

# Counting in the office

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

The office has these items of equipment in the cupboard.



Use the pictures above to help you answer the questions.

## Activity A How many?

1. How many pencils are there? \_\_\_\_\_
2. How many rubbers are there? \_\_\_\_\_
3. How many rulers are there? \_\_\_\_\_
4. How many pencil sharpeners are there? \_\_\_\_\_
5. How many pens are there? \_\_\_\_\_
6. How many hole punches are there? \_\_\_\_\_

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## Activity B More than, less than

Answer yes or no

There are more pens than pencils.

There are fewer rubbers than rulers.

There are more pencils sharpeners than pens.

There are fewer hole punches than staplers.

There are more pencils than pencil-sharpener.

There are fewer rulers than pencils

Yes	No

## Activity C Answer the questions

1. Ahmed adds 3 more pencils. How many are there now?

2. Ahmed adds 2 more pencil sharpeners What is the sum of sharpeners now?

3. Sally takes away two pens. How many are left?

4. Sally takes away 3 packs of paper. What is the total of packs of paper now?

5. Ahmed buys two more hole punches. What is the total number now?

6. Sally put 3 more rubbers into the cupboard. How many rubbers are there now?

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The office has these items of equipment in the cupboard.

## Activity D Turn these numbers and items into sentences

6



*There are six pencils.*

4



\_\_\_\_\_

3



\_\_\_\_\_

5



\_\_\_\_\_

## Activity E

Complete these sentences. Use each word once.

shorter

longer

cuboid

between

heavier

1. The ruler is \_\_\_\_\_ than the pencil
2. The hole punch is \_\_\_\_\_ than the rubber.
3. The rubber is \_\_\_\_\_ than the pen.
4. The rubber is a \_\_\_\_\_.



5. The pencil is \_\_\_\_\_ the sharpener and the rubber.

### 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/sflcurriculum>

For related resources and further curriculum links please visit the download page for this resource at [www.skillsworkshop.org](http://www.skillsworkshop.org)

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## Curriculum mapping

### FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)

#### Process Skills (all levels)

#### Representing *Selecting the mathematics and information to model a situation*

- 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

#### Analysing *Processing and using mathematics*

- 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

#### Interpreting *Interpreting and communicating the results of the analysis*

- 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



#### Skillsworkshop tips

✓ tip that works well with this resource

To develop this skill, encourage learners to:

#### Represent

- Highlight information they need and/or cross out unneeded information / pictures/ words. ✓
- Arrange or reorganise given or selected information as needed e.g. in a table or list.
- Show all their working out.(e.g. simple lines drawn on paper to compare lengths, to help add up, etc. ✓)

#### Analyse

- Check all their calculations or procedures and show proof that they have done so. *E.g. a simple tick in a different colour to show they have re-checked their answers.* ✓
- Investigate other options / situations.
- Create new questions about given information and try them out on others. ✓
- Mark each other's work. ✓

#### Interpret

- Draw conclusions.
- Discuss and justify their choice of method and their answer.
- Explain their answers and conclusions to others – verbally ✓ and in writing.