# Title: Money, Money, Money PMLD / Sensory plan

**Key Questions:** What is money? What is it used for?

**Key Concepts:** money, exchanging money for goods.

| **Learning objectives** | **Activities** | **Resources** |
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| LO: To explore the feel and sound of money.Interact using the sound of the money and our voices.Experience the physical ritual of giving money and receiving goods. | Welcome/hello song.Activity 1:Begin by playing some music associated with money. While it is playing, give out some enlarged copies of notes and real coins.Activity 2:Encourage/support the children to explore the notes, pictures and coins.Do this in silence initially and then start to use the money to make a simple pattern/beat for the students to latch on to. Sing or say the word ‘money’ to reinforce - if possible use the song played at the beginning as a template for the pattern/way that ‘money’ is sung.\*\* Use a symbol for money to show also. Ta/lsas to join in and model interaction. Allow space for the students to react/respond to this input and include/imitate any sounds that they make to enrich the interaction. Switches (with recorded sounds/patterns) could be used here for those who are unable to make vocal sounds or hold/tap money together. Try also small bags of coins to shake.Final activity:Gather round shop on table in the classroom, with a fake till and an array of recently bought objects/food that you know the students like on the table. Show the students two pictures of, or the actual objects, that they like and ask/support them to choose. Then support them to hand over their money for the object.The objects here should be new versions of something they like, or food, so it is not confusing and so it is a more realistic experience. Though many may not grasp this concept the action of handing over money and receiving goods will allow them to be involved in the physical part of the ritual.‘Shop worker’ to thank students after transaction.Staff can also buy something they like at the shop and model the activity.End:Replay part of song played at beginning of session, and then end with Finish/Goodbye Song. | Resource Audio: MoneyKS3\_18\_01\_01\_AUDIO\_Money\_PMLDThe beginning of ‘Money’ by Pink Floyd (censored version). Facsimile money (from Maths Dept.) blown up if necessary, and real coins. Attach a symbol/number and/or a quantity in dots for those who have a limited/no understanding of numbers.Resource Audio: MoneyKS3\_18\_01\_01\_AUDIO\_Money\_PMLDSymbol (communication in print) of moneySwitches – big macsBags of coins TableFake till with money in itNewly bought objects or food that the students/staff likePictures/symbols of each object |