

Unit 2

Money, addition and subtraction

Five daily lessons

Primary
National Strategy

Year 3
Autumn term

Unit Objectives

Year 3

- Extend understanding of the operations of addition and subtraction, read and begin to write the related vocabulary for addition and subtraction and continue to recognise that addition can be done in any order. Use the +, – and = signs.
- Use knowledge that addition can be done in any order to do mental calculations more efficiently. For example: put the largest number first and count on.
- Bridge through a multiple of 10, then adjust.
- Recognise all coins and notes. **Understand and use £. p notation.** (For example, know that £3.06 is £3 and 6p)

Pages 25, 29

Page 33

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Page 69

Year 2

Link Objectives

Year 4

- Extend understanding of the operations of addition and subtraction. Use and begin to read the related vocabulary for addition and subtraction. Use +, – and = signs to record mental additions and subtractions in a number sentence and recognise the use of a symbol such as □ or Δ to stand for an unknown number.
- **Use knowledge that addition can be done in any order to do mental calculations more efficiently.** For example: put the largest number first and count on in tens and ones.
- Bridge through 10 or 20, then adjust.
- Recognise all coins and begin to use £. p notation for money. Find totals, give change, and work out how to pay.

- Consolidate understanding of relationship between + and –. Understand the principles (not the names) of the commutative and associative laws as they apply or not to addition and subtraction.
- Count on or back in repeated steps of 1, 10 or 100.
- Use all four operations to solve word problems involving numbers in real life, money and measures using one or more steps, including converting pounds to pence, and metres to centimetres and vice versa.

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit:



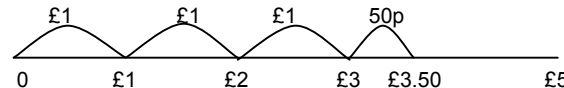
- Resource sheet 2.1
- Resource sheet 2.2
- OHT 2.1
- OHT 2.2
- OHT 2.3
- OHT 2.4
- ‘Sliding box’: card used to hide one number in a calculation
- Activity sheet 2.1
- Real notes £20, £10, £5
- Real coins 50p, 20p, 10p, 5p
- Imitation notes and coins
- Digit cards for each child (0-9)
- Teacher’s set of digit cards (0-9)
- Ball of string
- Place value cards
- Whiteboards
- Counting stick
- Bead string (to 100)

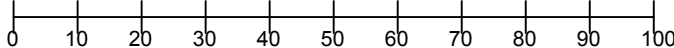
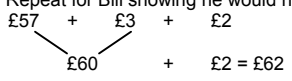
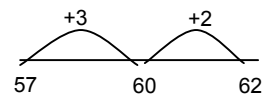
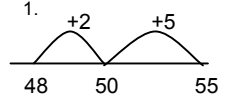
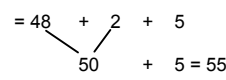
See also Models and Images Charts:

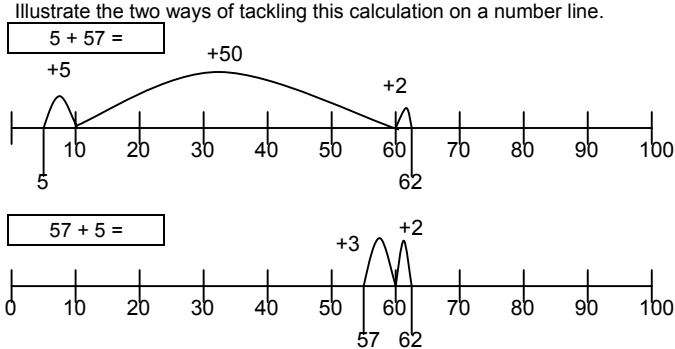
- Understanding addition and subtraction.

