

Take a note

Related outcomes

- N 2.5: A student uses number skills to solve real life problems (whole numbers only).
- M 2.2: A student estimates, measures and records the length of objects in metres and centimetres.
- WM 2.3: A student represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.
- WM 2.2: A student uses one or more strategies to solve mathematical problems.
- VA 9: A student uses mathematics creatively in expressing new ideas and discoveries.

Possible indicators

A student can:

- use measuring devices to measure lengths accurately
- recognise any Australian note or coin by size, shape and colour
- use knowledge of Australian currency to answer questions.

Syllabus links

Working mathematically	Communicating, Problem solving (pp 20-37)
Measurement	Length 10, 11
Number	Money 5, 6

Teaching activity

1. Introduce the topic of money by setting some research questions for students to investigate and share with the class. These could include:
 - How is money made?
 - What currencies do other countries use?
 - What is the history of Australian currency?
 - From what materials is our currency made?
 - What did Aboriginal Australians use for trade in their tribal society?
 - Which people are featured on our notes? Why were they chosen?
 - What animals are featured on our coins? Why were they chosen?
2. After researching a topic related to money, ask students, individually or in pairs, to design their own note. They will need to consider the following questions:
 - What face value will the note have?
 - Why would this note be a reasonable addition to our present currency?
 - What size will the note be? (i.e. what will be the measurements?)
 - What elements will feature in the design? Why?
 - What coin or note could be removed if a new value note, say \$7, was introduced?

3. Have the students enlarge the sides of the note by a factor of 10 for presentation to the class.
4. Students, individually or in pairs, present their note to the class, describing its features and the reasons why they were included in the design.

Language

coin, currency, note, trade, length, centimetre, face value

Equipment

paper, cardboard, contact paper, coloured pencils, textas

