Supporting Children in Need

E1-2 Functional Maths

Name _____   Date _____

You need a copy of this Children in Need Shopping poster to answer the questions. You can also download it from www.skillsworkshop.org or view it online here: https://bbccinherohub.s3-eu-west-1.amazonaws.com/1114c3cc-a2e2-45a5-b6a9-95ac2a92ef4f.pdf

Describing position

1. Discuss these words with a friend.

below	left	under	between	top
middle	bottom	above	right	next to

Now answer the questions about the Shopping poster.

2. a) Which item is in the middle of the bottom row?   _____

b) Which item is to the left of the pin badges?   _____

c) Which item is to the right of the doughnuts?   _____

d) Which item is directly above the bobble hat?   _____

e) Name one item that is in the top row.   _____

f) Which items are directly below the wristband?   _____

Use some of the <u>words above</u> to fill in the gaps.

g) The wristbands are to the _____ of the Boots toy bears.

h) The Green's bake sale kit is _____ the Debenhams clothing range.

i) The Lakeland baking kit is _____ the seeds.

3. Work with a friend. Use the words below to talk about items in your classroom.

behind	in front of	underneath	inside	outside
over	back of	behind	close to	beside

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Numbers, size, position and shape

1. Discuss these words with a friend.

height	narrow	wide	small	large
width	narrower	wider	smaller	larger
rectangle	narrowest	widest	smallest	largest

Each shopping item is inside a white rectangle.
All the rectangles are the same height but they have different widths.

2. Answer these questions about the white rectangles.

a) How many white rectangles altogether?   _____

b) Is your answer above an odd or an even number?   _____

c) In which row are the narrwest rectangles?   _____

d) In which row are the largest rectangles?   _____

e) Bake Sale Kit or Pudsey Ears? Which rectangle is wider? _____

f) Books or bobble hat? Which rectangle is narrower?   _____

3. Work with a friend. Use the words below to talk about items outside your window.

high	depth	curved	ring shaped
low	length	cuboid	circle

4. Answer these questions about the poster.

g) Name one item that is in the second row down.   _____

h) What would you buy from the bottom row?   _____

i) Find two cuboids in the poster. _____   _____

j) Find a ring shaped item.   _____

k) Find two circles in the poster. _____   _____

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✎ **You must show your working out.** ⌛ **Do not use a calculator.**

Numbers and money

1. **How much money for these items?**

   a) 2 air fresheners.   £_____

      ✎

   b) 1 air freshener and 1 pin badge.   £_____

      ✎

   c) 1 bobble hat, 2 pin badges and 4 wristbands.   £_____

      ✎

   d) 2 bobble hats.   £_____

      ✎

2. **How much change from £5 if you buy**

   e) 1 air freshener?   £_____

      ✎

   f) 2 air fresheners and 1 wristband?   £_____

      ✎

   g) 2 pin badges and 1 air freshener?   £_____

      ✎

✏️ **You must show your working out.** ⌛ **Do not use a calculator.**

Numbers and money

3. **How much change from £10 if you buy**

    h) 2 air fresheners?   £_____

    ✏️

    i) 1 air freshener and 1 bobble hat?   £_____

    ✏️

4. **How much change from £20 if you buy**

    j) 3 air fresheners and 1 wristband?   £_____

    ✏️

    k) 2 bobble hats?   £_____

    ✏️

    l) 2 bobble hats, 1 air freshener and 1 wristband?   £_____

    ✏️

5. **You have £50! How many**

    m) £25 hats can you buy?   _____

    ✏️

    n) bobble hats can you buy?   _____

    ✏️

✏️ **You must show your working out.** ⌛ **Do not use a calculator.**

Multiplying and dividing

6. **All these questions are about the boxes of doughnuts in the poster.**

   a) How many doughnuts in one box?   _____

   b) How could you answer a) without counting each item?   _____

   c) If all the boxes are full how many doughnuts are there?   _____

   ✏️

   d) You share 1 box of doughnuts between 4 people. How many doughnuts does each
   person get? Are there any left over?   _____

   ✏️

   e) You share 3 boxes of doughnuts between 9 people. How many doughnuts does
   each person get? Are there any left over? _____

   ✏️

   f) You share 2 boxes of doughnuts between 10 people. How many doughnuts does
   each person get? Are there any left over? _____

   ✏️

   g) 19 people come to a party. You allow 2 doughnuts per person. How many boxes of
   doughnuts do you need? Comment on your answer.

