



Holiday Brochures

| Stage | Strand | Strand Unit |
|-------|----------|-------------|
| 4 | Measures | Money |

| Learning Outcomes | Maths Concepts |
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| <ul style="list-style-type: none">Through appropriately playful and engaging learning experiences, children should be able to solve and pose practical tasks to investigate and make informed judgements about transactions and financial plans. | <ul style="list-style-type: none">Currency is the medium of exchange of money (notes and coins) decided by a government for common use in a country or countries.The currency exchange rate is determined by the value of the currency and is used to convert the value or quantity of one currency into the relative value or quantity of another. |

Learning Maths

In this learning experience learners are asked to price a holiday for a family of four (two adults and two children; aged eight and eleven) to Disneyland, Florida for seven nights during the Easter holidays. Some prices may be quoted in dollars and will need to be converted to euro to find an estimated price of the holiday. The price of the holiday must include;

- Return flights from Dublin to Orlando.
- Hotel family room
- Car hire
- Tickets to Disney World and Universal Studios
- An estimate for meals

| Understanding and Connecting | Communicating | Reasoning | Applying and Problem Solving |
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| <i>The learner</i> | | | |
| Explores the concept of value for money and better value, while researching the holiday. | Shares their thinking and expresses their ideas with others, to find the best options for the holiday. | Plans a basic holiday budget for the family of four. | Explores and considers the financial implications of different scenarios. |



| Teaching Maths | | | |
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| Fostering Productive Disposition | Encouraging Playfulness with Mathematics | | |
| Encourage learners to persevere to find the best possible plan for the family. | Provide access to a wide range of resources, visual supports and technologies, to facilitate learners researching options for the trip. | | |
| | <table><tr><th>Emphasising Mathematical Modeling</th></tr><tr><td>Encourage individuality, choice and independence for learners, when presenting their price for the trip.</td></tr></table> | Emphasising Mathematical Modeling | Encourage individuality, choice and independence for learners, when presenting their price for the trip. |
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| Using Cognitively Challenging Tasks | Promoting Maths Talk | | |
| Provide opportunities for deep and sustained engagement with mathematical content and processes through the use of tasks. | Encourage learners to openly express and communicate their ideas about the best possible options available. | | |

| Assessing Maths |
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| <ul style="list-style-type: none">• Does the learner demonstrate an understanding of value for money?• Can the learner convert between euro and dollar currencies?• Can the learner explore various ways to price the holiday and investigate options suggested by their peers? |

| Source |
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| Adapted from PDST Measures Handbook page 307. |