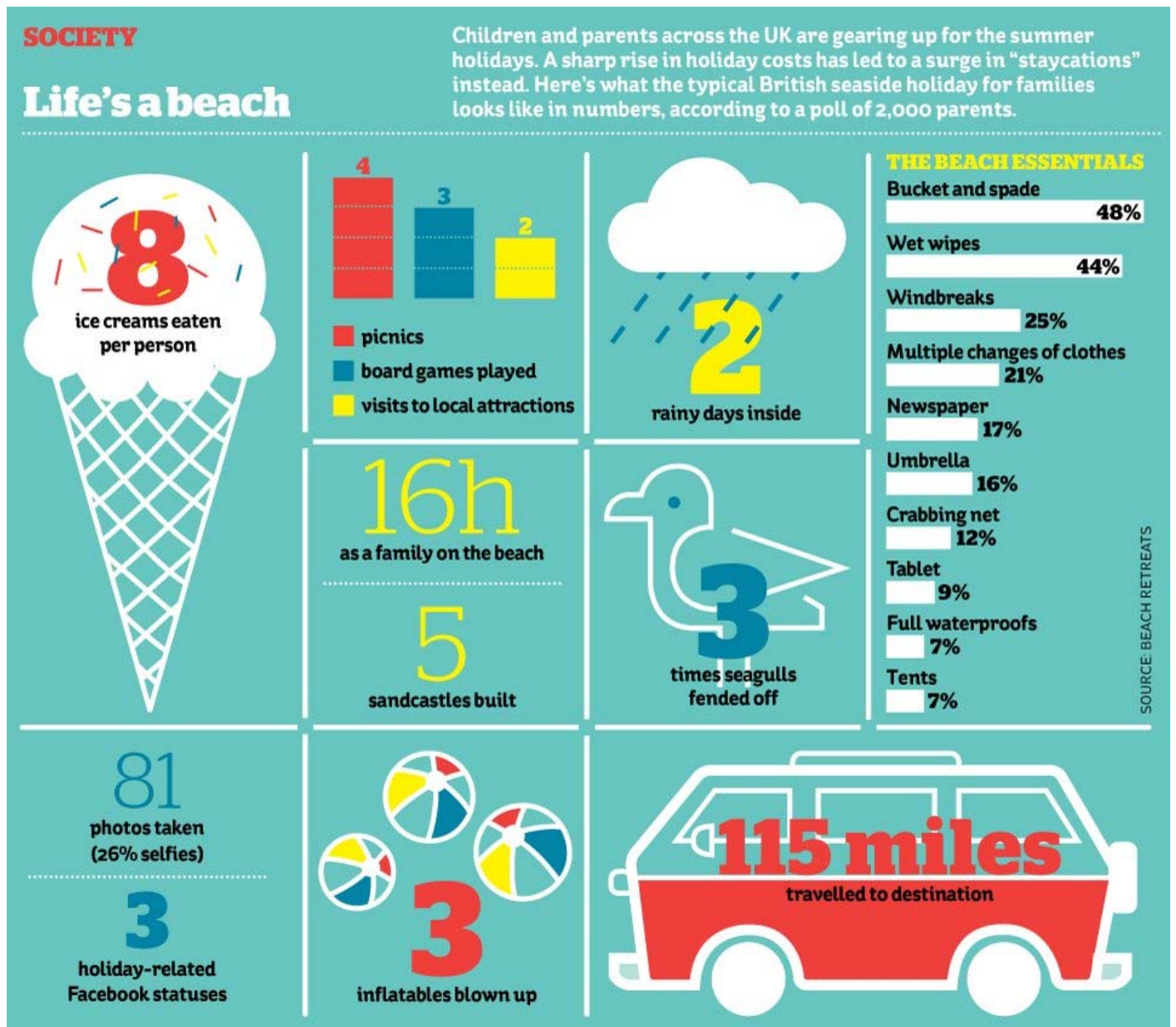


A typical British seaside holiday

Name _____ Date _____

Source: **i** newspaper July 12 2016 at <https://twitter.com/iNewsGraphics/status/752825714920095744>



Introduction

1. This image is called an infographic. Why?
2. What is the infographic about?
3. Where does the infographic come from? (Where was it first printed?)
4. What is a poll? _____. All the people in the poll were _____.

