

Your child will be dealing with all coins up to and including the €2 coin as well as the €5 and €10 notes over the coming days. This will be done using play money or real coins. Your child needs to know the language associated with money, such as: euro, €1, €2, coins, €5, €10, notes, equal, the same amount as, blank, least number, amounts, different ways, bought, cost, more, cent, change, I had, spent, left, between, items, add, subtract, subtraction, minus, take away.

Target money numbers

Give your child a selection of real/play/cardboard 1c, 2c, 5c, 10c, 20c, 50c, €1 and €2 coins, as well as a €5 and a €10 note. Pick a target number and write it on a sticky note or piece of paper, e.g. €7.66. Ask your child to make this target amount, using the least number of coins possible. Encourage your child to start with the biggest possible coins, for example:

$$\begin{aligned} \text{€}8.59 &= \text{€}5 + \text{€}2 + \text{€}1 + 50\text{c} + 5\text{c} + 2\text{c} + 2\text{c} \\ \text{€}5.98 &= \text{€}5 + 50\text{c} + 20\text{c} + 20\text{c} + 5\text{c} + 2\text{c} + 1\text{c} \\ \text{€}9.76 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 5\text{c} + 1\text{c} \\ \text{€}8.73 &= \text{€}5 + \text{€}2 + \text{€}1 + 50\text{c} + 20\text{c} + 2\text{c} + 1\text{c} \\ \text{€}9.92 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 20\text{c} + 2\text{c} \\ \text{€}4.95 &= \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 20\text{c} + 5\text{c} \end{aligned}$$

Let's go shopping!

When you bring your child shopping with you, encourage him/her to read the prices of various items. Try to get your child to identify the € symbol and the decimal point. Explain that the dot (decimal point) separates the euro from the cent. Show your child two different price tags in a shop, e.g. €8.76 and €5.27. Ask him/her to decide which item is dearer/cheaper. Use language such as: *Which of these two items is dearer/cheaper? Which costs more/less: the beans or the potatoes? How much dearer/cheaper are the cornflakes than the washing powder? How much dearer are the pears than the bananas?*

Making €10

Explain to your child that you want him/her to use coins to make €10 in a variety of ways. When your child has made €10, ask him/her to record the coins and notes that s/he used. Now, ask your child to make €10 using a different combination of coins and notes. Encourage your child to make up to eight different combinations of coins that make €10.

Examples:

$$\begin{aligned} \text{€}10 &= \text{€}5 + \text{€}5 \\ \text{€}10 &= \text{€}5 + \text{€}1 + \text{€}2 + \text{€}2 \end{aligned}$$

$$\begin{aligned} \text{€}10 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 50\text{c} \\ \text{€}10 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 20\text{c} + 10\text{c} \\ \text{€}10 &= \text{€}5 + \text{€}2 + \text{€}1 + 50\text{c} + 50\text{c} + 50\text{c} + 50\text{c} \\ \text{€}10 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 20\text{c} + 5\text{c} + 5\text{c} \\ \text{€}10 &= \text{€}5 + \text{€}2 + \text{€}2 + 50\text{c} + 20\text{c} + 20\text{c} + 10\text{c} \end{aligned}$$

Giving change from €10

Ask your child to help you to make a play shop in a section of a room. Collect a number of easily-sourced items. Use sticky notes or pieces of paper as price tags. Place the price tags on/under the items. No item should cost more than €9.99.

Give your child a selection of coins as well as a €10 note. Explain to your child that s/he will play the role of shopkeeper and that you will play the role of shopper. You will have a €10 note and will purchase one of the items with price tags. Addition/subtraction of these amounts will come later, so there is no need to ask your child to add two or more items at this stage. Hand in a price tag, e.g. for the jumper, which could cost €6.72, as well as the €10 note. The shopkeeper has to give you change. Encourage your child to count on when giving change, e.g. €6.72 + 3c → €6.75 + 5c → €6.80 + 20c → €7.00 + €2 → €9 + €1 gets us to €10. Change = 3c + 5c + 20c + €2 + €1 = €3.28. You could ask your child to come up with an alternative method for giving change, e.g.

$$\begin{aligned} \text{€}6.72 + \text{€}3.00 &\rightarrow \text{€}9.72 + 3\text{c} \rightarrow \text{€}9.75 + 5\text{c} \rightarrow \text{€}9.80 \\ + 20\text{c} &\text{ gets us to €10. Change} = \text{€}3.00 + 3\text{c} + 5\text{c} + 20\text{c} = \text{€}3.28. \end{aligned}$$

After a number of transactions have taken place, you can swap roles.

