

Spot the coins

Guide to interactive activity



Introduction

The **Spot the coins** interactive activity asks children to find the coins hidden within each scene. It will support your child to recognise different coins and understand the value of different coins.

There are two levels:

- Beginner: Asks children to find one particular type of coin within a scene
- Advanced: Asks children to find different coins within a scene and order them in value

Beginner

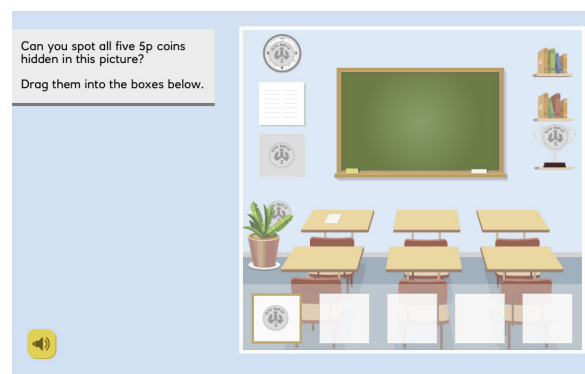
Let your child pick the picture they would most like to begin with. They will be able to work through the others later. However, the scenes do progress in difficulty:

- 1p coins can be found in the house
- 2p coins can be found in the gated park
- 5p coins can be found in the school
- 10p coins can be found in the café

If your child is able or would like to practise their reading skills, they can read each instruction

aloud. They can also use the sound button to help or confirm the written text.

In each scene let your child view the scene carefully. Once they have spotted the hidden money they can then move each coin into one of the five square boxes below.



Possible questions to ask:

- What does the coin look like – colour/ shape/size?
- What could they buy with the coin?
- What is the total value of all the coins? What could they buy for that amount?
- Use plus and minus to create number sentences e.g. $4p - 1p = 3p$
- Word problems could also be devised for your child to answer:
 - Jake had __ and he lost __. How much money does he have left?
 - Sarah had __. She paid __ for a lolly. How much money did she have left?
 - For helping to take the rubbish out, Kate's Grandma gave her __. She already had __. How much money does she have now?
 - Sam had __, he was given __. How much money does he have altogether?

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When all the scenes have been completed, children can replay each scene to practise further. The children could also add together all the money found in the house, park, school and café and create their own number sentences.

Advanced

Ask your child to choose the picture they would most like to begin with. They can work through the others later. Children will be asked to order a selection of coins from lowest to highest:

- £2, 50p, 20p, 10p, 2p coins can be found in the house
- £2, £1, 20p, 5p, 1p coins can be found in the gated park
- £1, 20p, 10p, 5p, 2p coins can be found in the school
- £2, £1, 50p, 10p, 1p coins can be found in the café

Discuss the meaning of lowest to highest. How else could this be phrased e.g. order the coins in increasing value. What would decreasing value mean?

If your child is able or would like to practise their reading skills they can read each instruction aloud. They can also use the sound button to help or confirm the written text.

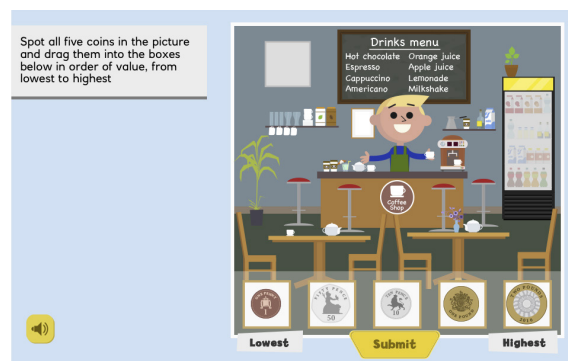
In each scene let your child view it carefully. Once they have spotted the hidden money they can then move each coin into one of the five square boxes below. It might be useful to note the coins down on a piece of paper or use 'real' money and explore how they could be ordered lowest to highest. It might be useful to convert the one and two pound coins into pennies e.g. £1 = 100p. Children can then use their knowledge of place value to help order them.

Use a place value table like the one on the right, with columns headed: Hundreds, Tens and Units. Write the value of each coin in the correct column.

	H	T	U
	1	0	0
		5	0
		2	0
	2	0	0
			2

Looking down the hundreds column first: 2 is the highest value therefore £2/200p is the largest value of coin so it goes into the square marked "Highest". Each coin can be worked through in the same way and put in order of value.

Once all coins have been selected and moved, your child will need to confirm they are happy with the order.



Possible questions to ask:

- What does the coin look like – colour/shape/size?
- What could they buy with the coin/s?
- What is the total value of all the coins? What could they buy for that amount?
- Use plus and minus to create number sentences e.g. $50p - 20p = 30p$
- Word problems could also be devised for your child to answer:
 - David had __ and he lost __. How much money does he have left?
 - Sally had __. She paid __ for an apple. How much money did she have left?
 - For helping to wash her mum's car Mary was given __. She already had __. How much money does she have now?
 - Luke had __, he was given __. How much money does he have altogether?

When all the scenes have been completed, children can revisit each scene to practise further. The children could also add together all the money found in the house, park, school and café and create their own number sentences.