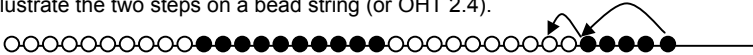
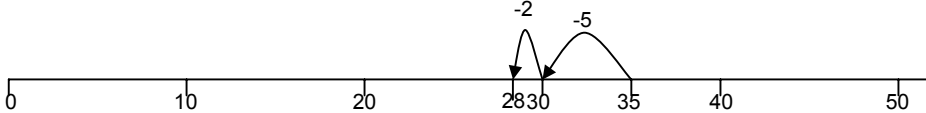
(Key objectives in bold)

department for
education and skills


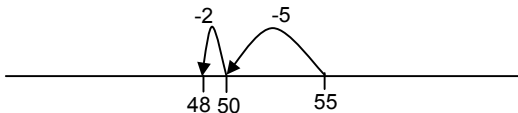
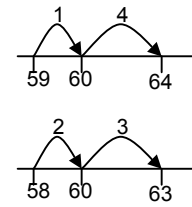
Planning sheet	Day One	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3																										
Oral and Mental		Main Teaching		Plenary																										
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions																										
<p>Recall addition and subtraction facts for each number to 20.</p> <p>Derive quickly all pairs of multiples of 5 with a total of 100.</p>	<ul style="list-style-type: none">Use the prepared cards from Resource sheet 2.1 with a 'sliding box' covering one number. <div>17 +  = 20</div> <div>Q What number is covered? How did you work it out?</div> <div>4 + 16 = </div> <div>Q What do you know about this number? What is the units digit?</div> <ul style="list-style-type: none">Use the cards from Resource sheet 2.2. <p>Repeat with similar questions as above.</p> <div>Q What do you notice about the units digits?</div> <div>Q Can you think another pair of numbers that total 100?</div>	<p>Recognise all notes and coins.</p> <p>Understand and use £.p notation.</p> <p>VOCABULARY pound note £ change</p> <p>RESOURCES Real notes £20, £10, £5 Real coins 50p, 20p, 10p, 5p Imitation notes/coins</p>	<ul style="list-style-type: none">Show the children a £10 note. <div>Q What is it worth? What does it tell me?</div> <div>Q If I asked you to change this £10 note for me what would I mean?</div> <p>Emphasise 'change' in this context is often meant to mean 'exchange' for equivalent value.</p> <ul style="list-style-type: none">Ask the children to work in pairs to make and record equivalent combinations of £1 and £2 coins, that they could exchange for a £10 note.Show the children £5 and £20 notes. Ask children to demonstrate how £20 could be made using £10, £5, £2 and £1 coins/notes.Start with a £5 note. Add one coin, e.g. 50p. <div>Q How would we record the total amount?</div> <p>Show how to record £5 and 50p as £5.50.</p> <p>Continue to add one coin and record e.g. £5.50 and 5p is £5.55. Emphasise how the 'p' is dropped when adding on to pounds. Give more examples as appropriate until the children are confident with the correct recording.</p> <ul style="list-style-type: none">Set the children the following problem to work on in pairs. <div>Q Can you make up £5 using exactly 12 coins?</div> <p>Give them imitation coins to help. They should record their solution in their books.</p>	<ul style="list-style-type: none">Ask a pair of children to show each of the twelve coins they used to make up £5. Ask children to call out the value of each coin shown. List them, for example: <table><thead><tr><th>Coins</th><th>Running total</th></tr></thead><tbody><tr><td>£1</td><td>£1</td></tr><tr><td>£1</td><td>£2</td></tr><tr><td>£1</td><td>£3</td></tr><tr><td>50p</td><td>£3.50</td></tr><tr><td>50p</td><td>£4.00</td></tr><tr><td>50p</td><td>£4.50</td></tr><tr><td>20p</td><td>£4.70</td></tr><tr><td>10p</td><td>£4.80</td></tr><tr><td>5p</td><td>£4.85</td></tr><tr><td>5p</td><td>£4.90</td></tr><tr><td>5p</td><td>£4.95</td></tr><tr><td>5p</td><td>£5.00</td></tr></tbody></table> <p>Talk about when £ and p signs are used. Explain the running total. Then demonstrate this on a number line.</p>  <div>Q How many jumps will there be?</div> <p>Use the number line to show the 12 jumps to £5 and how the running total can be recorded along the line.</p> <p>Ask the children to make their own number line using the 12 coins they found.</p> <p>HOMEWORK – Find the least and the greatest number of coins you could use to make £10.</p> <div><p>By the end of the lesson, children should be able to:</p><ul style="list-style-type: none">recognise the value of £5, £10 and £20 notes;use decimal notation for money;exchange a note for its equivalent value in smaller notes, or £2 or £1 coins or silver coins.<p>(Refer to supplement of examples, section 5, page 69.)</p></div>	Coins	Running total	£1	£1	£1	£2	£1	£3	50p	£3.50	50p	£4.00	50p	£4.50	20p	£4.70	10p	£4.80	5p	£4.85	5p	£4.90	5p	£4.95	5p	£5.00
