**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 money  What’s in my purse on: Monday?  Tuesday?  Wednesday?  Thursday?  Friday?  What can I buy?  (combining coins/need for change | coin recognition  how much altogether?  reading prices  understanding cost  making choices  doubles  more than/less than  total amount  running total  addition  change – counting on | Sorting/classifying  Comparing  Organising for counting /adding.  Checking  Systematic recording  (in a table) | What’s different?  What’s the same?  Same value – different appearance |  |