

# Car Ferry (E1-2)

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



Some vehicles are waiting to go onto the car ferry

. There are cars



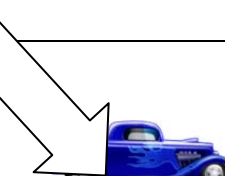
, lorries



, and buses



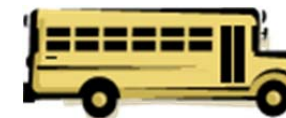
## Row A



## Row B



## Row C



# Car Ferry (E1-2)

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

1 How many cars are in Row A? \_\_\_\_\_

2 How many buses are in Row B? \_\_\_\_\_

3 How many vehicles are in Row C? \_\_\_\_\_

4 How many lorries are in Row C? \_\_\_\_\_

5 Use these words to complete the sentences: **more less**

a) There are \_\_\_\_\_ cars than buses in Row A.

b) There are \_\_\_\_\_ buses than lorries in Row C.

c) There are \_\_\_\_\_ cars than buses in Row B.

d) There are \_\_\_\_\_ buses than cars in Row C.

6 In Row A two drivers get fed up and go.

7 In Row B a bus driver gets fed up and goes.

How many cars are there left? \_\_\_\_\_

How many vehicles are there left? \_\_\_\_\_

8 Use these words to complete the sentences: **larger smaller longer shorter**

a) A lorry is \_\_\_\_\_ than a car.

b) A bus is \_\_\_\_\_ than a car.

c) A lorry is \_\_\_\_\_ than a bus.

d) A car is \_\_\_\_\_ than a lorry.

9 Use these words to complete the sentences: **between behind in front of**

a) The car in Row A is \_\_\_\_\_ the lorry.

b) The car in Row B is \_\_\_\_\_ the two buses.

c) The car in Row C is \_\_\_\_\_ the lorry.

# Car Ferry (E1-2)

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

10




| Sailing Times<br>Newhampton Ferries |
|-------------------------------------|
| 10.00 a.m.                          |
| 11.00 a.m.                          |
| 12.00 noon                          |
| 02.30 a.m.                          |
| 04.30 p.m.                          |
| 06.00 p.m.                          |

- a) Will the ferry sail at ten o'clock? \_\_\_\_\_
- b) Will the ferry sail at four o'clock? \_\_\_\_\_
- c) Will the ferry sail at seven o'clock? \_\_\_\_\_
- d) The chart has a mistake with the 02.30 sailing. What is it?

11 There were 23 vehicles on the ferry.

Fill in the missing information.  
[In the grey shaded cells]

Vehicles on the Ferry

|         |   |   |
|---------|---|---|
| Cars    |    |   |
|         |   | 6 |
| Lorries |   |   |
| Total   |  |   |

### Functional Skills Mathematics mapping – coverage and range statements

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Level 3. 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 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.*

<http://www.ofqual.gov.uk/>








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](http://www.skillsworkshop.org)

# E1-2 Car Ferry

## Curriculum mapping

| FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)   |  |   |  |  <b>Skillsworkshop tips</b><br> tip that works well with this resource<br>To develop this skill, encourage learners to:   |
|--|--|---|--|---|
| Process Skills (all levels)  | Entry 1 SS   | Entry 2 SS  | Entry 3 SS   |   |
| <b>Representing</b> <i>Selecting the mathematics and information to model a situation</i>  |  |   |  | <b>Represent</b> <ul style="list-style-type: none"> <li>Highlight information they need and/or cross out unneeded information / pictures/ words. </li> <li>Arrange or reorganise given or selected information as needed e.g. in a table or list.</li> <li>Show all their working out.(e.g. simple lines drawn on paper to compare lengths, to help add up, etc. </li> </ul>  |
| <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> | <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>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>Understand practical problems in familiar contexts and situations</li> <li>Begin to develop own strategies for solving simple problems</li> <li>Select mathematics to obtain answers to simple given practical problems that are clear and routine</li> </ul> |   |
| <b>Analysing</b> <i>Processing and using mathematics</i>   |  |   |  |   |
| <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>   | <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>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>Apply mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>Use simple checking procedures</li> </ul>  | <b>Analyse</b> <ul style="list-style-type: none"> <li>Check all their calculations or procedures and show proof that they have done so. <i>E.g. a simple tick in a different colour to show they have re-checked their answers.</i> </li> <li>Investigate other options / situations.</li> <li>Create new questions about given information and try them out on others. </li> <li>Mark each other's work.</li> </ul> |
| <b>Interpreting</b> <i>Interpreting and communicating the results of the analysis</i>  |  |   |  |   |
| <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>   | <ul style="list-style-type: none"> <li>Provide solutions to simple given practical problems in familiar contexts and situations</li> </ul>   | <ul style="list-style-type: none"> <li>Describe solutions to simple given practical problems in familiar contexts and situations</li> </ul>   | <ul style="list-style-type: none"> <li>Interpret and communicate solutions to practical problems in familiar contexts and situations</li> </ul>  | <b>Interpret</b> <ul style="list-style-type: none"> <li>Draw conclusions.</li> <li>Discuss and justify their choice of method and their answer.</li> <li>Explain their answers and conclusions to others – verbally  and in writing.</li> </ul>  |