

# Maths at Work + - x ÷

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

Show all your working out. Do not use a calculator.



## Morning Cuppa

As the trainee, Jodie has to sort out the drinks.  
Each week she buys the following:

tea-bags (box of 80)	£ 1 . 5 5
coffee (200g)	£ 1 . 9 9
sugar (1kg)	£ 0 . 9 9
milk 7 pints at 60p each	.

Total

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- 1) What is the total that Jodie spends each week?
- 2) If there are 10 people working in the office, how much is this each?
- 3) Jodie doesn't want to be searching for change all the time, so she decides to collect an easy round figure each week. What would be a good amount?
- 4) How much would this give her to spend?
- 5) How much would she have left over each week?
- 6) Would she be able to buy extra milk if necessary?

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## Print Room

Mohammed is working in the print room.  
He has been given the following orders to complete:

Order number	Number of pages	Number of copies	Total pages:
1	17	23	
2	6	18	
3	34	78	
4	45	23	
5	47	67	

1) Use the multiplication method you prefer to work out how many pages he has to copy.

2) His manager then asks him to add up the total number of copies for that morning. How many copies did he make in total?

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## Restaurant

Julie is working in a fast food restaurant.

Her manager asks her to keep a record of food wastage.

Here are Julie's findings. Complete the table so she can give it to her manager.

Food	Cost	Number wasted	Total cost
Burger	99p	150	
Cheeseburger	£1.09	89	
Chicken pieces	£1.20	55	
Portion of fries	79p	38	
Milkshake	£1.25	15	
Doughnut	89p	7	
Superburger	£2.50	67	
TOTAL WASTE:	-----		

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Space for working:

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## Council

Kieran works for the council tax department.

Due to a computer error, lots of people have paid too much council tax.

He has to work out how much money they should get back:

Households:	Amount Paid:	Correct Amount:	Refund:
1 The Lane	£1034	£987	
2 The Avenue	£1567	£1045	
3 The Crescent	£987	£799	
4 The Street	£1723	£1467	
5 The Road	£877	£639	
6 The Mews	£467	£346	
7 The Grove	£275	£189	
TOTAL REFUNDS:	----	-----	

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Space for working:

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## Care Home

Meena works in a care home. It's a resident's 99<sup>th</sup> birthday. She is planning the party.

1) Estimate how many items per serving and then complete Meena's planning table.

Items of food:	Number of people who want each item	How many each?	Any left over?
36 Fondant fancies	9		
96 mini sausage rolls	12		
37 party rings	5		
101 paste butties	12		
90 samosas	7		
56 onion bhajis	6		
73 chocolate crispy cakes	12		

2) There are two bottles of Lilt. They each contain 2 litres. The paper cups hold about 80ml each. How many cups of Lilt will there be?

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Space for working:

### 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 3

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| <ul style="list-style-type: none"> <li>a) add &amp; subtract using three-digit numbers ✓</li> <li>b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 ✓</li> <li>c) round to the nearest 10 or 100</li> <li>d) understand and use simple fractions</li> <li>e) understand, estimate, measure and compare length, capacity, weight and temperature</li> <li>f) understand decimals to two decimal places in practical contexts ✓</li> </ul> | <ul style="list-style-type: none"> <li>g) recognise and describe number patterns</li> <li>h) complete simple calculations involving money and measures ✓</li> <li>i) recognise and name simple 2D and 3D shapes and their properties</li> <li>j) use metric units in everyday situations</li> <li>k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓</li> </ul> |
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#### Level 1

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| <ul style="list-style-type: none"> <li>a) Understand and use whole numbers and negative nos. in practical contexts ✓</li> <li>b) Add, subtract, multiply and divide whole numbers using a range of strategies ✓</li> <li>c) Understand and use equivalences between common fractions, decimals, percentages</li> <li>d) Add and subtract decimals up to two decimal places ✓</li> <li>e) Solve simple problems involving ratio, where one number is a multiple of the other</li> <li>f) Use simple formulae expressed in words for one- or two-step operations</li> </ul> | <ul style="list-style-type: none"> <li>g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature ✓</li> <li>h) Convert units of measure in the same system ✓</li> <li>i) Work out areas and perimeters in practical situations</li> <li>j) Construct geometric diagrams, models and shapes</li> <li>k) Extract and interpret information from tables, diagrams, charts and graphs ✓</li> <li>l) Collect and record discrete data and organise and represent information in different ways ✓</li> <li>m) Find mean and range</li> <li>n) Use data to assess the likelihood of an outcome</li> </ul> |
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#### Level 2

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| <ul style="list-style-type: none"> <li>a) understand and use positive and negative numbers of any size in practical contexts</li> <li>b) carry out calculations with numbers of any size in practical contexts, to a given number of decimal places ✓</li> <li>c) understand, use and calculate ratio and proportion, including problems involving scale</li> <li>d) understand and use equivalences between fractions, decimals and percentages</li> <li>e) understand and use simple formulae and equations involving one or two operations</li> <li>f) recognise and use 2D representations of 3D objects</li> </ul> | <ul style="list-style-type: none"> <li>g) find area, perimeter and volume of common shapes</li> <li>h) use, convert and calculate using metric and, where appropriate, imperial measures ✓</li> <li>i) collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate</li> <li>j) use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate.</li> <li>k) use statistical methods to investigate situations</li> <li>l) use probability to assess the likelihood of an outcome</li> </ul> |
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**References:** Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<https://www.gov.uk/government/publications/functional-skills-criteria-for-mathematics>

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

<http://www.excellencegateway.org.uk/content/etf1075>