**Let’s Talk Money**

When planning money activities consider ***anticipating complexity*** (Rowland et al 2009) at the same time as ***utilising complexity*** to prompt talk and challenge (Mitchell 2014)

 Observing children’s engagement with money activities (***noticing*** Mason 2002) Anything to ***re-propose?***

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| **Talk activity** (in groups with talk partners or trios) | **Playful practice** | **Good work habits** | **Complexity?** | **Some things children said** |
| **What’s in my purse?****Comparing the coins in my purse with your purse**.What can I buy?(exact exchange)Doubling my moneyWhat’s in my purse on: Monday?Tuesday? Wednesday?Thursday?Friday?What can I buy?(combining coins/need for change | coin recognitionhow much altogether?reading pricesunderstanding costmaking choicesdoublesmore than/less thantotal amountrunning totaladditionchange – counting on | Sorting/classifyingComparingOrganising for counting /adding.CheckingSystematic recording (in a table) | What’s different? What’s the same?Same value – different appearance |  |