



# Market Stall



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

## **E2/3**

1. How much are your costs in total?
2. How much money will you take from sales in total?
3. How much will the costs and sales be for 2 days?

## **L1/2**

1. How much will your costs be for a week (you decide how many days)?
2. How much will your income be for a week?
3. How much profit will you make each day and each week?
  
4. How would you work out the profit you make in a day? Show your calculation, using all the numbers in the table.
5. How could you check your calculation is right? (Show your calculation in a different way).
6. Add in a few more cost items and re-do your calculations and checks.

## Teaching notes and curriculum mapping

I put this together to explore number calculations and word problems with a mixed group of learners, looking at estimating, ways of checking your calculations and ways of reversing calculations. They enjoyed discussing the idea of running a market stall (they worked in pairs) and came up with lots of ideas of things they could sell. I encouraged them to keep the number of items and the prices/costs simple – otherwise the maths got a bit out of hand! Most learners identified two or three items and then found a cost and a sale price to work with. They could swap round with another pair to check their calculations.

### 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                     |   |

#### Level 1

- |  |  |
|--|--|
| a) Understand and use whole numbers and understand negative nos. in practical contexts ✓ | g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature ✓ |
| b) Add, subtract, multiply and divide whole numbers using a range of strategies ✓        | h) Convert units of measure in the same system   |
| c) Understand and use equivalences between common fractions, decimals and percentages    | i) Work out areas and perimeters in practical situations   |
| d) Add and subtract decimals up to two decimal places ✓                                  | j) Construct geometric diagrams, models and shapes   |
| e) Solve simple problems involving ratio, where one number is a multiple of the other    | k) Extract and interpret information from tables, diagrams, charts and graphs  |
| f) Use simple formulae expressed in words for one- or two-step operations ✓              | l) Collect and record discrete data and organise and represent information in different ways ✓                                   |
|  | m) Find mean and range   |
|  | n) Use data to assess the likelihood of an outcome   |

**References:** Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*  
<http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf>

This resource also covers many **adult numeracy curriculum** elements.

<http://www.excellencegateway.org.uk/sfcurriculum>