

# Money Explorer lesson pack

Ages 8-9 - 12-15 minutes - Best for change, better deals, and building a simple saving-spending-giving plan.

## Lesson overview

<b>Lesson aim</b>	Help the learner calculate simple change, compare value properly, and explain one balanced mini budget.
<b>You will need</b>	The Ages 8-9 worksheet, a few prices from home or a shop receipt, and optional scrap paper for working out.
<b>Success looks like</b>	The learner can explain why one choice is better value instead of guessing based on the biggest pack or roundest price.

## Suggested run order

### 1. Warm-up

Ask one quick question: if something costs 80p and you pay with 1 pound, should the change be more or less than 20p?

### 2. Play focus

Use Making Change, Best Deal Challenge, and Pocket Money Budget. Let the learner talk while they work.

### 3. Talk it through

Ask how they spotted the better deal and what would make a weekly budget fall apart.

### 4. Offline extension

Use a real receipt or shop website and compare two items to decide which is better value per item.

## Teaching notes

### 1. Talk prompts

- What is the fastest mistake people make with change?
- Does cheaper always mean better value?
- How would you split 5 pounds if you wanted some left at the end of the week?

### 2. Helpful teaching note

Keep pointing back to "what happens per item" or "what is left after paying". Those two questions unlock most of the reasoning here.

### 3. Stretch idea

Make a pretend cafe menu and ask the learner to buy two things without going over a set budget.

## Answer key and teaching notes

### 1. Worksheet answers

- Change challenge: 2 pounds minus 1.35 pounds leaves 65p.
- Best deal check: there is no single answer. A good response compares quantity and price, not just total cost.
- Mini budget: any split totalling 5 pounds can work if the learner explains why they chose it.

## **2. What to listen for**

- The learner uses subtraction or counts up from the price to the amount paid.
- They can explain that a larger pack can still be worse value.
- They understand budgeting as planning before spending, not after.

## **3. If they struggle**

Use whole numbers first, then reintroduce pence. A visual number line or real coins often helps more than repeating the same abstract question.