Maths home learning tasks: 27/04/2020

Theme: Money

Monday:

Outcome: To learn and recognise the values of coins up to the £1 coin

Task: Give your child access to one of each coin. If finding the change is a problem, give them what you have access to. Ask the child to write up how much each coin is worth (and if any coins missing, ask which ones those might be). Ask them to make certain amounts, such as £3.14, having them show how they could give that amount (e.g. 3x£1, 1x10p, 4x1p or 2x£1, 2x50p, 2x5p, 4x1p. It doesn’t really matter how they choose to show the amount so long as the end result is right).

Next ask them to make amount, but with the fewest possible number of coins (e.g. £1.36 = 1x£1, 1x20p, 1x10p, 1x5p and 1x1p). If they are finding this rather simple, feel free to throw in the £2 coin and some notes as amounts they can use. Have your child carry out the following task of choice:

* Place value of money worksheet
* Using coins, show many different ways can they make £1. Allow them to get creative in showing this information.

Tuesday:

Outcome: To learn write down the values of amounts of money correctly.

Task: Come up with an amount (e.g. £2.34). Ask child how much is that in coins? Next ask them if they can work out how many 1p they need to make the amount (for this step take your time. Your child needs to be able to know that 100p = £1. Do it in steps if need be: *“So How many 1 pence coins in one pound? What about two pounds? What about two pounds, thirty-four pence?”*) If you feel that they have a somewhat good foundation that 100p = £1, begin doing some simple addition and subtractions using money. Children love doing this with roleplay. Give them an amount (lets say £2) and ask them that if they were to buy a juice that was 30p, how much would they get back. Encourage them to write the amount like £1.70 and not £1 and 70p or £1.70p. From here you could do one of the following tasks:

* Encourage your child to “open up a shop”. Let them design whatever takes their fancy, and give the value to each item. Once they are done, “go to the shop” and buy something from them, paying with amounts and asking them to find and give you the change you need. Perhaps they can “write you a receipt” with the calculation written out.
* Have your child answer questions from the worksheet.

Wednesday:

Outcome: To solve problems using money.

Task: Give your child some addition and subtraction questions (e.g. 74-23 or 273+219). Once they have worked those out, give them more but this time in the context of money (e.g. £2.33+62p or £54.28-£2.19) Show them that there isn’t really any difference between the two types of questions, except for the £/p symbols and the decimal point/dot. Give them a random list of sums to practice to get comfortable. Then give them one of the following tasks:

* Have them plan a party. Give them a budget and a goal of what the party should have (food, entertainment, etc) then give them access to online stores and catalogues to get to work. Perhaps give them the incentive that once possible, you will run their little party that they have planned. Have them write up their calculations to show that they have stayed on budget.
* Complete one of the worksheets of their choice (standard, mild or spicy difficulty)

Thursday:

Outcome: To solve money problems using multiplication.

Task: Have your child carry out some simple multiplications (e.g. 4x5= 20) then show them the same multiplication but using money this time (4x£5=£20) so that they can see that multiplying with money is no different. Once they do a few practice rounds of this, give them the following task:

* With a budget of £30, how many £7.25 games and £4.50 games can they buy? Have them work out the different possible combinations, working it out using multiplication. Feel free to adjust the values and amounts so that it is better suited for your child (e.g. £20 and the value of the games are £2 and £4).

Friday:

Outcome: To solve some problems in the context of money.

Task: Go through some of the things they have learned about money so far. Have your child carry out an investigation involving money. I have provided three potential investigations, although feel free to come up with something yourself. The more excited the child gets about the investigation, the more likely they will apply themselves to it!