Time and Money
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Date completed

Series Author:
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1 a Fill in the missing letters in these months of the year.

- J__n__
- __p_t__m_b__
- __l_y
- M_a_r__
- O__t__b__
- __e_c__b__
- A_u__s_t
- J__n__a_r__
- A_p__
- N__v_e_m__
- M__
- F_e__r_u__

b Number them 1 to 12, starting with January.

2 Guess the mystery months.

a I come after April but before June. I am __

b I have 7 letters in me.
I have an ‘o’ and a ‘b’. I am __

c I am the 2nd last month of the year. I am __
Time – months of the year

1. What special things happen in your world over a year?
   a. Ask your friends and family for ideas and draw or write them in the matching boxes.

<table>
<thead>
<tr>
<th>October</th>
<th>July</th>
<th>March</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>April</td>
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<tr>
<td>January</td>
<td>August</td>
<td>May</td>
</tr>
<tr>
<td>1st New Year’s Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>February</td>
<td>June</td>
</tr>
</tbody>
</table>

b. Did you notice that the months are in the wrong order? Cut the boxes out and reorder them. Stick them onto a new page.
Time – seasons

Many countries experience four seasons in a year: winter, spring, summer and autumn. In the UK, we usually think of each season lasting three months and consisting of these months:

winter = December, January, February  
summer = June, July, August  
spring = March, April, May  
autumn = September, October, November

You will need: 3 partners scissors the next page
copy

What to do:
Cut out the four seasons. Without looking, choose a season each. Now cut out the months of the year (on page 4) and place them face down. Take turns turning over a month card. If it matches your season, keep it. If it doesn’t, put it back. The winner is the 1st player to collect all three matching months.
Time – seasons

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
Time – ordering events

You will need: 🆘 a black pen or pencil

What to do:
Think of 8 things you do over a school day. Write or draw them in the boxes.

What to do next:
Cut out the boxes and ask a partner if they can reorder them for you. You can give clues to help.
Time – duration and language of time

1. What are some words we use when we are thinking or talking about time? Add them below.

   - before
   - morning
   - clock

2. Write or draw some things that you usually do ...

   - slowly
   - quickly
   - at the same time each day
   - at different times over the day
1 Think about roughly how long it takes you to do the actions on the right side of the page. Then draw or write an action on the left side of the page to match the statement.

- a takes more time than
- b takes less time than
- c takes more time than
- d takes less time than
- e takes about the same time as
Time – hours, minutes and seconds

How long is a minute? What does it ‘feel’ like? One way to tell is to find out what we can do during that time.

You will need:  🔄 a partner  🕒 a stopwatch

What to do:
Your project is to work out how many times you can do the following actions in a minute. Ask your teacher to show you how to work and read your stopwatch to 1 minute. Take turns timing each other. It can be tricky timing and counting, so it works best if the person doing the action counts the numbers as well. You could also ask a third person to count.

I can tie my shoelaces  _______ times in 1 minute.

I can do    _______ star jumps in 1 minute.

I can run around the playground  _______ times in 1 minute.

I can _____________________ times in 1 minute.
Time – hours, minutes and seconds

1 What are some things you might spend an hour doing? Record them.

2 Put a circle round the above things you would enjoy doing for an hour. Does the hour feel like it goes quickly or slowly when you are enjoying the activity?

3 For this activity you will need a stopwatch and a partner. Spend 1 minute playing a computer game such as Live Mathletics. Now spend 1 minute sitting still in ABSOLUTE silence. Do they feel the same? Why or why not?
Time – hours, minutes and seconds

How long is a second? Say, ‘1 elephant’ at your normal talking speed. That was a second!

1. What are some things that take a second to do? Use ‘1 elephant’ as your timer to find out. Record them.

Our time system is based on 60. There are 60 seconds in a minute and 60 minutes in an hour.

2. How many star jumps could you do in a minute? Time yourself and see.

I can do [ ] star jumps in 1 minute.

3. Now see how many star jumps you can do in 60 seconds. Get a partner to time you with a stopwatch or count in ‘elephants’ to 60.

I can do [ ] star jumps in 60 seconds.

