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| **Focus: Money Grade 1/2**  **Maths Planner Week 5 Term 4** | | | | |
| **TUESDAY** | **WEDNESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Learning intention:** Recognise, describe and order Australian coins according to their value.  **Success Criteria:**  I can identify Australian coins.  I know the value of each Australian coin.  I can find the total value of a simple collection of Australian notes and coins.   * I can represent money values in a variety of ways. * I can correctly count out change from financial transactions. | **Learning intention:** Recognise, describe and order Australian coins according to their value.  **Success Criteria:**  I can identify Australian coins.  I know the value of each Australian coin.  I can find the total value of a simple collection of Australian notes and coins.   * I can represent money values in a variety of ways. * I can correctly count out change from financial transactions. | **Learning intention:** Recognise, describe and order Australian coins according to their value.  **Success Criteria:**  I can identify Australian coins.  I know the value of each Australian coin.  I can find the total value of a simple collection of Australian notes and coins.   * I can represent money values in a variety of ways. * I can correctly count out change from financial transactions. | **Learning intention:**  Recognise, describe and order Australian coins according to their value.  **Success Criteria:**  I can identify Australian coins.  I know the value of each Australian coin.  I can find the total value of a simple collection of Australian notes and coins.   * I can represent money values in a variety of ways.   I can correctly count out change from financial transactions. | **Learning intention:**  Recognise, describe and order Australian coins according to their value.  **Success Criteria:**  I can identify Australian coins.  I know the value of each Australian coin.  I can find the total value of a simple collection of Australian notes and coins.   * I can represent money values in a variety of ways. * I can correctly count out change from financial transactions. |
| Discuss that $ sign goes in front of the dollar and that c goes behind the cents.  Have a go at ordering the coins.  Play I have 2 silver coins in my pocket, what could they be?  50c make and draw it worksheet. Have it double sided so that students who need extension are able to be extended. | Play I have 2 silver coins in my pocket.  Get students to play in pairs.  Play I have 1 silver and 1 gold coin in my pocket, what could they be, or what could they be?  Introduce money spider. | Money spider using dollars.  Have students create a list of different ways they can make it.  Money spider using dollars and cents. Have students create a list of different ways they can make it. | Split amounts e.g. $1.20  Say the amount, can students make $1.20.  How do we write this?  Try another one like $4.60  Money spider this or have students create a list of different ways they can make it. | How can we make $5 with gold coins?  Can we use silver coins to do this?  Students to do in column sheet. |