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

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| **Strand(s) > Strand Unit(s)** | Measures > Money; Number > Sets and Operations; Numeration and Counting |

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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; recognise and understand what happens when quantities (sets) are partitioned and combined; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Awareness of Money:** Articulates and shares prior understanding of money (U&C); Discusses the purpose of money and the different goods and services we can pay for with money (C) |  | [D] [C] Reason & Respond L1–8  [C] Role-play: The Class Shop L1–2  [D] Concept Cartoon L2  [D] [C] Think-Pair-Share L1, 3, 5, 6–8  [C] Class discussion: Fair Trade of Not? L2  [D] Write-Hide-Show L2, 4, 7–8  [D] Sort the Money! L3  [C] Coin Rubbings L3  [D] Quick Images L4  [D] How Much Does it Cost? (1) L4  [D] [C] Choral Counting L5–7  [D] [C] Notice & Wonder L5, 8  [C] Game: Money Spinner and Cover L8  [C] Role-play: The Toy Shop L8  **Print resources**  Pupil’s Book pages 77–83  Home/School Links Book pages 34–35  PCM 35 | **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  27–28 |
| **2** | **Let’s Trade!:** Exchanges fairly based on relative value in real-life or role-play contexts (A&PS) |  |
| **3** | **Recognising and Sorting Coins:** Recognises, sorts and matches coins (R) |  |
| **4** | **Matching Coins and Amounts:** Recognises, sorts and matches coins (R); Recognises that coins hold different values (U&C); Communicates and records the number symbols on coins (C) |  |
| **5** | **Comparing and Ordering Coin Values:** Uses comparative language to discuss coin values (C); Identifies and justifies which coin has the greatest value (R); Recognises the relative value of coins, up to the value of at least 50c, using the cent [c] symbol (U&C); Sets relative monetary values to items in role-play scenarios (C) |  |
| **6** | **Counting Coins − Totals to 10c:** Recognises and demonstrates that lower-value coins can be combined to equal the value of a higher-value coin (U&C); Investigates different ways to find a given value, using a group of coins (A&PS) |  |
| **7** | **Counting Coins − Totals to 20c:** Explains why having the most coins does not necessarily mean having the most money (R); Judges whether there is enough money to buy an item of a particular value and/or whether change should be expected (R); Identifies and justifies which collection of coins has the greatest value (R); Uses a range of strategies to mentally calculate sums of money (C) |  |
| **8** | **The Toy Shop:** Partakes in situations where items are bought and sold using cash and cashless methods (C); Selects and uses suitable strategies to tender appropriate coins and calculate change (A&PS) |  |
| **9** | **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. |