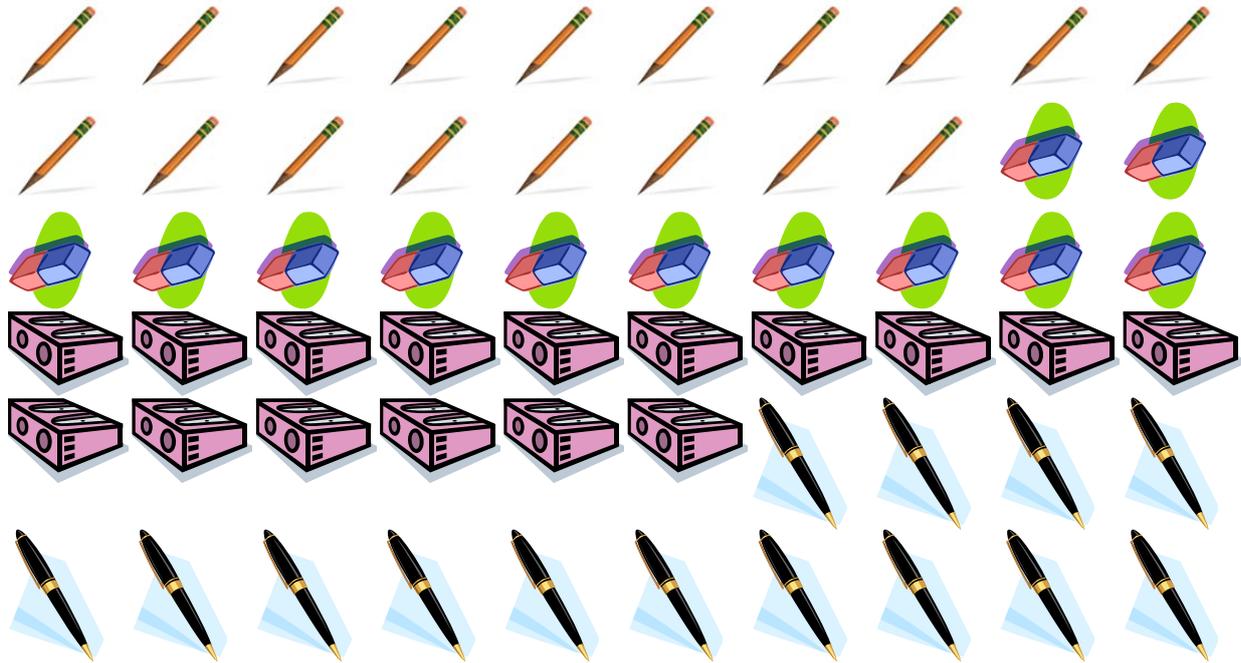# Counting in the office

Name _____ Date _____

You must show all your working out.

The office has these items of equipment in the cupboard.

Activity A How many?

1 How many pencils are there?   ____

2 How many rubbers are there?   ____

4 How many pencil sharpeners are there?   ____

5 How many pens are there?   ____

Activity B Number patterns

Pencils come in boxes of 10. Pencil sharpeners come in boxes of 2.

1. How many pencils are there, altogether?   _____

2. How many pencil sharpeners are there, altogether?   _____

Counting in the office

Name _____ Date _____

You must show all your working out.
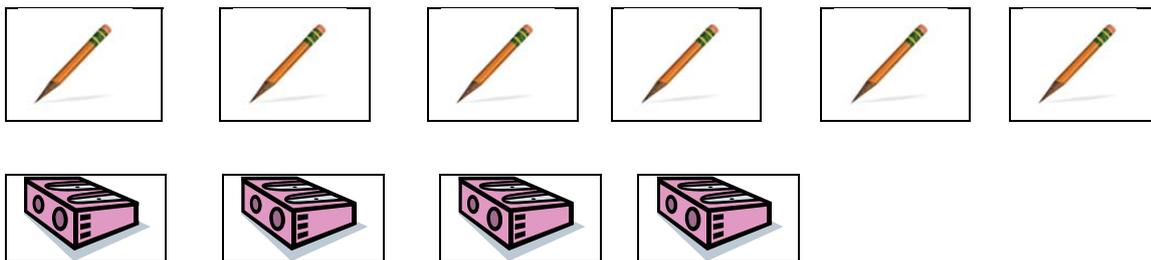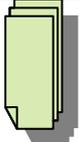The office has these items of equipment in the cupboard.

Activity C This table shows how much each item costs in the shops.

	75p		80p		60p
	Block of paper 99p		74p		95p

1. How much is a pencil and a pen? ____

2. I want a rubber and a pencil. How much does that come to? ____

3. How much does a pen and a block of paper add up to? ____

4. What is the difference between the price of a pen and a pencil? ____

5. How much more is a rubber than a ruler? ____

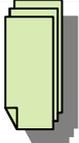| 6. I want a pencil, a rubber, a ruler and a pencil sharpener. How much?	7. I want a pen , a pencil and a block of paper. How much is that?
Write your calculation here.	Write your calculation here.

8. Estimate how many pound coins I need to buy 5 pens. _____

Counting in the office

Name _____ Date _____

You must show all your working out.

The office has these items of equipment in the cupboard.

	75p		80p		60p
	Block of paper 99p		74p		95p

Activity D

- Rubbers come in packs of **two.**
- Rulers come in boxes of **five**.
- Pens come in boxes of **six**.

1. How many rubbers in 12 packs? _____

2. How many pens in 2 boxes? _____

Look at the prices at the top of the page.

3. Rubbers are on sale at half price. How much is this? _____

4. Rulers are also on sale at half price. How much is this? _____

Counting in the office
Curriculum mapping

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 2. 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
b) describe the properties of size and measure, including length, width, height and weight, and make simple comparisons.
c) describe position
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 ✓
b) understand and use addition/subtraction in practical situations ✓
c) use doubling and halving in practical situations ✓
d) recognise and use familiar measures, including time and money. ✓
e) recognise sequences of numbers, including odd and even numbers
f) use simple scales and measure to the nearest labelled division
g) know properties of simple 2D and 3D shapes
h) extract information from simple lists ✓

Entry Level 3

a) add and subtract using three-digit numbers
b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10
c) round to the nearest 10 or 100
d) understand and use simple fractions
e) understand, estimate, measure and compare length, capacity, weight and temperature
f) understand decimals to two decimal places in practical contexts
g) recognise and describe number patterns
h) complete simple calculations involving money and measures ✓
i) recognise and name simple 2D and 3D shapes and their properties
j) use metric units in everyday situations
k) extract, use and compare information from lists, tables, simple charts and graphs ✓

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

Counting in the office
Curriculum mapping

skills workshop

FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)				Skillsworkshop tips ✔ tip that works well with this resource
Process Skills (all levels)	Entry 1 SS	Entry 2 SS	Entry 3 SS	To develop this skill, encourage learners to:
Representing *Selecting the mathematics and information to model a situation*				**Represent**
■ 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	■ 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. ✔
Analysing *Processing and using mathematics*				**Analyse**
■ 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	■ 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. ✔
Interpreting *Interpreting and communicating the results of the analysis*				**Interpret**
■ 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	■ Draw conclusions. ■ Discuss and justify their choice of method and their answer. ■ Explain their answers and conclusions to others – verbally ✔ and in writing.