

Sam: money in – money out

Name _____ Date _____



Sam goes to college four days a week and works on the Friday in a garage.

He gets £74 a week for his job in the garage.

Sam buys lunch each day costing £3 a day.

Sam has an old car that he is doing up this costs him £20 a week in parts.

Sam enjoys going out with his friends and spends £15 a week on going out.

He pays £10 a month to top up his mobile, this means it costs him £2.50 a week for his phone.

- How much does Sam spend each week on lunches?
Use multiplication to work this out.

5 (days)

x £ 3

Weekly Income	Sam earns from his job	£
	Total	
Weekly Expenditure	Car	£
	Lunches	£
	Going out	£
	Mobile phone	£
	Total	

- How much money does Sam **spend** each week? _____

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- How much money has Sam got left at the end of the week?
Use subtraction to work this out. Show your working out below.

- Sam decides to save £5 a week in the bank. How much will he save in one year?
Use multiplication to work this out.

Here are some of the things Sam has saved for and bought over the last year.

Item	Cost	Rounded to nearest £10
T-shirt	£11	£
Jeans	£32	£
Jacket	£68	£
Car parts	£78	£
MOT	£55	£
X box game	£42	£
Family birthday presents	£85	£
	*Exact total:	Estimate:

- Round the amounts to the nearest £1.

- Use your rounded amounts to quickly estimate a total in your head.

- Compare your estimate to the exact total (you can use a calculator for this).

Tom: money in – money out

Name _____ Date _____



Tom has a part-time job on a Saturday and Sunday. He gets £65 a week in total for this. Tom also gets £10 a week for looking after his baby brother.

Tom enjoys going out with his friends and spends £30 a week on going to football and clubs.

He also spends £25 a week on clothes. Tom goes to college once a week and needs £5 for lunch Tom also pays £10 a week to top up his mobile.

Complete the table below.

Income	Part-time job	£
	Extra money	£
	TOTAL	£
Expenditure	Going out	£
	Clothes	£
	College	£
	Mobile phone	£
	TOTAL	

- How much money has Tom got left at the end of the week?
Use subtraction to work this out. Show your working out below.

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One week Tom doesn't look after his brother so doesn't get the extra money.

- How much money will he have to spend that week?

£ 7 5

- £ 1 0

Next week Tom goes to college on two days so needs more money for lunch.

- How much will he need to spend on lunch?
Show this as a multiplication sum.



Day 1 lunch = £5

Tom does some extra work one week and earns another £16.

- Use addition to add up the amount he has earned this week.

£ 7 5

+ £ 1 6

But then Tom spends £11 of this on a CD.

- How much has he got left? Show your working out below.

FUNCTIONAL MATHEMATICS Coverage and Range statements (indicative only)

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 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.*

This resource also covers many **adult numeracy** <http://www.excellencegateway.org.uk/> elements.