Coins	Running total																													
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Planning sheet	Day Two	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
<p>Recognise all coins and notes.</p> <p>Know by heart multiplication facts for the 10 times table.</p> <p>VOCABULARY multiples of 10</p> <p>RESOURCES Counting stick</p>	<ul style="list-style-type: none"> Close your eyes. Imagine a large table in front of you. On that table is a clean white cloth. On the cloth is a banknote that is mainly orange. In each of the two top corners there is a pound sign with the number 10 next to it. Also on the table is a slightly smaller note that is greeny blue. <p>Q How much money is on the table?</p> <p>(Give similar descriptions for other notes and coins.)</p> <ul style="list-style-type: none"> Use a counting stick and tell children that each segment is worth £10. Say that you are going to count in multiples of £10. <p>Count in multiples of £10 with beginning of stick as zero. Then label the beginning of the stick £40 and count in multiples of £10.</p> <p>Q What do you notice about the multiples of 10?</p> <ul style="list-style-type: none"> Point to various points on the stick. <p>Q How many tens have we counted up to here? How much money is that?</p>	<p>Bridge through a multiple of ten and adjust.</p> <p>VOCABULARY multiple of 10 'how many more?'</p> <p>RESOURCES Activity sheet 2.1 OHT 2.1 OHT 2.2 OHT 2.3</p>	<ul style="list-style-type: none"> Ask the children for their responses to the previous lesson's homework. Conclude that £10 could be made using five £2 coins or 1000 pennies. Show children OHT 2.1 (purses with pound coins in them) and talk about the amount of money in each purse to recap yesterday's lesson on the value of notes and coins. <p>Q What combinations would have the same value as £2, £3, £4, £5, £6, £7, £8, £9, £10?</p> <p>Put OHT 2.2 over the top of OHT 2.1 and explain that the combination of coins/notes is unimportant, but the value is important.</p> <p>Q In my hand I have £57. What would be the next multiple of £10 be?</p> <ul style="list-style-type: none"> Count £10 notes to £100 to illustrate multiples of £10. Mark these on a number line (OHT 2.3).  <p>Q Still with my £57, how many more pounds do I need to take me to the next multiple of £10?</p> <p>Q I have saved £57, but the scooter I'm saving for costs £60. Who has enough money to help me to pay? (ref OHT 2.2)</p> <p>Talk about the different amounts that the children have i.e. Sam has exactly enough money, so if he helped me pay he would have nothing left.</p> <ul style="list-style-type: none"> Show OHT 2.1. <p>Q If Jan gave me enough to pay for the scooter, how much would she have left?</p> <p>Cross out three £1 coins. 'If she gave me all her money, I would have £60 + £1'.</p> <ul style="list-style-type: none"> Repeat for Bill showing he would have £2 left. 'If he gave me all his money I would have':  <p>Illustrate the points on the number line (OHT 2.3) as you discuss them.</p>  <p>57 + 3 + 2 = 62 57 + 5 = 62</p> <p>Repeat using money from Ann, Jill, Fred etc..</p> <ul style="list-style-type: none"> Tell the children that they have an imaginary £66. They should show on the number line on Activity sheet 2.1 how they would add on various amounts given to them by the friends listed. Demonstrate this by adding on Bill's number, drawing attention to the 'landmark' of 70, drawing a hop of 4 to 70, and then a hop of 1 to 71. 	<ul style="list-style-type: none"> Write on the board: 48 + 7 <p>Q Thinking about what we have done today, what would be a sensible way to show someone how to do this calculation?</p> <p>Encourage two ways of recording.</p> <p>1.</p>  <p>2. 48 + 7</p>  <p>Q Which way do you find most helpful?</p> <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> add a single digit to a two-digit number crossing the tens boundary using two steps (crossing a multiple of ten as a middle stage). <p>(Refer to supplement of examples, section 5, page 41.)</p>