4. Are your answers the same? Why or why not, do you think?

5. Let’s say you are super fit and can keep going at the same pace. What sum could you do on the calculator to find out how many star jumps you could do in an hour? Write it and find the answer.
The time shown on this clock is **2 o’clock**.
The minute (big) hand is on the 12.
The hour (little) hand is on the 2.

The time shown on this clock is **quarter past 2**.
The minute hand has moved a quarter of the way to the next hour. It is pointing to the 3.
The hour hand has also moved a quarter of the way to the next hour.

1. **What is the time?**

   ![Clock A](image_a)
   ![Clock B](image_b)
   ![Clock C](image_c)

   **quarter past ___**
   **quarter past ___**
   **quarter past ___**

2. **Draw the missing hands on the clocks to finish the times.**

   ![Clock A with time](image_a)
   ![Clock B with time](image_b)
   ![Clock C with time](image_c)
   ![Clock D with time](image_d)

   **quarter past 7**
   **quarter past 12**
   **quarter past 11**
   **quarter past 3**
The time shown on this clock is a quarter to 6. This means that 45 minutes have passed since 5 o’clock and that it is 15 minutes until 6 o’clock.

1 What is the time?

a quarter to ___

b quarter to ___

c quarter to ___

2 Draw the missing hands on the clocks to finish the times.

a quarter to 5

b quarter to 7

c quarter to 11
d quarter to 3
Time – quarter to and past

You will need: 🐦 a partner ⛏️ scissors
 createTime and Money
SERIES TOPIC

What to do:
Cut out the time cards and place them face down. Choose who will go first. Turn over two cards. If they match, and you can make the time on the clock, you keep them. Play until all the cards are gone.

quarter past 4
quarter past 7
quarter to 1
quarter to 9
quarter past 5
quarter to 7
Time – to the nearest 5 minutes

Analogue clocks have two scales. The numbers mark the scale of the hour hand. When the hour hand moves between one number and the next an hour has passed.

The lines around the outside of the clock face mark the scale of the minute hand, with each line representing one minute. So, when the minute hand moves between one number and the next it marks the passing of five minutes. This clock show ‘5 minutes past 3’ or ‘5 past 3’.

If the minute hand moves on another five minutes it will now be pointing to the 2, and the time will be ‘10 past 3’.

1 Match the clock faces to the times.

2 Draw the hands on the clock faces to show the times written below.

a 5 past 4  
b 25 past 8  
c 10 past 11  
d 20 past 1
Time – to the nearest 5 minutes

When the minute hand has passed the ‘6’, the ‘half past’ position, we describe the time by saying how many minutes there are ‘to’ the next hour.

So this clock shows ‘20 to 5’.

This one shows ‘5 to 8’.

1 Write the times shown on the clock faces in the boxes below:

a

b

c

d

2 Draw the hands on the clock faces to show the times written below:

a  5 to 1

b  25 to 3

c  20 to 9

d  10 to 7

e  5 past 6

f  quarter past 10

g  20 to 12

h  quarter to 9
Time – errors

When telling the time on analogue clocks or drawing the hands on clock faces, it is easy to make mistakes.

Which of these clocks is showing 10 past 10?

It is easy to confuse the hour and the minute hand. Always think carefully about which hand is which, and draw the hands so that one is clearly shorter than the other.

Which of these clocks is showing quarter to 8? The hour hand of the second clock is in the wrong position – it is in the position for quarter past 8, not quarter to 8.

Always make sure you make the position of the hour hand as accurate as possible.

1 Aaliyah drew the hands on the clocks below, but she thinks she may have made some mistakes. Can you mark them for her? Put a tick in the box for each correct question and a cross for mistakes.

a. 10 to 6  

b. 25 past 3  

c. quarter to 8  

d. half past 1  

e. quarter past 7  

f. 20 to 10
Time – a day

There are 24 hours in a day. There are 12 hours on a clock so a day is made up of ‘2 clocks’.

You are probably in school at 9 o’clock in the morning.

You are probably in bed at 9 o’clock at night.

