Year 3

Friday 12th February
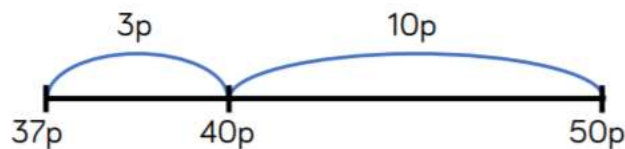
LO: I can give change using subtraction.

Parent notes: children use a number line and a part-whole model to subtract to find change. Use real coins to model giving change, and encourage role-play to give a context of giving and receiving change.

Key questions: what do mean by 'change' in the context of money? Which method do you find most effective? How does the part-whole model help to solve the problem?

Varied fluency questions

1.

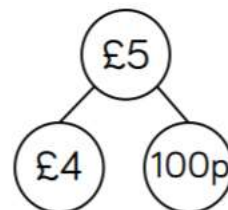Mo buys a chocolate bar for 37p. He pays with a 50p coin. How much change will he receive?

Mo will receive ____ p change.

Use a number line to solve the problems.
- Ron has £1. He buys a lollipop for 55p. How much change will he receive?
- Whitney has £5. She spends £3 and 60p. How much change will she receive?

2.

Tommy buys a comic for £3 and 25p.
He pays with a £5 note.
How much change will he receive?
Use the part-whole model to help you.

Use a part-whole model to solve the problem.
- Eva buys a train for £6 and 55p. She pays with a £10 note. How much change will she receive?

Reasoning and problem solving
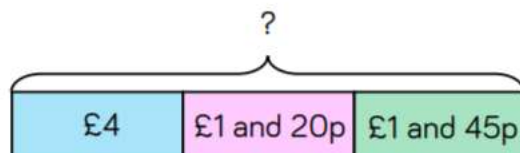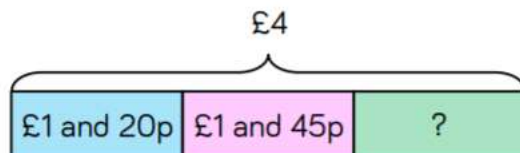
3.   Dora spends £7 and 76p on a birthday cake.

She pays with a £10 note.
How much change does she get?

The shopkeeper gives her six coins for her change.
What coins could they be?

4.

Amir has £4
He buys a pencil for £1 and 20p and a
book for £1 and 45p.

Which bar model represents the
question?
Explain how you know.

£4

| £1 and 20p | £1 and 45p | ? |

?

| £4 | £1 and 20p | £1 and 45p |

Use the correct bar model to help you
calculate how much change Amir
receives.