

Money: coins and notes; making amounts in euro and cent

CURRICULUM ALIGNMENT

MEA.MON.3

transfer knowledge of the base ten system in number to monetary contexts and use for purposes of calculation.

NUM.OPS.3

understand and apply flexibly the four operations; and the relationships between operations.

INTERACTIVES Coin Counter · challenge, display

WHAT THIS LESSON TEACHES

Euro money uses coins from 1c to €2 and notes from €5 up. The same amount can be made with different mixes of coins and notes.

→ Two 50c coins are worth the same as one €1 coin.

→ 80c is four 20c coins, or a 50c and a 20c and a 10c.

MODEL THIS ON THE BOARD

MAKE 80C FOR FRUIT

- 1 The fruit costs **80c**.
- 2 Place one **50c** coin first.
- 3 Add one **20c** coin to reach **70c**.
- 4 Add one **10c** coin to make exactly **80c**.
- 5 A second way is four **20c** coins.

LESSON ARC

Open with two 50c coins beside one €1 coin on the coin-counter interactive — take three hands-up answers on whether they're equal. Watch four amounts built on the money tray, then two bigger ones where the €5 note enters. Pupils build 45c, €1.10 and €1.75 at the board and call out a second way. They list coins for three teacher-given amounts in the maths copy, then the Class Challenge works 35c through €5.10 with Check.

TEACHING MOVES

1. **Getting Started.** Display two 50c coins beside one €1 coin as pupils settle. Take three hands-up answers, not open call-outs, and let the 'same amount, more than one way' idea hang unconfirmed — don't resolve it until the model step.
2. **Watch and Notice.** On the first two trays, point out 'same fifty cent, two different sets' and ask which uses fewer coins. On €5.20, stop and name the €5 as paper money — coins go up to €2, notes from €5 up — and hold out for a pupil to say why a note beats five €1 coins.
3. **Try It Together.** Call one pupil up per amount (45c, €1.10, €1.75) to build on the board while the class agrees or corrects aloud. After each correct tray, ask 'can anyone make that same amount with different coins?' and let a second pupil try. If a pupil grabs lots of small coins, prompt 'is there a handier coin?' rather than correcting.

4. **Write the coins in your copy.** Give three amounts aloud — say 55c, 90c, €1.30 — for pupils to list coins under each. Walk the room glancing at how they split the euro part from the cent part. No marking; this is whole-class copybook practice.
5. **Class Challenge.** Brisk turns at the board through 35c, 80c, €1.50, €5.10, pressing Check each time. On 80c, ask 'could you make that with fewer coins?' — four 20c works, but 50c+20c+10c is fewer. On €5.10, hold out for the class to reach for the €5 note plus a 10c rather than five €1 coins.
6. **What Did We Notice?.** Revoice a strong answer: 'so the coins are different but the total is exactly the same.' Draw out that fewer, bigger coins are handier — a shopkeeper prefers a 50c to five 10c coins, and a €5 note to five €1 coins.

COMMON MISCONCEPTIONS

⚠ Pupils read €1.20 as 'one hundred and twenty' and build it entirely from cent coins, missing that the euro part needs euro coins.

On the coin-counter interactive, separate the tray visibly into the euro part and the cent part. Name each aloud — 'one euro, then twenty cent' — and rebuild it with a €1 coin plus a 20c, so pupils hear where the euro ends and the cent begins.

⚠ Pupils try to make €5 with five €1 coins because they don't yet treat the note as money the same way as coins.

Hold the €5 note beside five €1 coins on the interactive — same total, but ask which is handier to carry. Establish the rule aloud: coins go up to €2, and from €5 up we use notes.

DIFFERENTIATION

EMERGING

- Stay in cent-only amounts (35c, 45c, 80c) at the board while the class moves to euro-and-cent totals; these pupils build in the copy from the same coin set.
- Pre-place the euro coin on the interactive tray for €1.20-type amounts so the pupil only builds the cent part.

DEVELOPING

- After a correct tray, ask for the smallest number of coins that makes the same amount — turn 80c into a 'fewest coins' hunt.
- Give a missing-coin version: 'I've a 50c and a 20c on the tray, what one coin makes it 80c?'

PROFICIENT

- Pose €1.75 and ask: how many completely different ways can you make it? List them in the copy and rank them from most coins to fewest.
- Ask them to narrate a €5.10 payment to a younger pupil — which note, which coin, and why a note beats five €1 coins.

✓ **Cross-curricular:** Tie to SESE/Geography — pupils spot which euro coins carry a national side and name a country whose €1 coin they'd recognise.

ANSWER KEY

Scaffold: visual check on the page

Q1: 20c + 10c + 5c

Q2: 20c + 20c + 5c

Q3: Yes (€1)

Q4: 50c+20c+10c; 20c+20c+20c+20c

Q5: €1 + 50c

a) Always : 50c plus 50c totals 100c which is €1.

b) Sometimes : True for 10c (a 10c coin, or two 5c coins); false for 1c, which is only a 1c coin.

c) Never : 80c is made with coins only such as 50c and 20c and 10c.

d) Always : 20c four times adds to exactly 80c.

EXTENSION SHEET · STRETCH ANSWERS

S1: €76.90

S2: €149.10

S3: €151.81

Investigation: How many ways to make €1? — open-ended; scan pupils' working for valid solution paths rather than a single answer.