Planning sheet		Day Three	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental			Main Teaching	Plenary	
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Use known number facts to add mentally.</p> <p>VOCABULARY multiple of ten</p> <p>RESOURCES: Teacher's digit cards Pupil's digit cards</p>	<ul style="list-style-type: none"> Make a number between 10 and 100. Using digit cards and show the class. Ask children show the digit card to make this number up to the next multiple of ten. Record this e.g. $73 + 7 = 80$. Repeat this with other two-digit numbers. Emphasise the usefulness of knowing how to make numbers up to the next multiple of 10. <p>Q What would I have to add to 73 to make 81?</p> <ul style="list-style-type: none"> Repeat with other numbers that are either side of a multiple of ten. 	<p>Put the largest number first to count on.</p> <p>Recognise that addition can be done in any order.</p> <p>Bridge through a multiple of ten and adjust.</p> <p>VOCABULARY count on two-digit number single digit calculation</p>	<ul style="list-style-type: none"> Ask children to look back at yesterday's work (bridging through a multiple of ten). <p>Write on the board: $5 + 57$</p> <p>Q How might you tackle this?</p> <p>Illustrate the two ways of tackling this calculation on a number line.</p>  <p>Point out that both ways achieve exactly the same total.</p> <p>Q Which method is the more efficient? Why?</p> <p>Q What are the potential problems with adding a two-digit number to a single digit?</p> <p>Children might give responses such as:</p> <ul style="list-style-type: none"> - You can lose track of how many you are counting on. - You don't get such a clear idea of an approximate answer. - You have to jump three times instead of two. <ul style="list-style-type: none"> Give the children calculations to solve, involving two-digit plus single-digit, where the next multiple of ten will have to be crossed. Present them in different ways, such as: <p>$\square = 48 + 7$ $\square = 6 + 36$</p> <p>$65 + 7 = \square$ $5 + 88 = \square$</p> <p>Ensure that they are:</p> <ol style="list-style-type: none"> putting the large number first. confident in how to calculate by adding to the next multiple of ten and then counting on. 	<ul style="list-style-type: none"> Write these calculations on the board: $37 + 3 =$ $5 + 44 =$ $62 + 9 =$ $7 + 56 =$ <p>Q Which calculation/s are you likely to do in one step? Why?</p> <p>Q Which calculation/s are you likely to do in two steps? Why?</p> <ul style="list-style-type: none"> Draw out the fact that looking at the one/units digits show immediately if the next multiple of ten is crossed as we know the pairs of numbers that equal ten. <p>Q Which calculations are you likely to change the order of? Why?</p> <p>Q How would you do each calculation?</p> <p>Q So, what decisions do you need to make each time?</p> <ul style="list-style-type: none"> Record the children's responses for future reference. Display it on a large sheet of paper. <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> continue to develop understanding of addition as counting on steps along a number line; put the larger number first in order to count on; understand that $68 + 7 = 68 + 2 + 5 = 70 + 5 = 75$. <p>(Refer to supplement of examples, section 5, pages 25, 33 and 41.)</p>	

