



NUMERACY

TITLE: Addition, subtraction, division and multiplication

AGE GROUP: 7 - 8

DURATION: 30 – 45 minutes

LEARNING OUTCOME: L03

KEY CONCEPTS: Estimate the financial effects of decisions

Children are encouraged to make it a habit to think about sums of money involved in day to day decisions. In doing so, they will be using basic counting skills in adding, multiplying and dividing sums of money. There is no limit to what they can do when challenged! Facilitators may vary the tasks or domains of decisions to widen the range of applications as learn by using their counting skills.

A good example is the habit of creating shopping lists. Learners should be encouraged to complete a list of items they are going to buy, the price of each and the total amount to be spend.

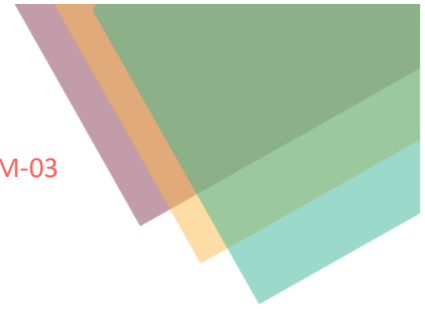
Begin the lesson by discussing the benefits of preparing a shopping list with the learners. Answers are not limited to:

- Focusing on needs and not wants [limits impulse buying]
- Making the best use of money
- Checking/comparing prices to save money
- Chance to use numeracy skills!

Learners need to complete on the worksheet. Where possible, let learners use a spreadsheet as described on in the resources section below.

MATERIALS NEEDED:

1. Writing materials – pen, pencil, paper
2. Optional: access to a spreadsheet



ACTIVITIES:

Activity 1

Fred is moving to a new school next week and will need to buy the items listed below. Complete the sheet and find the total cost of the items.



Item	Quantity	Price per unit	Total
Shoes	2	15.00	?
Books	4	3.50	?
Pencils	10	0.20	?
Maths set	1	8	?
Backpack	2	18	?
Lunchbox	1	4	?
TOTAL			

If Fred's family had only £60 to spend, how will you advise them to spend the money on the items?

Complete the table below showing how you would like them to spend the money. You can only change the order and quantity of the items. The prices are fixed.

Item	Quantity	Price per unit	Total
TOTAL			