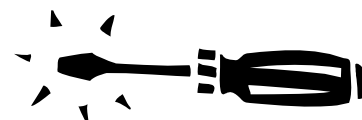


Coded Maths

Name _____ Date _____



A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. Use the chart above to work out the 'value' of the following tools.

Show all of your working out.

Example: Value of a **nail** = 14 + 1 + 9 + 12 = 36

a) Trowel

e) Bucket

b) Paintbrush

f) Chisel

c) Hammer

g) Tape measure

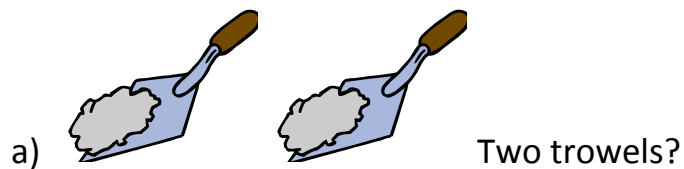
d) Screwdriver

h) Bradawl



2. Now try this!

What is the value of:



c) Two chisels take away a bradawl?

d) Five hammers, a bucket, a screwdriver and a trowel?

e) The answer to question 2d takeaway a chisel?

f) Half of a bucket?



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 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, 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

Coded maths

Curriculum mapping and answers



1a trowel $20 + 18 + 15 + 23 + 5 + 12 = 93$

1b paintbrush $16 + 1 + 9 + 14 + 20 + 2 + 18 + 21 + 19 + 8 = 128$

1c hammer $8 + 1 + 13 + 13 + 5 + 18 = 58$

1d screwdriver $19 + 3 + 18 + 5 + 23 + 4 + 18 + 9 + 22 + 5 + 18 = 144$

1e bucket $2 + 21 + 3 + 11 + 5 + 20 = 62$

1f chisel $3 + 8 + 9 + 19 + 5 + 12 = 56$

1g tape measure $20 + 1 + 16 + 5 + 13 + 5 + 1 + 19 + 22 + 21 + 18 + 5 = 146$

1h bradawl $2 + 18 + 1 + 4 + 1 + 23 + 12 = 61$

2a $93 \times 2 = 186$

2b $128 + 62 = 190$

2c $(2 \times 56) - 61 = 51$

2d $(5 \times 58) + 62 + 144 + 93 = 589$

2e $589 - 56 = 533$

2f $62 \div 2 = 31$