   _____

   ✏️

Subject content - FUNCTIONAL SKILLS MATHEMATICS 2018 (Comes into effect September 2019)

Entry Level 1 (E1) functional skills mathematics

Purpose (at all Entry Levels): to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in familiar situations. Achievement of these qualifications can provide the skills for further study at Levels 1 and 2. *Source: Department for Education (Feb 2018), Subject content functional skills: mathematics pp6-7*
 https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics

Learning aims and outcomes at Entry Level:
- Enable students to become confident in their use of fundamental mathematical knowledge and skills, as described through the content; and
- Indicate that students can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks

✓ **indicates the main content and problem-solving skill(s) covered in this resource**, although these will vary with the student group and how the resource is used by the teacher.
The content at each level subsumes and builds upon the content at lower levels.

Fundamental mathematical knowledge and skills. These must be demonstrated in their own right, **both with and without a calculator**, in addition to being used to solve problems or complete tasks.

	Using numbers and the number system – whole numbers (N)	
1	Read, write, order and compare numbers up to 20	✓
2	Use whole numbers to count up to 20 items including zero	✓
3	Add numbers which total up to 20, and subtract numbers from numbers up to 20	✓
4	Recognise and interpret the symbols +, – and = appropriately	
	Using common measures, shape and space (MSS)	
5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20	
6	Read 12 hour digital and analogue clocks in hours	
7	Know the number of days in a week, months, and seasons in a year. Be able to name and sequence	
8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity	✓
9	Identify & recognise common 2-D and 3-D shapes inc. circle, cube, rectangle (inc. square) and triangle	✓
10	Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above	✓
	Handling information and data (HD)	
11	Read numerical information from lists	✓
12	Sort and classify objects using a single criterion	
13	Read and draw simple charts and diagrams including a tally chart, block diagram/graph	

Solving mathematical problems, carrying out simple tasks and decision making. E1 students are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution.
- A simple mathematical problem is one which requires **working through one step or process**. At E1 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills **from one mathematical content area** (i.e. N, MSS or HD).
- **Context** for simple problems at E1 should be familiar to all students and easily described.

Entry Level 1 students are expected to be able to:

a	Use given mathematical information and recognise and use simple mathematical terms appropriate to E1	✓
b	Use the methods given above to produce, check and present results that make sense; and	✓
c	Provide a simple explanation for those results.	✓

References:
Department for Education (Feb 2018), Subject content functional skills: mathematics
https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics

Supporting Children in Need Curriculum mapping

Entry Level 2 (E2) functional skills mathematics	
Purpose (at all Entry Levels): to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in familiar situations**.** Achievement of these qualifications can provide the skills for further study at Levels 1 and 2. *Source: Department for Education (Feb 2018), Subject content functional skills: mathematics pp8-9* https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics	

	Fundamental mathematical knowledge and skills. These must be demonstrated in their own right, **both with and without a calculator**, in addition to being used to solve problems or complete tasks.	
	Using numbers and the number system – *whole numbers, fractions and decimals* (N)	
1	Count reliably up to 100 items	
2	Read, write, order and compare numbers up to 200	
3	Recognise and sequence odd and even numbers up to 100	✓
4	Recognise and interpret the symbols +, – , x, ÷ and = appropriately	
5	Add and subtract two-digit numbers	✓
6	Multiply whole numbers in the range 0x0 to 12x12 (times tables)	✓
7	Know the number of hours in a day and weeks in a year.	
8	Divide two-digit whole numbers by single-digit whole numbers and express remainders	✓
9	Approximate by rounding to the nearest 10, and use this rounded answer to check results	
10	Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes	
11	Read, write and use decimals to one decimal place	
	Using common measures, shape and space (MSS)	
12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)	✓
13	Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock	
14	Use metric measures of length including millimetres, centimetres, metres and kilometres	
15	Use measures of weight including grams and kilograms	
16	Use measures of capacity including millilitres and litres	
17	Read and compare positive temperatures	
18	Read and use simple scales to the nearest labelled division	
19	Recognise and name 2-D and 3-D shapes inc. pentagons, hexagons, cylinders, cuboids, pyramids, spheres	
20	Describe properties of common 2-D & 3-D shapes inc. nos. of sides, corners, edges, faces, angles & base	
21	Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards	✓
	Handling information and data (HD)	
22	Extract information from lists, tables, diagrams and bar charts	✓
23	Make numerical comparisons from bar charts	
24	Sort and classify objects using two criteria	
25	Take information from one format and represent the information in another format inc. use of bar charts	

Solving mathematical problems, carrying out simple tasks and decision making. E2 students are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution.	
• A simple mathematical problem is one which requires working through one step or process. At E2 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills **from one mathematical content area** (i.e. NS, MSS or HD).	
• **Context** for simple problems at E2 should be familiar to all students and easily described.	

	Entry Level 2 students are expected to be able to:	
a	Use given mathematical information including numbers, symbols, simple diagrams and charts;	✓
b	Recognise, understand and use simple mathematical terms appropriate to Entry Level 2;	✓
c	Use the methods given above to produce, check and present results that make sense; and	✓
d	Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.	