**Maths Medium Term Planning**

**Year One**

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| **WR Block: Measurement: Money** | | **Summer Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Recognise and know the value of different denominations of coins and notes. | * Unitising * Recognising coins * Recognising notes * Count in coins | **EYFS**   * There is no specific teaching relating to money in EYFS.   **EYFS Early Learning Goal**  **Number:**   * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. | **Y2**   * Recognise and use symbols for pounds and pence, combine amounts to make a particular value. * Find different combinations of coins that equal the same amount of money. * Solve simple problems in practical context involving addition and subtraction of money of the same units, including giving change. |
| **Key Vocabulary**  **New Vocabulary:**  change  dear, costs more  cheap, costs less, cheaper  costs the same as  how much ...?  how many ...?  total | **Key Vocabulary:**  **Previous Year Group:**  money, penny, pound, coins, notes | **Stem Sentences**  This is a \_\_\_ pence coin. It has a value of \_\_\_\_\_.  This is a \_\_\_\_ pence coin.  One \_\_\_ pound note is equal to \_\_\_\_\_ pound notes/coins.  I know that a \_\_\_ pound note has a higher value than a \_\_\_ pound note because ...  A \_\_\_ pound note has the same value as \_\_\_ 1 pound coins. | |
| **Concrete, Pictorial, Abstract Models/ Calculations**  In this block, children are first introduced to the idea that groups containing or representing the same number of things can be treated as ones. For example a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one – this is called “unitising”. | | | |