Lines of money

For this activity, you will need a €5 note and some €2, €1, 50c, 20c, 10c, 5c, 2c and 1c coins. Place a number of the coins and a note out of sequence in a row on the kitchen table. Ask your child to total the amount of money that is on view. Do not go beyond €10.

Examples:

$$\begin{aligned} \text{€}1 + \text{€}2 + 50\text{c} + 20\text{c} &= ? \\ \text{€}2 + \text{€}5 + 10\text{c} + 50\text{c} &= ? \\ 10\text{c} + 50\text{c} + 1\text{c} + \text{€}5 &= ? \\ \text{€}1 + \text{€}2 + 50\text{c} + 20\text{c} &= ? \\ 1\text{c} + 2\text{c} + \text{€}2 + \text{€}5 + \text{€}1 &= ? \end{aligned}$$

This activity will help your child count quickly. Although the amounts are jumbled up, encourage your child to start with the biggest amount.

Your child will be learning about multiplication and division by 5 and 10 over the coming days. Your child needs to know some of the language associated with multiplication and division, such as: multiply, multiplication symbol (\times), multiple/multiples, double, near double, two for the price of one, buy one, get one free, bigger/greater than, repeated addition, addition/multiplication sentence, division, division symbol (\div), multiply, multiplication symbol (\times), product, inverse, repeated subtraction, division sentence, smaller than, less than, pattern, list, grid. Much of this language was used in earlier sheets.

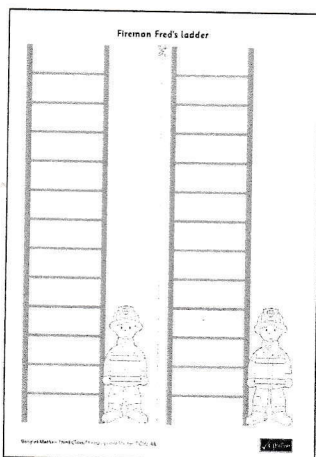
Yo-yo counting

Ask your child to swing a yo-yo slowly. If you do not have a yo-yo, tie a beanbag to a length of string and swing it gently like a pendulum. Ask your child to count forwards in 5s in time with the yo-yo swings, beginning at 5. When s/he is confident with this activity, you can ask him/her to count forwards or backwards in 5s beginning at different numbers (e.g. 4, 12, 43).

Variation: Do the same activity and have your child count in 10s.

Fireman Fred's ladder

Draw a copy of Fireman Fred's ladder on an A4 sheet of paper. It needs only 12 rungs as shown below. Draw a stick figure and cut it out to represent Fireman Fred.



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Your child can use the ladder to help him/her with multiples in the following activity. This activity shows the connection between multiplication and division. One is the inverse (opposite) of the other. The aim of this activity is to gain confidence and speed in working with multiples of tables 5 and 10. Fireman Fred will ascend each rung

of the ladder as your child provides the next multiple from a particular table by counting on. He will descend the ladder as your child provides the next multiple from a particular table by counting back. Call out a number that is a multiple of 5 or 10, e.g. call out 45 from the 5 times table.

Your child should start at 5 and then call out 10, 15, and so on up to 45. Ask your child to 'climb' down the ladder by calling out in turn the multiples for 5 in descending order, e.g. 40, 35, 30, and so on down to zero.

Calculator fun!

Ask your child to enter $10 + = = = = =$ on a calculator to show counting in 10s (repeated addition). Alternatively, press $100 - 10 = = = = =$ to show counting back in 10s (repeated subtraction). The same activity can be carried out for counting in 5s.

Variation 1: Ask your child to enter higher numbers on a calculator and count up or back in 5s or 10s, e.g. $120 + 5 = = = = =$ or $250 - 10 = = = = =$.

Variation 2: Ask your child to enter numbers on a calculator that do not end in 5 or zero and to count up or back in 5s or 10s, e.g. $8 + 5 = = = = =$ or $99 - 10 = = = = =$.

Memory – Multiplication by 5 and 10

For this game you will need a deck of cards. Remove all of the court (picture) cards from the pack. The ace = 1. This game is best played by two players. Place the cards randomly face-down on the table. Player A picks two cards. If s/he can show a multiplication number sentence for 5 or 10 with the two cards, s/he gets to keep them, e.g. 5 and 8 = 40 (i.e. 5×8), 3 and 5 = 15, 10 and 4 = 40, 9 and 5 = 45, 8 and 10 = 80, etc. Player B takes a turn and so on. The player with most cards at the end of the game wins.

5 and 10 on the hundred square

Ask your child to place a counter on the number 5 and on all of the multiples of 5 up to 100. Ask your child to say each multiple as s/he places a counter. Next, ask your child to remove the counters, starting at 100 and to say each multiple as s/he removes a counter. You can now do the same activity for multiples of 10.

The hundred square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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