Plan a Christmas party

Name _____ Date _____

You are planning a party at college. It is for 20 people for 3 hours.
You will send out invitations, decide on a budget, check a floor plan and give directions.

- Look at this invitation. **What shape is it?**

_____

- There are 50 invitations in the pack but you are only sending 20.
  How many will you have left over?

_____

- You send out 20 invites but only 3/4 of your guests can come.
  How many people will be attending your party?

_____

- A third of your guests are vegetarian so **how many thirds are not vegetarian?**

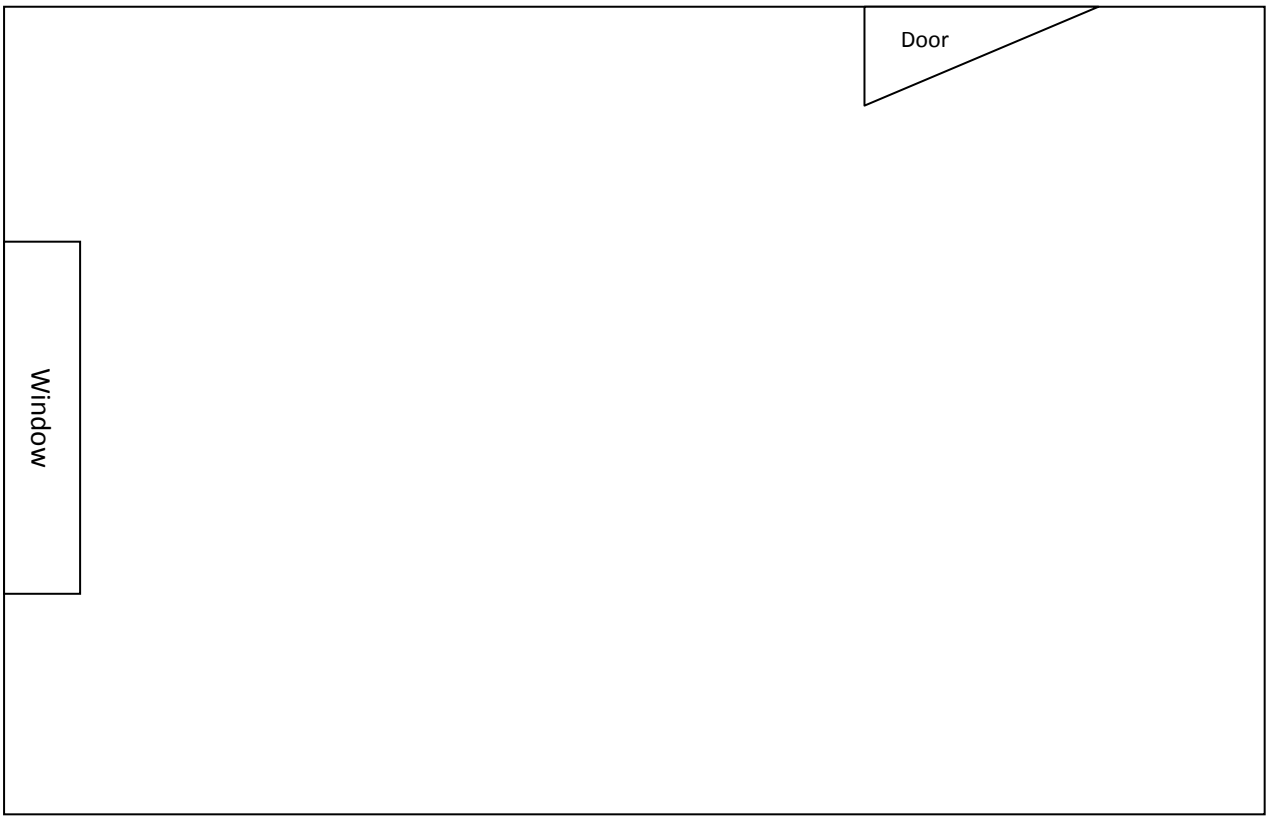
_____

- You have a budget of £200 to spend for your party. Look at the budget prices.
  How will you spend the money? Try to spend all of it.

Plan a Christmas party

Name _____ Date _____

- Here is a plan of your room. Draw in the furniture in the right places.



