



Theme: What is money?

Year Group: 5/6

	Activities	Resources	Duration
Introduction	<p>Lesson overview to explain:</p> <p><i>Today's lesson will look at money more closely; how it came about, how we use it and why we need to be careful with it.</i></p> <p>By the end of this lesson students will be able to: Explain how money evolved Calculate the cost of everyday items or services Work as a group to calculate the correct amount of money needed to buy items and the change required. Compose and present a story which links the items together.</p>		10 mins
	<p>The big question: What is money? Ask learners to write down their description/definition. Prompt: Think about what it allows you to do (age group dependent). <i>A: Something (such as coins or bills) used to pay for goods and services and to pay people for their work. It helps us value items, such as a car or a house. It allows us to save. We also use it to pay back loans. Money isn't always something we can see or feel. Money can be stored and moved electronically.</i></p>		
Development	<p>Exposition:</p> <p>http://www.bbc.co.uk/news/business-36047863 BBC video which looks at how money has evolved. Opens with the introduction of the £5 which is now in circulation. The rest of the video is interesting and relevant. This leads nicely into the next small group activity which investigates the £5 note. Nominate a student from each group who will be responsible for returning the note to you safely! Ask them to think of three interesting facts about this note. Q & A: Discuss these features and why they might be important. https://www.bankofengland.co.uk/banknotes/5-pound-note A short video clip on the security features of a £5 note is a good way to sum up all the features.</p>	<p>Power point Video clip £5 note for each group.</p>	15 mins

Outline Lesson Plan

	<p>Activity 1: How much would you pay? (Groups of 5/6) Students need to match the cost of each item or service on the worksheet to the figures which appear on the power point slide. Each price corresponds with one item and can only be used once. See below for more detail.</p> <p>Activity 2: Handling money and giving change. (Groups of 5/6) Assign the role of a banker and explain what they need to do. Give instructions for the rest of the group activity and story composition. See below for more detail.</p>	<p>Hand out worksheet for each student Power point slide with amounts to match.</p> <p>Money float for £7.06 Banker's Sheet Props if available</p>	<p>15 mins</p> <p>30 mins</p>
Conclusion	Summary of learning. Re-visit the big question asked at the beginning and see if their views have changed.		5 mins
Total			1 hour 15 mins.

Activity 1: How much would you pay?

The power point slide has six prices which relate to the cost of buying the items they have on their worksheet.

Each price corresponds with one item and can only be used once.

Review answers:

The cost of one pint of milk is 50p.

An exercise book provided free by the school cost 56p, if bought in a pack of 10 costing £5.60

The train fare into town for one child on a weekday is £2.30. This is just one way. Child = age 5-15.

The cost of one driving lesson is £24 on average (UK).

The cost of a large portion of chips bought locally £3.30.

The cost of one toilet roll (if bought in a pack of 24) is 15p each. Of course, you can find cheaper or pay 40p for a better-known brand name.

Prices are correct as at April 2019. The driving lesson is based on a national average. Other prices may differ regionally. If you change the prices here, you may need to change your float and the Banker's Money Check List.

Activity 2: Handling money and giving change

This activity works well with props. An example of ours are in the photo below. Hand out the box and ask students to wait as they need to listen carefully to these instructions. They can start their activity once you have explained the following three tasks.

Firstly, we need to nominate one or two bankers for each group. We normally ask the teacher to do this. The role of the banker is to check the money is correct when they receive it and when they hand it back. They can use the Money Counter worksheet to check that they have the correct amount to start with. The banker hands out the exact money, when asked, for the items the rest of the group want to buy. They also collect the money back in, once again using the Money Counter worksheet to ensure it is correct.

Lastly, they will be asked how much change they had left over, once they had paid out for each of the items.

When instructed (but not yet) the rest of the group will open their box of props. For this exercise, we have used four of the items from the last activity; the toilet roll; the train ticket; the portion of chips and pint of milk. They will take a prop each and ask the banker for the money to pay for the item. They place their money beside each prop.

Their last task will be to work in their groups to make up a story which links their 4 items together. One person to present back their story. This allows for an element of fun, whilst working in teams and sharing ideas.

Allow 30 minutes for this activity

Extension Activity: Relate the cost of these items to hourly rates and how long it takes to earn enough money to pay for the items.