

Timings in a salon

Name _____ Date _____

Treatment Timings

Full Leg Wax	45 mins
Eyebrow Wax	15 mins
Bikini Wax	15 mins
Half Leg Wax	25 mins
Manicure	60 mins
Facial	1hr 15 mins
Mini Manicure	45 mins
Aromatherapy	1hr 15
Make Up	45 mins
Pedicure	60 mins



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Appointment Book

Time	Jenny	Paul	Meena
9am	Mrs. Patel: Eyebrow wax		Mr Green: Facial
10am	Mrs Kowalski: Full leg wax & bikini wax	Miss Jones: half leg wax	
11am			Mr Smith: mini manicure
12 noon	Lunch	Mrs Zama: manicure	Lunch
1pm	Ms Mitchell: Aromatherapy	Lunch	
2pm			Mrs McKenzie: make up
3pm	Mr Sebald: pedicure		
4pm		Miss Ali: Facial	



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Use the appointment book and the treatment timings to answer these questions. Be sure to make a note of who they will see and at what time.

1. The salon closes at five. Will Paul be able to leave on time?
2. Ms. Peacock phones up. She wants a facial at 9am. Can you fit her in today?
3. Mrs. White wants a half leg wax before 10am. Can you fit her in?
4. What time will Meena be free for a morning appointment?
5. Will she have time to do a half leg wax?
6. If she does, how long will she have before her next appointment?
7. Mos. Kowalski arrives for her appointment. She asks how long it will take. Tell her.
8. Professor Plum rings up. She wants to see Jenny at 11am for a mini manicure and pedicure. Is this possible?

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9. She decides just to have the pedicure at 11am. Can you fit her in for the mini manicure after Jenny's 1pm appointment?

10. Colonel Mustard books in for an eyebrow wax at 2pm. Who do you book her in with?

11. Ms. Atkinson needs a half leg wax. She books in after Colonel Mustard. When is the next appointment with this beautician?

12. Will there be time for this beautician to do an aromatherapy session?

13. Miss Hornby needs a bikini wax before 11am. Is this possible?

14. Meena comes back from lunch. Paul has booked in a manicure at 1.15pm. Is this okay?

15. Paul has also booked in a full leg wax with Meena at 2.45pm. Is this okay?

16. Has Meena got time to fit in the manicure after this appointment?

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Mapping and teaching notes

Functional Mathematics

This resource is ideal for underpinning several Functional Maths coverage and range statements – particularly at Entry Levels 2 and 3. However, in Functional Maths it is the process skills that are assessed; these are key to successful Functional Maths learning and must always be developed and stressed during teaching (see next page).

Functional Skills Mathematics mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Numeracy standards.

✓ indicates the main coverage and range statements that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

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	
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 ✓

**Also covers several adult numeracy curriculum <http://www.excellencegateway.org.uk/sflcurriculum> elements. Please refer to the download page for this resource at www.skillsworkshop.org for further details

FUNCTIONAL MATHEMATICS PROCESS SKILLS

Process Skills (all levels)	Entry 3 skills standards	Entry 2 skill standards
Representing <i>Selecting the mathematics and information to model a situation</i> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand simple practical problems in familiar contexts and situations Select basic mathematics to obtain answers
Analysing <i>Processing and using mathematics</i> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Apply mathematics to obtain answers to simple given practical problems that are clear and routine Use simple checking procedures 	<ul style="list-style-type: none"> 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
Interpreting <i>Interpreting and communicating the results of the analysis</i> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Interpret and communicate solutions to practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> Describe solutions to simple given practical problems in familiar contexts and situations



Skillsworkshop tips

To develop this skill, encourage learners to:

Represent

- 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. ✓
- Show all their working out.
Note that 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.

Analyse

- Check all their calculations or procedures and show proof that they have done so.
- Investigate other options / situations (e.g. research related topics or items on the web).
- 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.

✓ = tip that works particularly well with this resource