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**ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2**

School: Smolenice Primary School and Nursery School, Komenského 3, Smolenice

### Lesson plan

#### Basic information:

Class: II.A, II.B

Subject: nd mathematics

Time allocation: 45 min

Teachers: Mgr. Danica Jelínková, Mgr. Renáta Anettová

School name: Smolenice Primary School and Nursery

**Subject:nd mathematics; Class: II.A, II.B; Topic: Counting to 20 with transition through base 10, counting with euros**

#### Educational objectives:

**Lesson objectives:** To navigate a simple table, use it to solve application tasks focused on searching, recording, sorting and interpreting data.

**Content standard:** applying introductory knowledge of financial literacy about the value of money when solving simple tasks.

**Performance standard:** The pupil can understand and apply monetary relationships (euros) – relationships between monetary units and their value. (coins, banknotes)

**SMART goals for pupils:** Suggest purchasing refreshments for a gathering with grandparents and pay the required amount with play money.

**Key competences:**

Competencies	How they are fulfilled in class
Communicating and working with information	Communication within the group, appropriate selection from the offer, division of tasks within the group, group presentation
Mathematical, scientific and technological	Relationships between monetary units, addition up to 20 with crossing tens
Digital	Interactive practice – working with monetary units
Personal and social	Mutual communication, respecting rules in a group
Cultural	October – respect for elders: recognising the importance of grandparents in children's lives and showing respect for them by organising a get-together with them
Learning competence	Acquiring knowledge through personal experience – knowing how to find and use information, solve tasks, organise work effectively in a group, use mathematical knowledge and skills functionally
Civic	Taking responsibility for the team's results, learning to respect mutual differences and other opinions
Entrepreneurial	Working with monetary units, proposing purchases, paying a given amount

**Teaching methods:**

**Methods:** brainstorming – "What I am grateful to my grandparents for", activating methods – working with mock money, practical activities – choosing snacks, paying, exercises in the ALF programme

**Forms:** frontal – group work in a circle, work in pairs, group work

**Teaching aids:** mock money, interactive ALF programme, poster with offers, worksheet

**Differentiated tasks:** pupils can create multiple options for paying a given amount; individual time for working with money; pupils with special educational needs work with a teaching assistant in a learning environment where the tasks are adapted.

**Lesson plan:**

1. **Introduction/Motivation** (5 min.)

Motivation – October – Respect for Seniors Month – discussion in a circle

Brainstorming – "What am I grateful to my grandparents for" – pupils sit in a circle on the carpet and come up with answers individually.

2. **Exposure (new material)** – (15 min.)

Review of knowledge about money: coins, banknotes, value of money , counting to 20 with crossing tens - ALF interactive programme – solving tasks in pairs at the blackboard.

3. **Fixation** – worksheet, application of knowledge in tasks, group work (10 min.)

Group work – suggest refreshments for a get-together with grandparents.

Pupils choose from the options provided; the suggestion includes 4 items: something sweet, something savoury, a drink and fruit. Pupils must add up the prices of the individual items and calculate the total cost of the purchase. They must pay the exact amount using play money.

The pupils work in groups in writing in the PL. Before starting work, they review the rules of communication in a group. The group consists of 4-5 pupils, who divide the individual tasks within the group: they make a list of the selected items, calculate the total purchase amount, compile and write down the answer, and prepare play money to pay for the purchase. In the group self-assessment, they indicate how they worked in the group.

4. **Reflection and conclusion** – summary, feedback, questions about what the pupils have learnt (10 min.)

The pupils from each group sit in a circle on the carpet and present their completion of the task and evaluate the work in their group.

5. **Self-assessment and evaluation** (5 min.) – short statements by pupils ("Today I learned..." / "What interested me most was...", smileys, etc.) – drawing a smiley face

Each pupil evaluates their work during the lesson and draws a smiley face.  
They place their self-evaluation in a common evaluation area – in front of the board.

## **Methodological evaluation**

The objectives of the lesson are clearly defined and focused on developing pupils' financial literacy, mathematical skills and social competence. The SMART objective – to plan a purchase and pay the exact amount using play money – is realistic, specific and appropriately linked to practical life.

Brainstorming "What I am grateful to my grandparents for" promotes communication and creates an open atmosphere that directly affects pupils. The cultural aspect, the month of respect for the elderly, is also taken into account. Digital technologies are also used in teaching, working with the ALF programme, which makes teaching more varied, maintains pupils' attention and promotes cooperation.

Designing a purchase as a group task not only serves to practise the subject matter (counting to 20), but also its specific practical use and the ability to cooperate with others, formulate one's opinion, and listen to the opinions of others. Last but not least, it also promotes the development of entrepreneurial skills.

Pupils are guided to evaluate their own work and the work of others and to present the results. The multifaceted activities designed to strengthen the development of counting skills can also be classified as supporting metacognitive processes in education.

Conclusion: The lesson is methodologically well designed, using a number of activating elements and methods to maintain the pupils' attention. Although the aim is to develop mathematical skills, the lesson also significantly develops social and cultural competences and the ability to learn.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic