**Year 2 Maths Activities - Week Beginning 20.4.20.**

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| Activity 1 | **Learning Objective:** I can count money in pence.  **Success Criteria:**   * I recognise the ‘p’ symbol for ‘pence’. * I recognise 1p, 2p, 5p, 10p, 20p, 50p coins. * I can count and compare different amounts of money.   Start by showing your child different coins (I never have money in my purse these days! If you are the same, don’t worry, you can google coins and show pictures of them). Ask children to name the different coins and order them from the smallest amount to the largest amount. Establish that a 2p coin is worth the same amount as 2 X 1p coins, a 5p coin is worth 5 X 1p coins, etc.  Play game : <https://www.topmarks.co.uk/money/toy-shop-money>  Use <, > or = to compare the coins.    Jamie selects four of these coins.    He can use the coins more than once.  What total could he make?  What is the lowest total?  What is the greatest total?  Have a go at the ‘Money Combinations’ work sheets. If you are unable to print these out, don’t worry. You could ask your child to draw the coins or make wax crayon rubbings of them. You could even do the activity practically by using real coins (or toy plastic coins) and placing the correct symbol between them on a little piece of paper. |
| Activity 2 | **Learning Objective:** I can count money in pounds.  **Success Criteria:**   * I recognise the ‘£’ symbol for ‘pounds’. * I recognise £1 and £2 coins and £5, £10, £20 notes. * I know that 100p is equal to £1.   Talk to your child about how, yesterday, they counted money in pence. Explain that ‘pence’ is a relatively small amount of money and you can only buy quite small things with it. Most things cost more money and we see prices in £.  Show a £1 coin. How many pennies make £1?      How else can we make £1? Link this to children’s Times Tables, i.e. we already know that, if we can count in 2’s, then we can count in 20’s.    Talk about how we can do the same thing with larger amounts of money.  2X £1 coins = £2.00, 5X £1 = £5.00, etc.      Activities |
| Activity 3 | **Learning Objective:** I can count both pounds and pence.  **Success Criteria:**   * I can count the pounds and pence separately and then put them together. * I can write the amount in pounds and then the amount in pence.   How much money is there altogether? The girl has the pounds and the boy has the pence.    Talk about how we say (this many) pounds and (this many) pence, so eighteen pounds and sixty seven pence. Pounds comes first. How do we write this as an amount of money? Pound sign only, a dot after the pounds, so £18.67.  Activities      Complete the Problem Solving Activity Sheets. Again, don’t worry if you cannot print these. You can ask your child to draw or use real or plastic money. |
| Activity 4 | **Learning Objective:** I can count both pounds and pence.  **Success Criteria:**   * I can count the pounds and pence separately and then put them together. * I can write the amount in pounds and then the amount in pence.   Talk about how, when we have an amount of money with both pounds and pence, we count the pounds, then the pence. We can say this as (this many) pounds and (this many) pence. We write it down using only the £ sign (not p as well) and we put the decimal point after the pounds number. Show an example - £1.63, not £1.63p or £163p.        Activity - See the activity sheets and select your own level of challenge. |
| Activity 5 | **Learning Objective:** I can make the same amount of money in different ways.  **Success Criteria:**   * I can count the pounds and pence separately. * I can match the same amounts using different coins by counting the total. * I can represent amounts of money using column addition or by drawing tens and ones.   Begin with the Hannah and Ste word problem. First ask your child to draw the coins that Hannah and Ste have. Show them how to represent Hanna’s coins as column addition or by drawing diennes to represent tens and ones. Ask your child to work out Ste’s total using column addition or by drawing diennes.    So, Hannah could have 50p, 20p and 20p. Column addition would look like this;  50  +20  +20  \_\_\_\_   1. (0+0+0 = 0. We teach the children to always add the ones first)   \_\_\_\_  9 0 (50 + 20 + 20 = 90. We add the tens second. We could do 9 + 2 + 2, \_\_\_\_ then remember to add the zero).  9 0 (0 ones, plus 9 tens = 90).  Activities.    Show your adding using column addition.  Have a look at the amounts of money on the activity sheet (G means Green – easy, O means Orange – middle, R means Red – difficult). Can you make each amount of money in 2 different ways? Can you add your amounts together using column addition? |