

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

# Home and Away Project

## Home and Away

- (1) Your son/daughter is going away to university in Brighton.  
You have to fully furnish their new flat.  
The flat has one bedroom, a kitchen and bathroom.  
The flat only has heating, electricity, and water.



- (2) You have £500.00 to spend. £50 of the £500 must be spent on food and clothing.

- (3) You will have one day to complete the task.



- (4) You must get three quotes / prices for each item you are buying. Below is a list to help you but this does **not** necessarily include everything.

(5) **The List**

- Carpets/lino
- Seating
- Tables
- Chairs
- Curtains
- TV
- Radio
- DVD
- Lamps
- Cooker
- Fridge
- Pots
- Pans
- Plates
- Knives and Forks
- Spoons
- Microwave
- Kettle
- Bath Towels
- Bed
- Wardrobe
- Chest of Drawers



- (6) Use the sheets on pages 2-5 to write down your quotes.  
Remember you must find three prices for each item.

- (7) If, at the end, you cannot afford everything you must give an explanation.

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## Activity 1: Living room

Item purchased	Price £	Quote 1	Quote 2	Quote 3

**Comments:**

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## Activity 2: Bathroom

Item purchased	Price £	Quote 1	Quote 2	Quote 3

**Comments:**

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## Activity 3: Kitchen

Item purchased	Price £	Quote 1	Quote 2	Quote 3

**Comments:**

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## Activity 4: Bedroom

Item purchased	Price £	Quote 1	Quote 2	Quote 3

**Comments:**

## Tutor Notes Home and Away Project

This project for small groups involves communication, negotiation and a variety of numeracy skills. Split the class into small groups and outline the task.

Depending on available classroom resources, students could use:

- the internet
- store catalogues / leaflets,
- the telephone / email (to contact stores)
- or visit real shops.

### Adult Numeracy curriculum elements

**N2/E3.3** Read, write and understand decimals up to two decimal places in practical contexts (such as: common measures to one decimal place, e.g. 1.5 m; money in decimal notation, e.g. £2.37)

**N2/E3.5** Add and subtract decimals up to two places in practical contexts, e.g. money

**MSS1/E3.1** Add and subtract sums of money using decimal notation.

Source: *Skills for Life Core Curriculum* (2009) <http://www.excellencegateway.org.uk/>

### Functional Maths criteria (Entry 3)

Coverage and range (highlighted points only)	*Skill standards
<ul style="list-style-type: none"> <li>● add and subtract using three-digit numbers</li> <li>● solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10</li> <li>● round to the nearest 10 or 100</li> <li>● understand and use simple fractions</li> <li>● understand, estimate, measure and compare length, capacity, weight and temperature</li> <li>● understand decimals to two decimal places in practical contexts</li> <li>● recognise and describe number patterns</li> <li>● complete simple calculations involving money and measures</li> <li>● recognise and name simple 2D and 3D shapes and their properties</li> <li>● use metric units in everyday situations</li> <li>● extract, use and compare information from lists, tables, simple charts and simple graphs</li> </ul>	<p><b>Representing</b></p> <ul style="list-style-type: none"> <li>● understand practical problems in familiar contexts and situations</li> <li>● begin to develop own strategies for solving simple problems</li> <li>● select mathematics to obtain answers to simple given practical problems that are clear and routine</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>● apply mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>● use simple checking procedures</li> </ul> <p><b>Interpreting</b></p> <ul style="list-style-type: none"> <li>● interpret and communicate solutions to practical problems in familiar contexts and situations</li> </ul>
<p><b>*Functional skills are based on three interrelated process skills (see below) that apply at all levels.</b>  <i>'The coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts; however, relevant content could also be drawn from equivalent National Curriculum levels and Adult Numeracy standards [see above]'. Ofqual (2009) p3.</i></p>	

Process Skills		
Representing – selecting the mathematics and information to model a situation	Analysing – processing and using mathematics	Interpreting – interpreting and communicating the results of the analysis
<ul style="list-style-type: none"> <li>● recognise that a situation has aspects that can be represented using mathematics</li> <li>● make an initial model of a situation using suitable forms of representation</li> <li>● decide on the methods, operations and tools, including ICT, to use in a situation</li> <li>● select the mathematical information to use</li> </ul>	<ul style="list-style-type: none"> <li>● use appropriate mathematical procedures</li> <li>● examine patterns and relationships</li> <li>● change values and assumptions or adjust relationships to see the effects on answers in models</li> <li>● find results and solutions</li> </ul>	<ul style="list-style-type: none"> <li>● interpret results and solutions</li> <li>● draw conclusions in light of situations</li> <li>● consider the appropriateness and accuracy of results and conclusions</li> <li>● choose appropriate language and forms of presentation to communicate results and solutions</li> </ul>

Source: *Functional skills criteria for mathematics Entry 1, Entry 2, Entry 3, level 1 and level 2* (2009) . Ofqual (Office of the Qualifications and Examinations Regulator) [www.ofqual.gov.uk](http://www.ofqual.gov.uk)