost more than other items, and that some coins are worth more than others (R) |  |
| **3** | **Cuisenaire Rods:** Engages in a range of transactional activities in which objects (e.g. Cuisenaire rods) are exchanged for notional value (R); Exchanges fairly based on relative value in real-life or role-play contexts (A&PS) |  |
| **4** | **Pre-money Counters − 1, 2, 5:** Engages with concrete resources (pre-money counters/tokens) as a foundation for understanding the value of coins (U&C); Understands the ‘value’ of each pre-money counter (R) |  |
| **5** | **Pre-money Counters – 10:** Recognises the numerical value on the flip side of the pre-money counter (U&C); Uses the counters in transactional activities (A&PS); Experiences the ‘new’ counter with numerical value of ‘10’ (U&C) |  |
| **6** | **Coins − 1c, 2c, 5c:** Makes the connection between pre-money counters and coins (U&C); Recognises and understands the value of 1c, 2c and 5c coins (U&C) |  |
| **7** | **Shopping with Coins − 1c, 2c, 5c:** Recognises that money is necessary to pay or exchange for goods and services (R); Recognises and understands the value of the 1c, 2c and 5c coins (U&C) |  |
| **8** | **Coins – 10c**: Identifies and understands the value of the 10c coin (U&C); Recognises and demonstrates that lower-value coins can be combined to equal the value of a higher-value coin (U&C) |  |
| **9** | **Addition Using Coins:** Recognises and demonstrates that lower-value coins can be combined to equal the value of a higher-value coin, e.g. five 1c coins for a 5c coin (U&C); Adds varying amounts under 10c (A&PS) |  |
| **10** | **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. |