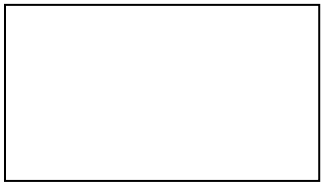
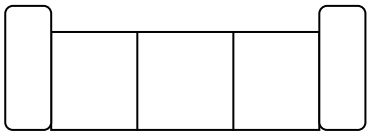
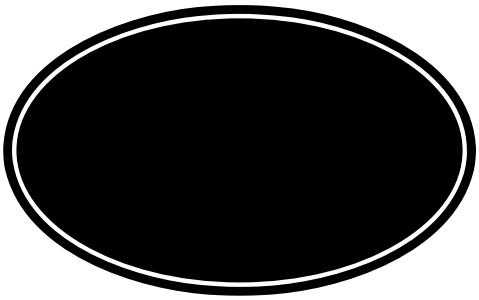


Table (x2)



Sofa



Portable Dance Floor

- The tables should go against the wall opposite the door
- The sofa should go along the wall that is next to the door
- The portable dance floor should go in the middle of the room

Choose the most sensible measurement for the room, the tables, the sofa and dance floor.

mm	cm	m	km

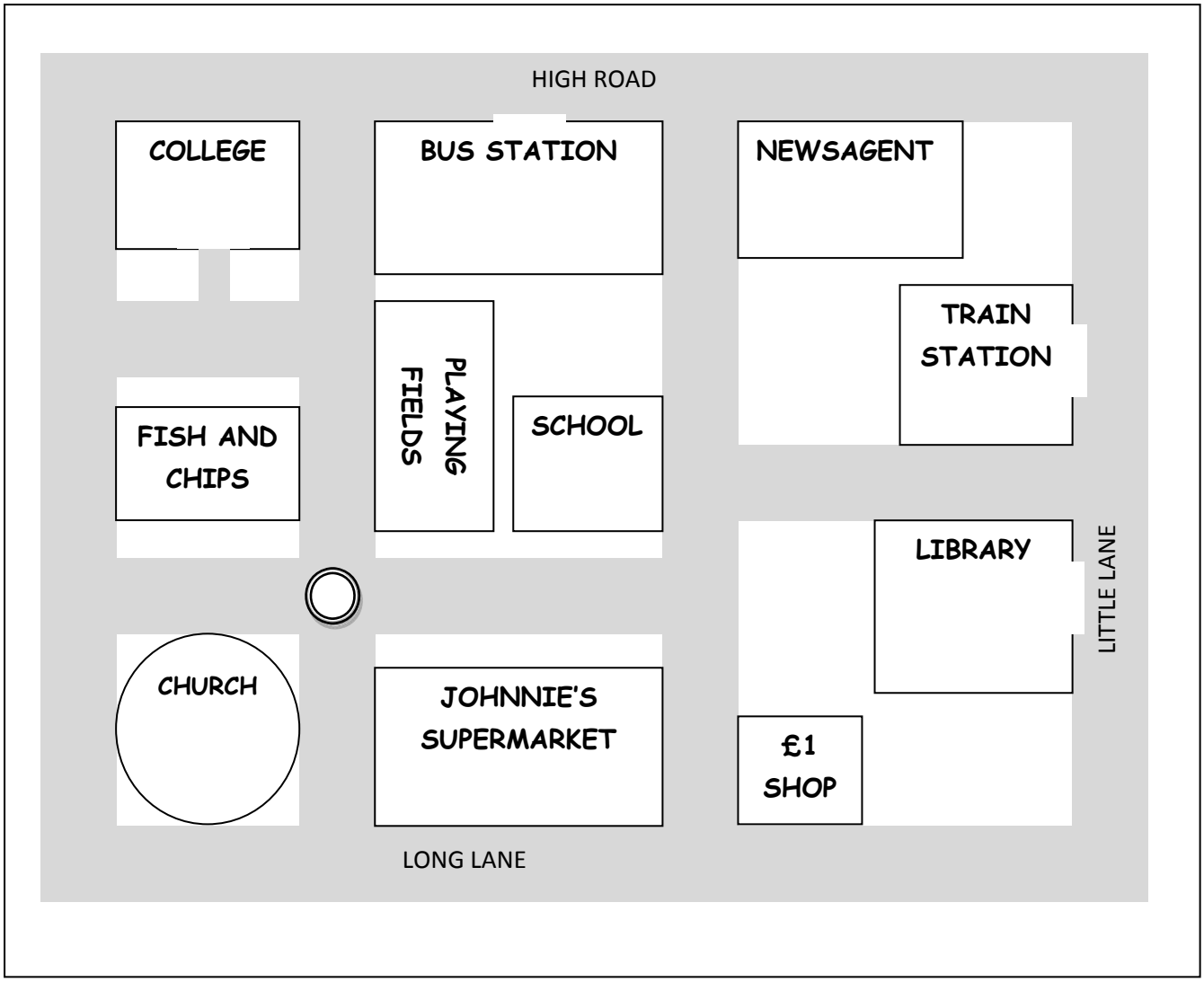
Plan a Christmas party

Name _____ Date _____

Your guests will need directions to your party. Look at this map.

On another piece of paper, write some directions for your guests from the:

- bus station
- train station
- library



MERRY CHRISTMAS!