1 Write or draw what you might be doing at:

- in the morning
- in the afternoon
- in the morning
- in the evening

2 Look at the digital clocks around your house. How do they show the difference between 8 o’clock in the morning and 8 o’clock in the evening?
Money – coins and notes

In the UK our money is pounds (£) and pence (p). We have eight coins and four notes. The coins have values of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2. The values of the notes are £5, £10, £20 and £50.

1 Draw lines to match the coins to their values.

1p  2p  5p  10p  20p  50p  £1  £2
Money – writing and ordering amounts

How do we write amounts with pounds and pence?

- **£2.50p**
  - We keep the pound sign.
  - We remove the p sign.
  - We put a decimal point between the pounds and pence.

If the amount has no pence we can write it as:

**£2 or £2.00**

If the amount has no pounds we can write it as:

**50p or £0.50**

1. Write the amounts on the price tags.

   a. one pound
   b. 80 pence
   c. 12 pounds and 50 pence
   d. 35 pence
   e. 27 pounds
   f. 15 pence

2. Put these amounts in order of value from least to most.

   a. £5 5p 50p
   b. £2.50 £25.00 £0.25
   c. £80.00 £0.80 £8.00
   d. £11.95 £12.95 £10.95
Money – skip counting

Knowing how to count in 5s, 2s and 10s is useful when we are working with money. And if we know how to count in 2s and 5s, we can count in 20s and 50s.

1 Fill in the missing amounts on the number lines.

a

| 0p | 2p |  | 8p | 10p | 14p | 18p |

b

| 0p | 20p | 40p |  | £1.00 | £1.20 |  |  |  |  |  | £2.00 |

c

| 0p | 5p | 10p |  |  | 30p |  |  |  | 50p |

d

| 0p | £0.50 | £1.00 |  |  |  |  | £2.50 |  |  |  |  | £5.00 |

2 How much money?

a

b

c

d
Money – skip counting

You will need: 1 to 3 partners scissors a die

What to do:

Each player cuts out the notes on page 22. You’ll also each need the score card below. Combine all the notes into 1 ‘bank’, keeping the values separate (keep all the £10 notes together etc).

Take turns rolling the die. First you will roll for £50 notes. Take the number of notes the die shows and record how much money you make.

Then roll for £20 notes, £10 notes and finally £5 notes. Record the amounts as you go.

How much money does each player have at the end of the game? You can use a calculator to help add the amounts. Who is the richest?

Altogether I have:

What to do next:

How much money do you have as a group?
Money – skip counting
Money – adding coins

Another useful skill to have is recognising coins that add to make easy amounts. Look at these coins:

\[ 20p + 5p + 20p + 50p + 5p = £1 \]

We could add them like this but there are easier ways.

We could rearrange the coins like this. Now we have:

\[ 50p + 50p = £1 \]

Or as we know that \( 25 + 25 = 50 \) we could add the coins like this:

\[ 25p + 25p + 50p = £1 \]

1  Warm up by adding these coin combinations.

\[
\begin{align*}
\text{a} & \quad 5p + 5p = \underline{\hspace{2cm}} \\
& \quad 10p + 10p = \underline{\hspace{2cm}} \\
& \quad 20p + 20p = \underline{\hspace{2cm}} \\
& \quad 50p + 50p = \underline{\hspace{2cm}} \\
& \quad £1 + £1 = \underline{\hspace{2cm}} \\
\text{b} & \quad 5p + 10p = \underline{\hspace{2cm}} \\
& \quad 5p + 20p = \underline{\hspace{2cm}} \\
& \quad 5p + 30p = \underline{\hspace{2cm}} \\
& \quad 5p + 40p = \underline{\hspace{2cm}} \\
& \quad 5p + 50p = \underline{\hspace{2cm}} \\
& \quad 2p + 3p = \underline{\hspace{2cm}} \\
& \quad 2p + 4p = \underline{\hspace{2cm}} \\
\text{c} & \quad 3p + 3p = \underline{\hspace{2cm}} \\
& \quad 30p + 30p = \underline{\hspace{2cm}} \\
& \quad 4p + 4p = \underline{\hspace{2cm}} \\
& \quad 40p + 40p = \underline{\hspace{2cm}} \\
& \quad 2p + 3p = \underline{\hspace{2cm}} \\
& \quad 20p + 30p = \underline{\hspace{2cm}} \\
& \quad 20p + 40p = \underline{\hspace{2cm}} \\
\end{align*}
\]
Money – adding coins

1 Find a way to add these groups of coins. Write the total in each box.

Remember you can add them in any order. It may help to use plastic coins so you can rearrange them as you need.
Money – adding coins

You will need: plastic coins

What to do:
Use coins to make a picture such as the ideas on the right. Record your picture in the box and then add up how much it costs.

