

Name: _____ Date: _____

Collecting for Children in Need

A work skills group has been collecting all week in aid of Children in Need.

Liza, Marsha and Claire all have filled their collection tins. They estimate that one full collection tin will contain approximately £40 in cash.



What calculation do they need to do to work out **approximately** how much money they have collected? Write the sum below and then work it out.

Tammy, Gavin, Steven and Michael have all filled their tins by about half. What sum would they need to do to estimate how much they have collected? Write the sum below and work it out.

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Sarah returns and she has filled her tin and started on another one. Her second tin is about a quarter full.

What sum does Sarah need to do to work out approximately how much she has collected? Work this out.



Now calculate how much you think the team of 8 students has collected.
Show your working below.

The costs involved in the fund raising are £27.
Show how to work out how much the students are left with in total.

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When the students count up all the cash in their tins the totals are as follows:

Gavin	£16
Michael	£18
Steven	£19
Tammy	£16
Claire	£35
Liza	£38
Marsha	£41
Sarah	£40 + £9



Using a calculator, work out how much they actually raised.

Show below the sum you would use to find out how much your estimate was different to your actual total.

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Teaching notes

This resource worked really well for putting numeracy in a functional skills context at entry level.

The scenario was Children in Need and I used the students' own names to make it relevant. It can be adapted for any charity collection project. It covers mainly Entry 3 but can be adapted to Entry 2.



The emphasis of the task was to work independently and think through the problems and although mastery of the actual numeracy (adding, multiplying and subtraction) was required, what we really tried to work on was getting the right sum for the right question – i.e. the functional skill.

We worked through all the answers on an interactive whiteboard with the learners writing the sums and answers down (hence, the large gaps left between each question).

Functional Maths Performance Skills at E3

(when using this resource try to ensure coverage of all the points below)

- Understand practical problems in familiar and accessible contexts and situations begin to develop own strategies for solving simple problems
- Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine
- Interpret and communicate solutions to practical problems in familiar contexts and situations
- Use simple checking procedures

E3 coverage and range skills could include:

- complete written calculations with two-digit numbers
- add and subtract using three-digit numbers
- solve whole number problems involving multiplication and division
- round to the nearest 10 or 100
- understand and use simple fractions
- understand decimals to two decimal places in practical contexts
- complete simple mental calculations involving money and measures
- check accuracy of calculations and results
- present findings to make sense to others