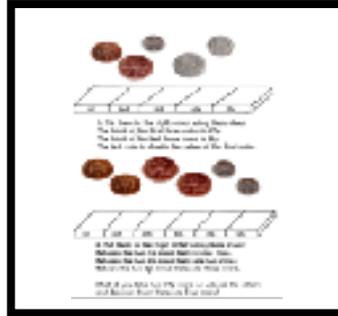# The Big Picture

A6 Coin Race

Stops

Recommended for year 3

Strategy A - Act it Out/Make a Model. Children will solve the problem by physically interacting with it

NC Objectives

Add and subtract amounts of money to give change (year 3, measurement)

Stickability

recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (year 2, measurement)

Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts,

Key Questions

Which coins make 27p? Are there any others that make this total?

Which coins are double the value of another coin? Which coins are not double the value of another coin?

Resources

Coins.
Photocopied blank number track or enlarged original problem for children to arrange the coins on.

Problem based learning

Children should use a trial and error approach to finding a solution.

Working through each clue one at a time will give you options, which should be modelled on the sheet to explore.

LEARNING SEQUENCE

HOOK

We have lots of coins here but they may to be in the wrong order, who can help me?

Teacher Led

Introduce the PitSTOP 2 problem to the children and discuss/model how to place coins in the right slots. Model by trial and error then ask children if anyone had another strategy.

Student Led

Allow children a few minutes to attempt PitSTOP 3 in pairs and report back, asking what strategies they used to solve it.

Support: PitSTOP 1

Teacher Led

Show the children PitSTOP 4 and solve as a class with children working together and coming up to the board to share ideas.

AFL & Independent

Children to work through PitSTOP 5 and 6 independently based on how they have done so far in the lesson.

Support: if needed, children can have more time on PitSTOP 3 or earlier. Extension: PitSTOP 7.

PLENARY

Children to share strategies. Focus on this that used a trial and error strategy and those that used addition or a "working backwards" strategy.