Planning sheet		Day Four (page 1 of 2)	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Count back in tens starting from any two or three-digit multiple of ten.</p> <p>Use knowledge of place value and number facts to subtract.</p> <p>VOCABULARY multiple subtract</p> <p>RESOURCES: String Place value cards</p>	<ul style="list-style-type: none"> Take a large ball of string for a walk around your room. Every child must hold on to it. Each child is a multiple of ten. Take the end of the string and say the end number (e.g. 300). The children, in turn, call out their number (i.e. 290, 280...) until they get back to the beginning of the string. Repeat starting with a different child. <p>Stop occasionally to ask questions.</p> <p>Q So what is $240 - 10?$ $200 - 10?$</p> <ul style="list-style-type: none"> Show 27 using place value cards. <p>Q What is 27 subtract 7?</p> <p>Show 20. Show 27 again.</p> <p>Q What is 27 subtract 8?</p> <p>Show how this time you need to change the tens card as well as the ones card.</p>	<p>Read and begin to write related vocabulary for subtraction.</p> <p>Use the = signs.</p> <p>Bridge through a multiple of ten, and adjust.</p> <p>VOCABULARY subtract take minus count back digit single digit two-digit number</p> <p>RESOURCES Bead string or OHT 2.4</p>	<ul style="list-style-type: none"> Explain to the children that so far this week they have been focusing on adding a single-digit number to a two-digit number. Today's lesson will focus on subtracting a single-digit number from a two-digit number. <p>Write on the board: $35 - 7 = \square$</p> <p>Q What is this calculation asking me to do?</p> <p>Encourage responses such as:</p> <ul style="list-style-type: none"> subtract 7 from 35 find the difference between 7 and 35 calculate 35 minus 7 count back 7 from 35. <p>Write on the board some of the 'subtraction vocabulary' used and refer to this during the lesson.</p> <ul style="list-style-type: none"> Ask the children to think about how they have been adding a single digit onto a two-digit number. <p>Q Can you use a similar method for subtracting a single-digit number?</p> <p>Q Is the answer to this calculation going to be more or less than 30? How do you know?</p> <ul style="list-style-type: none"> Explain that this will tell them whether they need one or two steps to solve the calculation. Illustrate the two steps on a bead string (or OHT 2.4).  <p>Q If the calculation was $35 - 4$, would we need two steps or one? Why?</p> <p>Show the same calculation ($35 - 7$) on a number line marked with multiple of tens.</p>  <p>Record $35 - 7$ $= 35 - 5 - 2$ $= 30 - 2$ $= 28$</p> <p>Emphasise that, as with addition, this strategy uses multiples of ten as a 'bridge'.</p>	<ul style="list-style-type: none"> Write these calculations on the board: <p>$56 - 5 = \square$ $67 - 8 = \square$ $\square = 33 - 7$ $\square = 78 - 6$</p> <p>Ask the children to explain what each of these calculations is asking them to do, but each explanation must use the different vocabulary that was written on the board at the beginning of today's lesson.</p> <p>Q Which calculations should only require one step and which should require two (crossing/stopping at a multiple of ten)? Why?</p> <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> use and read the vocabulary, 'subtract', 'take away', 'how many more to make...?'; subtract a single-digit number from a two-digit number, crossing the tens boundary using two steps, crossing a multiple of 10 as a middle stage. <p>(Refer to supplement of examples, section 5, pages 29 and 41.)</p>	

Planning sheet	Day Four (page 2 of 2)	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
	<div>Q Why do we need to change both cards?</div> <ul style="list-style-type: none"> Repeat with other two-digit numbers, first subtracting the units digit and then one/two more than the units digit. 		<ul style="list-style-type: none"> Write on the board: <div> $44 - 1 =$ $44 - 2 =$ $44 - 3 =$ $44 - 4 =$ $44 - 5 =$ $44 - 6 =$ $44 - 7 =$ $44 - 8 =$ </div> <p>Discuss these different calculations and the differing approaches to them. Illustrate with a bead string how the first four calculations will all equal at least 40 and will need one step. The last four calculations will need two steps, the first step to the multiple of ten (40).</p> Demonstrate the last four calculations on a bead string, on a number line with multiples of ten marked, and as a partitioned calculation (OHT 2.4). <div> </div> <div>Q Why have we split 7 into 4 and 3? Why not 5 and 2 or 6 and 1? If the question were $45 - 7$ what would we split 7 into?</div> <ul style="list-style-type: none"> Give children some examples to practise subtracting by bridging a multiple of ten. <p>Ask them to record their work by either showing a number line marked with multiples of ten or as a partitioned calculation.</p> <div>Q How do you prefer to record these calculations? Explain it to a friend.</div>	