What to do next:
Compare your picture with those of your classmates. Whose picture was most expensive? Whose was cheapest?

My drawing costs:
Money – amounts to £2

You will need: 🧑‍🤝‍🧑 a partner 🧧 plastic coins

What to do:
We can make amounts in many different ways. Work with your partner to find 2 ways to make these amounts. Record them.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Ways to Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>75p</td>
<td></td>
</tr>
<tr>
<td>£1.50</td>
<td></td>
</tr>
<tr>
<td>£1.25</td>
<td></td>
</tr>
</tbody>
</table>
Money – amounts to £2

You will need: 🐶 a partner 🥂 plastic coins

What to do:
By making a donation of £1, you can send these dogs to good homes.
Work with your partner to:

a  Rescue this dog by using 1 coin to make £1. Show how you did it.

b  Rescue this dog by using 2 coins to make £1. Show how you did it.

c  Rescue this dog by using 4 coins to make £1. Show how you did it.

d  Rescue this dog by using 5 coins to make £1. Show how you did it.

What to do next:
What is the greatest number of coins you can use to rescue this dog? (That’s if you dare.) He also costs £1 to rescue. Show how you did it.
Money – amounts to £2

1 Mara thinks the amounts on the left are the same as the amounts on the right. Tick the ones she gets right. Fix any she gets wrong by drawing more coins or crossing out extra coins to make them the same.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>c</td>
<td>d</td>
</tr>
</tbody>
</table>

This is the same as ...
Money – amounts to £5

1 You are at your school fair. Show which coins you could use to buy:

<table>
<thead>
<tr>
<th>At the jumble sale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Toy]</td>
<td>£1.75</td>
</tr>
<tr>
<td>![Robot]</td>
<td>£2.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the rides</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Activity]</td>
<td>£2.50 a turn</td>
</tr>
<tr>
<td>![Wheel]</td>
<td>£3.30 a turn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the food stalls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Hotdog]</td>
<td>£3.50</td>
</tr>
<tr>
<td>![Pastry]</td>
<td>£4.25 a plate</td>
</tr>
</tbody>
</table>
Money – amounts to £5

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Salad sandwich</td>
<td>£3.00</td>
<td>Sausage roll</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£2.20</td>
</tr>
<tr>
<td>Sushi roll</td>
<td>£2.00</td>
<td>Cookie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£1.00</td>
</tr>
<tr>
<td>Ham and</td>
<td></td>
<td>Fruit</td>
</tr>
<tr>
<td>cheese toastie</td>
<td>£1.50</td>
<td>£0.50</td>
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</tbody>
</table>

1. Make yourself a lunch order up to the value of £5. Write it on the lunch bag.

2. Your friend also has £5 and wants to order:

   Can she do it? Why or why not?
Money – change

One way of working out change is to imagine adding coins until you get to the amount you paid. It’s a way of counting on.

We buy an 🎨 for 80p and pay with a 🏷️. How much change should we receive?

We can make 80p like this 🏷️ 🏷️ 🏷️ 🏷️. If we add 🏷️ we have 🏷️ 🏷️ 🏷️ 🏷️. So 🏷️ 🏷️ 🏷️ 🏷️ is our change.

1 Draw the coins you would need to add to get to the amount you paid. This is your change.

<table>
<thead>
<tr>
<th>You pay with</th>
<th>Cost</th>
<th>Coins to add</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>🏷️ 🏷️ 🏷️ 🏷️</td>
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</tbody>
</table>

50p
Money – change

A book costs £2.00 (£2). We pay with a £5.00 (£5) note. How much change should we receive? One good strategy is to count on using a number line.

We start at £2.00.

We make 3 jumps of £1.00.

We should receive £3.00 change.

