Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children count money to find the total in the context of a part-whole model. They check to see whether Fran has partitioned correctly.

How can we find out if the sum of the parts equals the whole?

Has Fran put the correct parts?

What mistake has she made?

What part-whole model could you make for £5 using pounds?

Is there more than one way?

Look at the next model. Is this one correct?

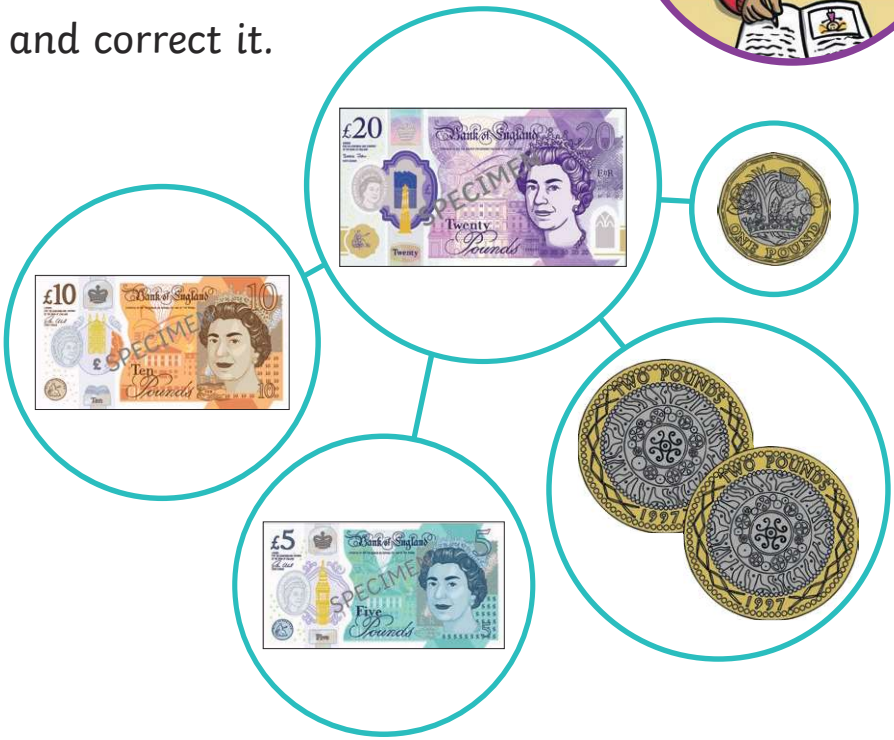
Prove it!

How many other ways could you partition £20 in pounds?

Count Money in Pounds

Fran drew these part-whole models:

Find the mistake that Fran has made and correct it.



Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children solve a problem to find different ways of making £5 and £10 using one and two pound coins and notes. They represent these in different ways using bar models. Encourage children to work in a systematic way, following number patterns.

How much does Joe have in total?

Looking at the first bar model, how many parts are there?

Are the parts equal?

Are any parts labelled?

If each part represents a coin, what is the value of each part?

Looking at the second bar model, how many parts are there?

Are the parts equal?

Are any parts labelled?

What are the other two parts?

In the third bar model, there are four parts. What are the values of these parts?

Are there any other ways of making £5 with coins or notes?

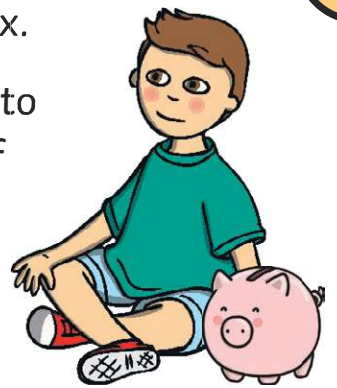
What bar models can you draw to show ways of making £10 using pound notes or coins?

Count Money in Pounds

Joe has £5 in his money box.

He draws these bar models to show what combinations of one and two pound coins and notes he could have.

Fill in the gaps.



£5				
		£1		

£5		
	£2	

£5			
	£1		

Are there any other ways Joe has not drawn?

How many different bar models can you make that total £10, using one and two pound coins and notes?

Remember to use the £ symbol.