Planning sheet		Day Five (page 1 of 2)	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Use known number facts and place value to add or subtract mentally.</p> <p>Subtract a single digit from a two- or three-digit number without crossing the tens boundary.</p> <p>VOCABULARY subtract single digit three-digit number</p> <p>RESOURCES Whiteboards Digit cards (one teacher set)</p>	<ul style="list-style-type: none"> Pick out two or three single digit cards to make a two- or three-digit number. Stick them on the board. Then pick out a single digit which is less than the ones digit of the original number. Ask children to subtract the single digit in one step and write the calculation and answer on whiteboard e.g. $157 - 5 = 152$. <div>Q Why is this an easy calculation to do?</div> <ul style="list-style-type: none"> Draw out that they can use the fact $7 - 5 = 2$ to help, and that because the single digit is less than the units digit of the three-digit number, it is a 'one-step' calculation. Repeat with other three-digit numbers and single digits less than the units digit of the three-digit number. 	<p>Read related vocabulary for subtraction.</p> <p>Use $-$, $+$ and $=$ signs.</p> <p>Bridge through a multiple of ten and adjust.</p> <p>Recognise notes and coins.</p> <p>VOCABULARY calculation addition subtraction minus more equal difference</p> <p>RESOURCES Whiteboards</p>	<ul style="list-style-type: none"> Write on the board: 'I went to the shop with £55 and came back with £48. How much did I spend?' <p>Give the children an image of the problem by illustrating it on a number line.</p>  <div>Q How much was spent?</div>  <ul style="list-style-type: none"> Give another example: 'I went to the shop with £93 and came back with £87. How much did I spend?' <p>Illustrate the problem on the two number lines in the same way as above.</p> <div>Q How might this problem be written as a calculation?</div> <p>Ask children to write their responses on whiteboards. Copy their responses onto the board:</p> <p>$87 + \square = 93$ $\square + 87 = 93$ $93 - \square = 87$ $93 - 87 = \square$</p> <p>(If children give the responses $93 - 87 = \square$ check that they are doing so because they understand the concept of difference and not that they have accidentally written a correct calculation!)</p> <div>Q What are these calculations asking me to do?</div> <div>Q Who can explain using different words?</div> <p>Encourage varied vocabulary for addition and subtraction e.g. What do I have to subtract from 93 to equal 87? 93 minus something equals 87 What do I have to add to 87 to equal 93? How much more is 93 than 87? 87 is how much less than 93?</p>	<ul style="list-style-type: none"> 'Hello, I'm the shopkeeper. Today somebody came in to my shop with sixty something pounds and went out with fifty something pounds. They paid me £5. <div>Q How much could they have come in with and gone out with?</div> <ul style="list-style-type: none"> When children offer suggestions ask them to show why they might be correct e.g.  <div>Q How would this be shown using counting back? Do you prefer to count on or back to find a difference?</div> <div>By the end of the lesson, children should be able to:</div> <ul style="list-style-type: none"> work mentally to complete questions such as: $45 + \square = 53$ $93 - \square = 87$ <p>(Refer to supplement of examples, section 5, page 41.)</p>	

Planning sheet	Day Five (page 2 of 2)	Unit 2 <i>Money, addition and subtraction</i>	Term: <i>Autumn</i>	Year Group: 3
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
			<ul style="list-style-type: none"> Write another example on the board: I went to the shop with £74 and came back with £66. How much did I spend? <p>Ask children to discuss in pairs and then show on whiteboards how this might be written as a calculation (as above). Then put the numbers on an empty number line.</p> <div data-bbox="1061 491 1512 555" data-label="Figure"> </div> <div data-bbox="860 592 1787 644" data-label="Text"> <p>Q Which multiple of ten is in between 66 and 74? Where would you put the multiple of ten on this line?</p> </div> <div data-bbox="1014 679 1559 715" data-label="Figure"> </div> <p>Ask the children to show on their number line how to do their calculation in two steps, stopping at a multiple of ten.</p> <div data-bbox="1055 820 1525 906" data-label="Figure"> </div> <ul style="list-style-type: none"> Give the children other examples to work through with their partner and to record them in their books. They need to record the calculation, how the answer to the calculation was found (e.g. jottings on a number line) and answer the original question in a sentence (e.g. I spent £8). 	