1 How much change?

<table>
<thead>
<tr>
<th>Item and cost</th>
<th>You pay with</th>
<th>Number line</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>a £4.00</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>b £2.00</td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>c £3.00</td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td>d £5.00</td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
<tr>
<td>e £1.00</td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Money – change

A cake costs £2.60. We pay with a £5.00 note. How much change should we receive? We can count on to find out.

First we count the pence on to the nearest pound. We start at 60p and make 4 jumps of 10p to 100p. We have jumped 40p and we are now at £3.00.

Then we count the pounds on to £5.00.

We make 2 jumps.

40p + £2.00 = £2.40

We should receive £2.40 change.

1 Use the number lines in the help strip to work out the change.

<table>
<thead>
<tr>
<th>Item and cost</th>
<th>You pay with</th>
<th>Working out</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>£3.60</td>
<td><strong><strong>p + £</strong></strong></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>£1.80</td>
<td><strong><strong>p + £</strong></strong></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>£2.30</td>
<td><strong><strong>p + £</strong></strong></td>
<td></td>
</tr>
</tbody>
</table>
1. What could you do that would take about:
   a) a second?
   b) a minute?
   c) an hour?

2. Write the times shown on the clock faces in words in the boxes below:
   a) 
   b) 
   c) 
   d) 
   e) 
   f) 
   g) 
   h) 
   i) 
   j) 
   k) 
   l)
Time

Name _______________________

3. Draw the missing hands on the clocks to finish the times.

a) half past 9  

b) half past 3  

c) 6 o’clock

d) quarter past 3

e) quarter past 7

f) quarter to 10

g) 5 past 7

h) 20 to 11

i) 25 past 1

Skills and understandings

<table>
<thead>
<tr>
<th>Skills and understandings</th>
<th>Not yet</th>
<th>Kind of</th>
<th>Got it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orders months of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates days and dates on a calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matches months with seasons</td>
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<td></td>
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<tr>
<td>Reads and makes analogue times to the nearest 5 minutes</td>
<td></td>
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</tbody>
</table>
1. What could you do that would take about:
   a) a second?
   b) a minute?
   c) an hour?

2. Write the times shown on the clock faces in words in the boxes below:
   a)
   b)
   c)
   d)
   e)
   f)
   g)
   h)
   i)
   j)
   k)
   l)
3 Draw the missing hands on the clocks to finish the times.

a. half past 9
b. half past 3
c. 6 o’clock
d. quarter past 3
e. quarter past 7
f. quarter to 10
g. 5 past 7
h. 20 to 11
i. 25 past 1

Skills and understandings

<table>
<thead>
<tr>
<th>Skills and understandings</th>
<th>Not yet</th>
<th>Kind of</th>
<th>Got it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orders months of the year</td>
<td></td>
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</tr>
<tr>
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Money

1 Write the amounts on the price tags.

a one pound and 20 pence

b 80 pence

2 Put these amounts in order from least to most.

a £7.00 £7.50 £0.75

b £4.50 45p £45.00

3 How much money?

a

b

c

d

e

f
Money

4 How much money?

5 Show 2 different ways to make £1.75.

6 What change would you receive?

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<td>a £3.80</td>
<td>£5.00</td>
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<td></td>
</tr>
<tr>
<td>b £1.30</td>
<td>£2.00</td>
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Skills and understandings

- Orders amounts from least to most
- Skip counts in 2s, 5s, 20s, 10s and 50s to find amounts
- Calculates amounts with mixed coins to £5.00
- Makes equivalent amounts
- Calculates simple change (to tens)
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Money

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<th>Substrand</th>
<th>Objective</th>
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<td>2M3a</td>
<td>Measurement</td>
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<td>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</td>
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<td>2M3b</td>
<td>Measurement</td>
<td>-</td>
<td>Find different combinations of coins that equal the same amounts of money.</td>
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<tr>
<td>Money</td>
<td>2M9</td>
<td>Measurement</td>
<td>-</td>
<td>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</td>
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<td>Time</td>
<td>2M4b</td>
<td>Measurement</td>
<td>-</td>
<td>Compare and sequence intervals of time.</td>
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<tr>
<td>Time</td>
<td>2M4a</td>
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<td>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</td>
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