

# Curriculum Area Progression Summary

## Area of Learning: Maths – Money



Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> <li>● To know how to distinguish coins in comparison to another group of objects (i.e. keys or pegs).</li> <li>● Use knowledge of exchange and reciprocity to exchange one item (or representation of money) for another item.</li> </ul>
5	<ul style="list-style-type: none"> <li>● To develop knowledge of the differences and similarities between coins, applying this knowledge to sort coins into two colours, shapes or sizes (does not need to know name of shape just recognise that they are different or the same)</li> <li>● Applies knowledge of exchange to exchange any representation of money for an item.</li> <li>● Applies knowledge of exchange alongside numbers to exchange one or two coins for one or two items.</li> </ul>
6	<ul style="list-style-type: none"> <li>● Uses knowledge of numbers and numerals to recognise numerals 1-10 on a coin (coins can be blown up).</li> <li>● Applies knowledge of exchange to exchange up to 5 coins for 5 items.</li> <li>● To begin to develop knowledge that coins carry value and these values are different.</li> </ul>
7	<ul style="list-style-type: none"> <li>● To develop knowledge of value linked to more or less than £1.</li> <li>● Develops and applies knowledge of numbers to identify numerals on 1p, 2p, 5p, 10p and 20p coins or £5, £10 or £20 notes.</li> <li>● Extends knowledge of exchange and numbers, applying these skills to exchange up to 10 £1 coins for an item of same value.</li> </ul>
8	<ul style="list-style-type: none"> <li>● Uses knowledge of numerals and coins to recognise any numeral on any given coin or note (including 50p and £2).</li> <li>● To apply existing knowledge surrounding money to identify some of the different ways of paying for an item (bank card, coins, phone, bank).</li> <li>● To identify risks to personal safety when carrying money.</li> <li>● Use existing knowledge and skills to help keep a record of savings (in relation to class projects).</li> </ul>
9	<ul style="list-style-type: none"> <li>● To develop knowledge of the commutative relationship between pounds and apply these skills to convert simple amounts from pound to pence.</li> <li>● Use knowledge of place value to work with pounds and pence in relation to hundreds, tens and units.</li> <li>● To apply developing knowledge of money and issues surrounding money to identify some of the reasons why money might need to be spent or saved.</li> </ul>
10	<ul style="list-style-type: none"> <li>● To apply developing knowledge of value to estimate a rough value for an item and check against a reference list.</li> <li>● To apply knowledge of coins alongside addition, taught in number, to combine any 2/3 coins to make an amount.</li> </ul>

# Curriculum Area Progression Summary

## Area of Learning: Maths – Money



	<ul style="list-style-type: none"><li>● To apply knowledge of rounding to round amounts of money up or down to the nearest pound.</li><li>● To continue to develop knowledge of pounds and pence as comparable units with relevance to how this corresponds to writing and reading amounts with use of a decimal place.</li></ul>
<b>11</b>	<ul style="list-style-type: none"><li>● Uses knowledge of addition and subtraction to calculate change from £1 or £10 including the use of 50p.</li><li>● Apply developing knowledge of rounding up and down to round money to nearest £1 or 10p.</li><li>● Identify potential ways to make money and develop knowledge of what can happen if you run out of money.</li></ul>
<b>12</b>	<ul style="list-style-type: none"><li>● To apply knowledge of a range of calculations to work within a budget and calculate totals and any change due from a budget of £5, £10, or £20.</li><li>● To add total amounts which involve a mixture of pounds and pence, recording total in requested notation and with consistent use of decimal place demonstrating an increased understanding of place value.</li><li>● To develop knowledge surrounding the consequences to running out of money in a range of situations and ways to safe-guard against this.</li></ul>
<b>13</b>	<ul style="list-style-type: none"><li>● To apply knowledge of money and use of operations to plan a budget for a specific given situation (i.e. a cinema trip or meal out).</li><li>● To develop knowledge of spending habits and why some expenses are considered essential, applying this knowledge to work with budgeting tasks.</li><li>● To develop knowledge of online banking and how this is accessed via computer or a phone</li><li>● To develop knowledge of taxes and National Insurance payments.</li></ul>
<b>14</b>	<ul style="list-style-type: none"><li>● Uses existing knowledge to create a monthly budget including all main bills, researching how much different bills would cost and comparing value for money.</li><li>● Applies knowledge of money and use of a range of operations to work out how much (if any) additional money is available from a budget and to make choices about saving versus spending.</li><li>● To develop knowledge of how different currencies are used / represented in different countries and begin to explore exchange rates and their link to values / percentages.</li></ul>