Budget options

Name _____ Date _____

Food and drinks

Budget pack	Nice pack	Deluxe pack
£30 (for 20 people)	£50 (for 15 people)	£100 (for 10 people)

Music

MP3 player	CD player	DJ
FREE	£30	£30 per hour

Entertainment

DVD	Clown	Dancers
£15	£30 per hour	£50 per hour

Directions – extra help sheet

Name _____ Date _____

1.

Come out of the bus station and turn left / right.
At the end of the street, turn left / right.
Then turn left / right.
Take the small road on your left / right and walk up to the college.

2.

Come out of the train station and turn left / right.
At the end of the street, turn left / right.
Walk past / behind the newsagent.
Turn left / right after the bus station and then turn left / right.
Take the small road on your left / right and walk up to the college.

3.

Come out of the library and turn left / right.
At the end of the street turn left / right.
Walk under / past the £1 Shop and Johnnie's Supermarket.
When you get to the church, turn left / right.
Walk over / past the Fish and Chip Shop and then turn left / right.
The college is on your left / right.

Other routes are of course possible.

Curriculum mapping

Functional Skills Mathematics mapping – coverage and range statements

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Levels 1 and 2 (see ticked statements 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 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 b) Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons.	c) Describe position ✓ 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 ✓ b) understand and use addition/subtraction in practical situations ✓ c) use doubling and halving in practical situations d) recognise and use familiar measures, including time and money ✓	e) recognise sequences of numbers, including odd and even numbers f) use simple scales and measure to the nearest labelled division g) know properties of simple 2D and 3D shapes h) extract information from simple lists ✓
Entry Level 3	
a) add and subtract using three-digit numbers b) solve practical problems involving multiplication and division by 2, 3, 4, 5, 10 c) round to the nearest 10 or 100 d) understand and use simple fractions ✓ e) understand, estimate, measure and compare length, capacity, weight and temperature f) understand decimals to two decimal places in practical contexts	g) recognise and describe number patterns h) complete simple calculations involving money and measures ✓ i) recognise and name simple 2D and 3D shapes and their properties j) use metric units in everyday situations k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓

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/sflcurriculum

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

Curriculum mapping

FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)				Skillsworkshop tips ✓ = tip that works particularly well with this resource
Process Skills (all levels)	**Entry 1 SS**	**Entry 2 SS**	**Entry 3 SS**	To develop this skill, encourage learners to:
Representing *Selecting the mathematics and information to model a situation*				**Represent**
■ Recognise that a situation has aspects that can be represented using mathematics ■ Make an initial model of a situation using suitable forms of representation ■ Decide on the methods, operations and tools, including ICT, to use in a situation ■ Select the mathematical information to use	- Understand simple mathematical information in familiar contexts and situations	- Understand simple practical problems in familiar contexts and situations - Select basic mathematics to obtain answers	- Understand practical problems in familiar contexts and situations - Begin to develop own strategies for solving simple problems - Select mathematics to obtain answers to simple given practical problems that are clear and routine	■ Highlight information they need and/or cross out unneeded information. ✓ ■ Arrange or reorganise given or selected information as needed e.g. in a table or list. ✓ (e.g. the party budget) ■ Show all their working out. ✓ Note: calculators are permitted at all levels of Functional Maths assessment but learners should get into the habit of recording all their working out, whether or not a calculator is used.
Analysing *Processing and using mathematics*				**Analyse**
■ Use appropriate mathematical procedures ■ Examine patterns and relationships ■ Change values and assumptions or adjust relationships to see the effects on answers in models ■ Find results and solutions	- Use mathematics to obtain answers to simple given practical problems that are clear and routine - Generate results that make sense for a specified task	- Use basic mathematics to obtain answers to simple given practical problems that are clear and routine - Generate results to a given level of accuracy - use given checking procedures	- Apply mathematics to obtain answers to simple given practical problems that are clear and routine - Use simple checking procedures	■ Check all their calculations or procedures and show proof that they have done so. ✓ ■ Investigate other options / situations ✓ *(e.g. research food and entertainment prices on the web).* ■ Create new questions about given information and try them out on others. ■ Mark each other's work. ✓
Interpreting *Interpreting and communicating the results of the analysis*				**Interpret**
■ Interpret results and solutions ■ Draw conclusions in light of situations ■ Consider the appropriateness and accuracy of results and conclusions ■ Choose appropriate language and forms of presentation to communicate results and solutions	- Provide solutions to simple given practical problems in familiar contexts and situations	- Describe solutions to simple given practical problems in familiar contexts and situations	- Interpret and communicate solutions to practical problems in familiar contexts and situations	■ Draw conclusions ■ Discuss and justify their choice of method and their answer. ✓ *(E.g., read out their directions for another student to test and justify their choice of route).* ■ Explain their answers and conclusions to others – verbally ✓ and in writing.