YR2 MONEY KNOWLEDGE ORGANISER

Key Concepts

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary

- pounds
- pence
- penny
- equal
- coins
- notes
- value
- equivalent
- change

Combine Amounts

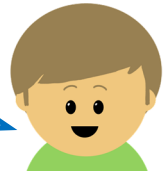
Making Amounts

Understanding the value of each coin in YR1 is developed in YR2 by combining amounts to make a value. Knowledge of place value can support finding values at a basic level. For example,

I know 56 has 5 tens and 6 ones so I can use five 10ps and six pennies.

Although correct, this should be developed into a more efficient use of coins, thinking about the largest value coin that could be used to make the total.

I can use a 50p to make the 50 and I know 5 and 1 is 6 so I can use a 5p and a 1p.



Finding Totals

Finding the total of a given number of coins is another skill to master. A good knowledge of counting in 2s, 5s and 10s supports all money work. Also, identifying the coin of the largest value and starting from there is a skill that helps make counting coins easier and more accurate.

20p is my largest coin. I can order them from largest to smallest value.

20... 40... 50... 52... 54
I have 54p altogether.

A mixture of pounds and pence can be used, however there is no expectation to write the correct notation using a decimal point. Pounds should be counted first.

Five pounds... 6 pounds and 20, 25, 30, 31p
I have £6 and 31p.

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Find Different Combinations

When confidence has grown with making different amounts, pupils should begin to find different ways to make the same total.

How many different ways can you make 20p?

I know 10 + 10 = 20, so I could use two 10ps instead.

I know that 5+5 = 10, so I can swap one of my 10ps for two 5ps.

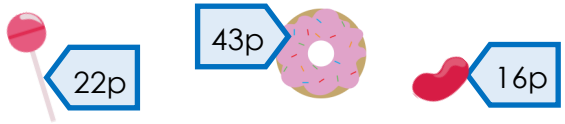
I could use 5 pennies instead of a 5p.

This is a good opportunity to develop ways of working systematically, for example exchanging one coin for others of equivalent value.

Simple Problems

Applying these skills to real life problems helps to understand the purpose of the maths involved.

To start simply, addition can be used to combine values of items bought in a shop to find a total.

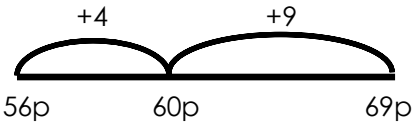


For example: How much do the lollipop and the jelly bean cost altogether?

Basic addition skills can be used to solve this.

The language of the question can make it seem more difficult to the children. Finding the difference should be encouraged as it requires them to see the two values as a comparison rather than a total.

Darcey has 56p, Caleb has 69p.
How much more money does Caleb have than Darcey?



Caleb has 13p more than Darcey.

Giving Change

Change can be calculated in 2 different ways.

Jane has 50p. She spends 35p.
How much change does she get?

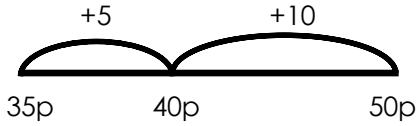
Firstly, this can be tackled as a subtraction calculation.

50 – 35

50 – 30 = 20,

20 – 5 = 15.

Alternatively, it can be approached by counting on:



Jane gets 15p change.

Two-Step Problems

More advanced problems involve more than one step. For example:

Ranjiit had £1.
He bought a pen for 34p and an eraser for 42p.
How much money does he have left?

42p + 34p = 76p

40 + 30 = 70

2 + 4 = 6

100p – 76p =

100 – 70 = 30

30 – 6 = 24

Ranjit has 24p left.