$$17 + 3 = 20$$

$$4 + 16 = 20$$

$$20 = 5 + 15$$

$$20 = 18 + 2$$

$$1 + 19 = 20$$

$$14 + 6 = 20$$

$$80 + 20 = 100$$

$$30 + 70 = 100$$

$$100 = 55 + 45$$

$$100 = 5 + 95$$

$$15 + 85 = 100$$

$$60 + 40 = 100$$



Tom



Ben



Sam



Jan



Bill



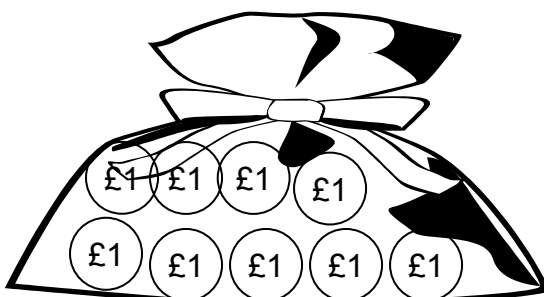
Ann



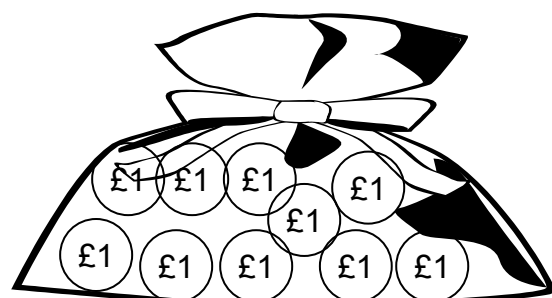
Jill



Fred



Ned



Zara



Tom



Ben



Sam



Jan



Bill



Ann



Jill



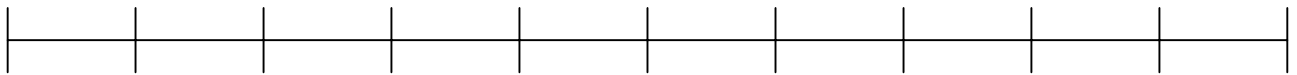
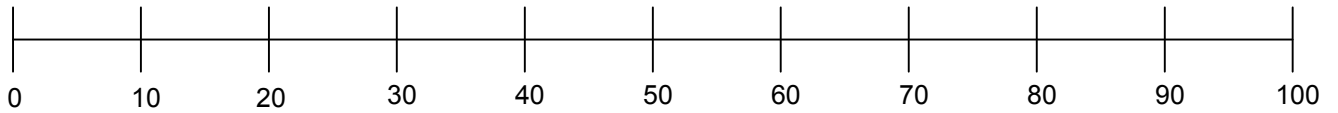
Fred

