

# Christmas Functional Maths



(Australian version)

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How many baubles are on the tree?



.....

2. You have two lengths of tinsel. One is 2 metres long and the other is 3 metres long.  
How much tinsel do you have altogether?

.....

3. The following presents are under the Christmas tree



How many are there in total? .....

4. You want to send a football to New Zealand. Which gift box is most suitable?  
Circle the box.



What **shape** is the most suitable box? .....

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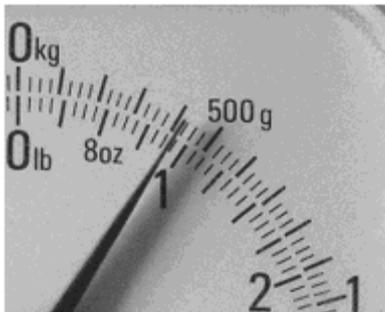
(Australian version)

Name \_\_\_\_\_ Date \_\_\_\_\_

5. You go to post the present to New Zealand. The postal costs are below:

| Weight of parcel | Cost   |
|------------------|--------|
| 0 – 200g         | \$3.20 |
| 200g – 500g      | \$4.60 |
| 500g – 1kg       | \$8.50 |

The weight of the parcel is shown on the scale below.



How much will it cost to send the parcel?

.....

You have these coins in your pocket. Which ones do you give to pay for your parcel?



.....

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Name \_\_\_\_\_ Date \_\_\_\_\_

6. You are buying some last minute presents. You only have \$10 left to spend. Which two items could you buy for \$10?



DVD - \$8



CD - \$6



Perfume - \$3

Chocolates - \$4



7. Which stocking is the **longest**?



8. When you put the Christmas decorations away, you decide to sort them out into different boxes. You put **baubles** in one box and **mini-trees** in another. How many are in each box?



**Baubles** .....

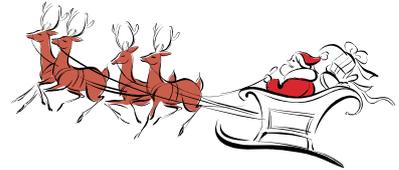
**Mini-trees** .....

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Name \_\_\_\_\_ Date \_\_\_\_\_



9. Father Christmas was delivering presents. He left **3** in the first house, **5** in the second house and **4** in the third house. How many presents did he deliver all together?

.....  
.....

10. You get 2 weeks off for Christmas holidays. How many days is that?

.....

11. There were 11 bows on the tree on Christmas day but 2 got lost during the New Years celebrations. How many were left?

.....



12. You put the turkey in the oven at 10.00am. It takes 4 hours to cook. What time will dinner be ready?



.....

13. Two brothers got 3 presents each. How many presents did they get between them?

.....



14. Have a lovely Christmas break!

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## Functional Maths mapping | Teaching notes



### Entry Adult Numeracy

This resource covers many aspects of Entry Level adult numeracy (whole numbers, money, time, etc.).

<http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum>

### Functional Mathematics

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Levels 1 and 2 (see highlighted areas of the table below). However, in Functional Maths exams it is the process skills that are assessed; these are key to successful Functional Maths teaching and learning and must always be developed and stressed during teaching (see next page).

| Coverage and Range statements (indicative only)  |   |
|--|---|
| <p>Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels &amp; Adult Numeracy standards.</p> <p><i>Highlighting indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.</i></p> |   |
| Entry Level 1  |   |
| <ul style="list-style-type: none"> <li>understand and use numbers with one significant figure in practical contexts</li> <li>describe the properties of size and measure, including length, width, height and weight, and make simple comparisons</li> <li>describe position</li> </ul>  | <ul style="list-style-type: none"> <li>recognise and select coins and notes</li> <li>recognise and name common 2D and 3D shapes</li> <li>sort and classify objects practically using a single criterion</li> </ul>  |
| Entry Level 2  |   |
| <ul style="list-style-type: none"> <li>understand and use whole numbers with up to two significant figures</li> <li>understand and use addition/subtraction in practical situations</li> <li>use doubling and halving in practical situations</li> <li>recognise and use familiar measures, including time and money</li> </ul>  | <ul style="list-style-type: none"> <li>recognise sequences of numbers, including odd and even numbers</li> <li>use simple scales and measure to the nearest labelled division</li> <li>know properties of simple 2D and 3D shapes</li> <li>extract information from simple lists</li> </ul> |

**References:** Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf>

Further functional skills documents available at <http://www.ofqual.gov.uk/>

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### Ideas for developing maths process skills

R = representing, A = analysing, I = interpreting

#### Encourage students to:

- highlight information they need, cross out unneeded information **R**
- show all their working out (note that calculators are permitted at all levels of FM assessment but learners should get into the habit of recording their calculations) **R**
- check all their calculations or procedures and show proof that they have done so **RA**
- draw conclusions **I**
- discuss and justify their choice of method and their answers **RAI**
- explain their answers and conclusions to others – verbally and in writing **I**
- investigate other options / situations (e.g. some question topics could be researched on the web) **RAI**
- create new questions about given information and try them out on other students **RAI**
- mark each other's work **RAI**

| Process Skills (all levels)  |   |  |
|--|---|--|
| <p><b>Representing</b> – selecting the mathematics and information to model a situation</p> <ul style="list-style-type: none"> <li>• recognise that a situation has aspects that can be represented using mathematics</li> <li>• make an initial model of a situation using suitable forms of representation</li> <li>• decide on the methods, operations and tools, including ICT, to use in a situation</li> <li>• select the mathematical information to use</li> </ul> | <p><b>Analysing</b> – processing and using mathematics</p> <ul style="list-style-type: none"> <li>• use appropriate mathematical procedures</li> <li>• examine patterns and relationships</li> <li>• change values and assumptions or adjust relationships to see the effects on answers in models</li> <li>• find results and solutions</li> </ul> | <p><b>Interpreting</b> – interpreting and communicating the results of the analysis</p> <ul style="list-style-type: none"> <li>• interpret results and solutions</li> <li>• draw conclusions in light of situations</li> <li>• consider the appropriateness and accuracy of results and conclusions</li> <li>• choose appropriate language and forms of presentation to communicate results and solutions</li> </ul> |
| Skill Standards (Entry Level 1)  |   |  |
| <ul style="list-style-type: none"> <li>• understand simple mathematical information in familiar contexts and situations</li> </ul>   | <ul style="list-style-type: none"> <li>• use mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>• generate results that make sense for a specified task</li> </ul>  | <ul style="list-style-type: none"> <li>• provide solutions to simple given practical problems in familiar contexts and situations</li> </ul>   |
| Skill Standards (Entry Level 2)  |   |  |
| <ul style="list-style-type: none"> <li>• understand simple practical problems in familiar contexts and situations</li> <li>• select basic mathematics to obtain answers</li> </ul>   | <ul style="list-style-type: none"> <li>• use basic mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>• generate results to a given level of accuracy</li> <li>• use given checking procedures</li> </ul>   | <ul style="list-style-type: none"> <li>• describe solutions to simple given practical problems in familiar contexts and situations</li> </ul>  |