A typical British seaside holiday

Name _____ Date _____

Source:  newspaper July 12 2016 at <https://twitter.com/iNewsGraphics/status/752825714920095744>

Shapes

5. The infographic is split into sections. What shape(s) are the sections?

6. Look at the **rainy days inside** section. Which section is:

a) directly below it? _____ b) on the right of it? _____

7. List all the shapes you can see in the image.

8. Label two different sets of parallel lines in the image. Use > and >> .

Numbers

9. The image is based on information from how many people? _____

10. The most important item to take to the beach is: (Circle one answer)

Tents Newspaper Wet wipes Umbrella Bucket & spade

11. Families drive an average of 115 miles to get to their holiday. Round 115 miles to:

Nearest 10 miles _____ Nearest 100 miles _____

12. A typical family takes how many photos? (Circle one answer) 26 3 81

Charts

13. There is a block graph and a bar chart. Which is which? Label each one clearly.

Your turn

14. Use the infographic to write 2 sentences about family seaside holidays.

a. _____

b. _____

A typical British seaside holiday

Curriculum mapping, notes, answers.

FUNCTIONAL MATHEMATICS Coverage and Range statements (indicative only)

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 and the Adult Numeracy standards.

✓ 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.

Entry Level 1

- | | |
|---|---|
| a) understand and use numbers with one significant figure in practical contexts ✓ | c) describe position ✓ |
| b) describe the properties of size and measure, including length, width, height and weight, and make simple comparisons | d) recognise and select coins and notes |
| | e) recognise and name common 2D and 3D shapes ✓ |
| | f) sort and classify objects practically using a single criterion |

Entry Level 2

- | | |
|--|---|
| a) understand and use whole numbers with up to two significant figures ✓ | e) recognise sequences of numbers, including odd and even numbers |
| b) understand and use addition/subtraction in practical situations | f) use simple scales and measure to the nearest labelled division |
| c) use doubling and halving in practical situations | g) know properties of simple 2D and 3D shapes ✓ |
| d) recognise and use familiar measures, including time and money | h) extract information from simple lists ✓ |

Entry Level 3

- | | |
|--|---|
| a) add and subtract using three-digit numbers | g) recognise and describe number patterns |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 | h) complete simple calculations involving money and measures |
| c) round to the nearest 10 or 100 ✓ | i) recognise and name simple 2D and 3D shapes and their properties ✓ |
| d) understand and use simple fractions | j) use metric units in everyday situations |
| e) understand, estimate, measure and compare length, capacity, weight and temperature | k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓ |
| f) understand decimals to two decimal places in practical contexts | |

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

<https://www.gov.uk/government/publications/functional-skills-criteria-for-mathematics>

This resource also covers many **adult numeracy curriculum** elements.

<http://www.excellencegateway.org.uk/content/etf1075>

For related resources and further curriculum links please visit the download page for this resource at www.skillsworkshop.org

Teaching notes

Best used as a group starter activity with the image displayed on a large screen or smartboard (see link on page 1) and the questions discussed as a group – especially those on page 1. E1-2 learners may need support with reading the questions.

Answers – sample answers only, accept any reasonable answers/explanations.

1. It has information and graphics (pictures).
2. British family seaside holidays.
3. The I newspaper.
4. A survey. Parents.
5. Rectangles (inc. squares)
6. a. Seagulls. b. The Beach Essentials.
7. Circles, diamonds (parallelograms), rectangles, cone (triangle), etc.
8. Any two suitable sets of lines.
9. 2000
10. Bucket & spade
11. 110 miles. 100 miles.
12. 81
13. Beach essentials – bar chart; Picnics etc. – block graph.
14. Any two suitable sentences