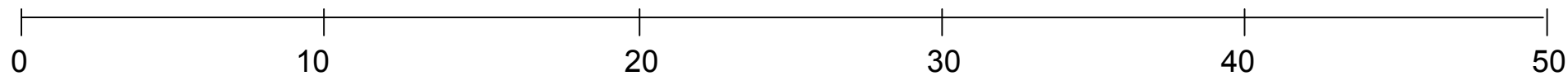
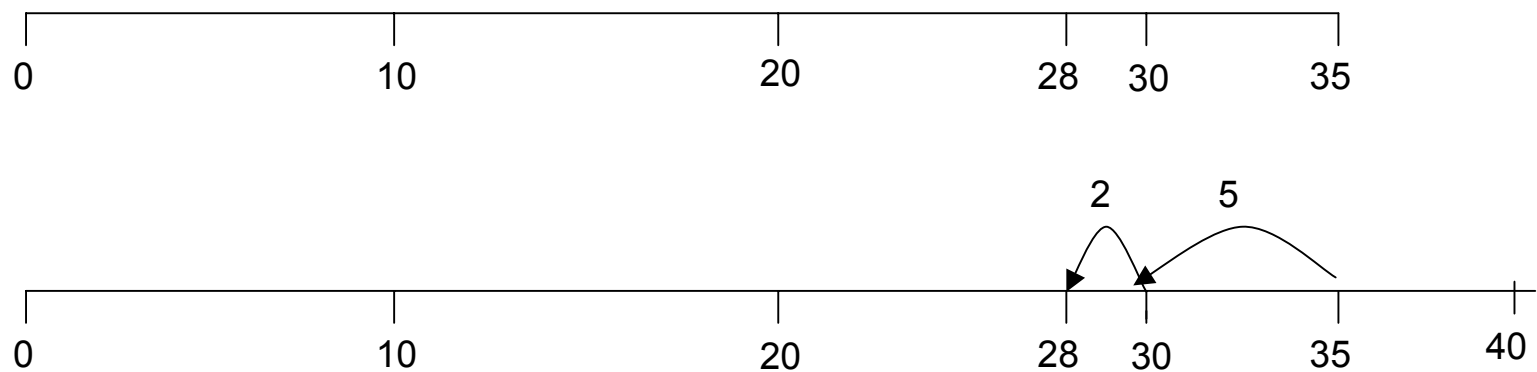
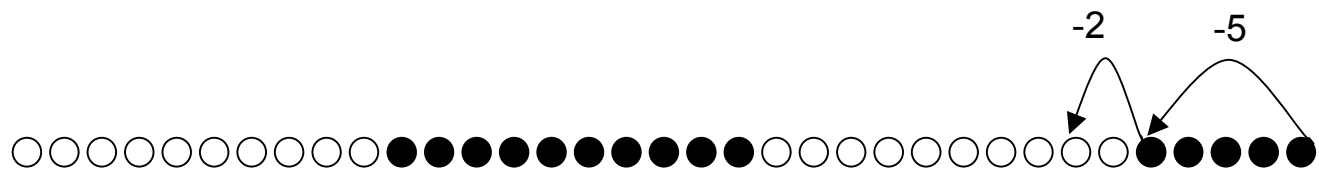


Ned



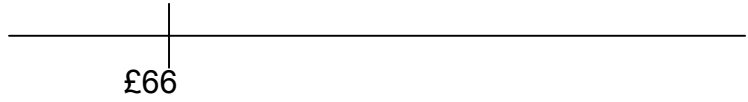
Zara



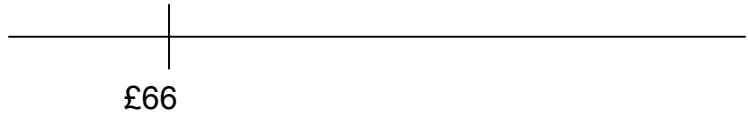


PNS Unit Plans

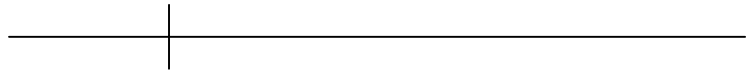
Tom gives £1



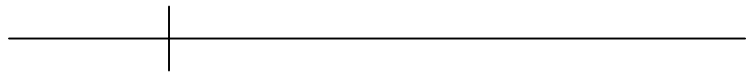
Ben gives £2



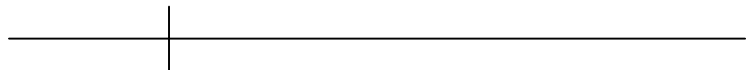
Sam gives £3



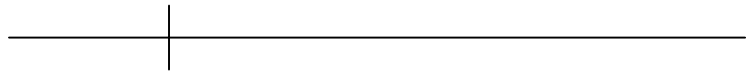
Jan gives £4



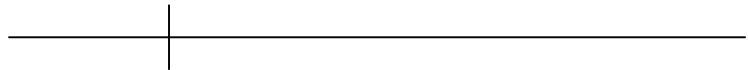
Bill gives £5



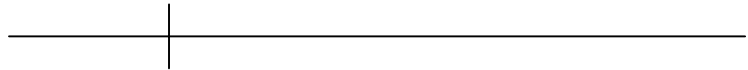
Ann gives £6



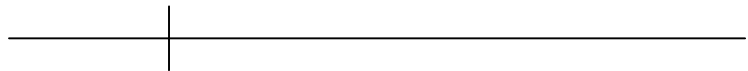
Jill gives £7



Fred gives £8



Ned gives £9



Zara gives £10

