





Office Equipment

Name _____ Date _____

You must show all your working out.

An office manager wants to see how many pencils, rubbers, pencil sharpeners and pens are in the office. The main office has these items in the cupboard. There are also items in desks and in the reception area.

Items	Number in the cupboard.	Number in desks.	Number in reception.
	314	120	102
	187	100	23
	178	42	21
	285	184	16

Activity A Rounding *Round up or down to the nearest 10*

1. Approximately how many rubbers are in the office cupboard? _____
2. Approximately how many pens are in the reception? _____
3. Approximately how many pencil sharpeners are in the reception? _____

Round up or down to the nearest 100

4. Approximately how many pencils are in the office cupboard? _____
5. Approximately how many pens are in the office cupboard? _____

Activity B Add and subtract

1. How many pencils are there altogether in the cupboard and desks? _____
2. What is the total number of rubbers in all three places? _____
3. How many pencil sharpeners are there altogether? _____
4. How many more pens are there in the cupboard than the reception? _____

Write your calculations in this box

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Activity C This table show how much each item costs from the supplier.

	£1.10		£0.80		£0.60
	Block of paper £1.50		£1.20		£1.40

- How much is a pencil and a pen? _____
- I want a rubber and a pencil. How much does that come to? _____
- How much is a pen and a block of paper add up to? _____
- What is the difference between the price of a pen and a pencil? _____
- How much more is a rubber than a ruler? _____

Write your calculations in this box

6. I want a pencil, a rubber, a ruler and a pencil sharpener. How much?

Write your calculation here.

7. I want a pen, a pencil and a block of paper. How much?

Write your calculation here.

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

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Activity D Multiply

Look at the prices at the top of page 2.

Rubbers come in boxes of **10**. Rulers come in boxes of **15**.

Pens come in boxes of **24**.

1. How many rulers in 3 boxes? _____
2. How many pens in 4 boxes? _____
3. What does it cost for me to buy 2 boxes of rubbers? _____

Write your calculations in this box

Activity E Divide

Look at this list of office equipment.

50 pencils, 57 pens, 23 rubbers, 12 rulers, 9 pencil sharpeners.

There are 4 people working in the office and 1 office manager.

1. Divide the equipment equally among all the office staff.

Write your calculations and your answers in this box.

Each person gets:

_____ pencils, _____ pens, _____ rubbers, _____ rulers and _____ sharpeners.

2. What items are left over?

Office Equipment




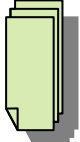


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Activity F Fractions

Look at this price list.

	£1.10		£0.80		£0.60
	Block of paper £1.50		£1.20		£1.40

The office supplier had some special offers.

1 If you buy 30 pens you can have $\frac{1}{4}$ off.

How much does the office manager pay?

2 If you buy 100 pencils, you can have them for half price.

How much does the office manager pay?

3 If you buy 50 blocks of paper, you can have $\frac{1}{3}$ off.

How much does the office manager pay?

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 3. 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 | c) Describe position |
| b) Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons. | 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 ✓ | 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 & 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 ✓ | |

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

FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)				 Skillsworkshop tips  tip that works well with this resource To develop this skill, encourage learners to:
Process Skills (all levels)	Entry 1 SS	Entry 2 SS	Entry 3 SS	
Representing <i>Selecting the mathematics and information to model a situation</i>				Represent <ul style="list-style-type: none"> 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, whether or not a calculator is used. 
<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 simple mathematical information in familiar contexts and situations 	<ul style="list-style-type: none"> Understand simple practical problems in familiar contexts and situations Select basic mathematics to obtain answers 	<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 	
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"> Use mathematics to obtain answers to simple given practical problems that are clear and routine Generate results that make sense for a specified task 	<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 	<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 	Analyse <ul style="list-style-type: none"> Check all their calculations or procedures and show proof that they have done so. <i>E.g. a simple tick in a different colour to show they have re-checked their answers.</i>  Investigate other options / situations. Create new questions about given information and try them out on others.  Mark each other's work. 
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"> Provide solutions to simple given 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 	<ul style="list-style-type: none"> Interpret and communicate solutions to practical problems in familiar contexts and situations 	Interpret <ul style="list-style-type: none"> Draw conclusions. Discuss and justify their choice of method and their answer. Explain their answers and conclusions to others – verbally  and in writing.