Giving change

National Curriculum attainment target

• Add and subtract amounts of money to give change, using both £ and p in practical contexts

Lesson objective

• Subtract amounts of money to give change

Previous related lessons

None

Prerequisites for learning

Pupils need to:

• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
• be secure with mental calculation strategies for subtraction

Vocabulary

money, subtract, change, difference

Future related lessons

Unit 5, Week 2, Lesson 3; Unit, Week 1, Lesson 3; Unit 7, Week 2, Lesson 4; Unit 11, Week 1, Lesson 3, Unit 11, Week 1, Lesson 4

Success criteria

Pupils can:

• write the subtraction calculation for change
• work out the calculation
• write the answer as money

Getting Started

• Choose an activity from Number – Addition and Subtraction.
• Choose an activity from Fluency in Number Facts: Y3/Y4 – Addition and subtraction.

Teach

Resources

coins - real or plastic (per class)

• Display: Slide 1.
• Ask a child what they would like from the café menu.
• Say: I can buy that for you, as I know you don’t have any money with you. Count out the correct amount of money, showing it to the class as you do.
• Ask another child to choose something from the menu and say you will pay.
• Pick out a £1 coin. Say: I only have a pound. I cannot pay with a pound – it’s too much.
• Ask: What shall I do? Discuss children’s answers. Establish that you will need to receive change.
• Ask: What is change? When do you get it? Share children’s ideas.
• Say: Often when we go to a café or go shopping, we don’t have the right coins to pay, so we hand over more money. The shopkeeper then gives us back the extra money as change.
• Write the calculation for the item the child chose. Model how to work out the change using an empty number line, as in Unit 1, Week 2, Lesson 3.
• Say: If I wanted to have a cup of tea in the café and I only had a pound, I would need some change.
• Write 100p – 62p on the board. Point to the calculation and say: I have £1 or 100p and the café owner needs to subtract the amount of money I need to pay, 62p. Then they will know what change to give to me.
• Work out the calculation, using an empty number line if necessary.
• Say: You have £1. Choose something from the café menu and work out how much change you will get.
• Look at children’s working out. Work out change from another item as a class, focusing on any aspects children find challenging.
• Say: Work out the change from £1 for a different item on the menu.
Overcoming Barriers

- Children can find the concept of change difficult. Role-play buying items from a shop. Use 20p or 50p rather than a £1 coin so children can focus on the change aspect rather than the subtraction.

Plenary

- Choose one of the questions from the Pupil Book and work it out as a class.
- Write the amount of change on the board.
- Ask: What coins might the café owner give the customer for this amount of change?
- Share children’s suggestions and record some on the board.
- Discuss the different possibilities. Identify the way that uses the least number of coins.
- Ask: Which way is the most likely way to be given change?

Individualised Learning

Refer to Activity 2 from the Learning activities on page 218.

Pupil Book 3B – Page 9: Café change
Progress Guide 3 – Extension, Year 3, Unit 5, Week 2, Lesson 2: How much change?