<table>
<thead>
<tr>
<th>Week/ Session</th>
<th>Content</th>
<th>Learning Objectives: students will be able to</th>
<th>Assessment of Learning</th>
<th>Teaching and Learning Activities</th>
<th>Resources</th>
<th>Key Skills Basic Skills Every Child Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Induction Initial assessment</td>
<td>1. Explain the different achievement quals (Key/Basic and Functional Skills)</td>
<td>Q&amp;A</td>
<td>• Introduce the Key/Basic/Functional Skills – discuss assessment and portfolio requirements etc.</td>
<td>Handouts Whiteboard Assessments Computers</td>
<td>Every Child Matters</td>
</tr>
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<td></td>
<td></td>
<td>2. answer questions on the Profiler assessment</td>
<td>Answers on the Profiler assessment</td>
<td>• Paper or computer-based diagnostic assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Initial assessment 1:1 feedback</td>
<td>1. Complete the Profiler assessment</td>
<td>Answers on Profiler assessment Q&amp;A</td>
<td>• Give 1:1 feedback and complete an ILP with learners</td>
<td>Assessments Computers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Complete autumn term target on progress sheets</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Language of Maths Place value</td>
<td>1. Read, write order and compare numbers</td>
<td>Observation of ordering activity Q&amp;A</td>
<td>• Activity - Match figures to words (smartboard)</td>
<td>Matching cards Thermometers Worksheets Computer Smartboard</td>
<td>N1/L1.1 N1/L1.2 MSS1/L1.4</td>
</tr>
<tr>
<td></td>
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<td>2. Discuss negative numbers in practical contexts</td>
<td>Observation of reading and recording temperature</td>
<td>• Worksheet – write the value of a digit in a number</td>
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<td></td>
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<td>3. Read temperatures on a thermometer</td>
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<td>• Cards activity - Order a set of +ve and −ve numbers (smartboard)</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>4 rules of whole numbers</td>
<td>1. Add and subtract using efficient written and mental methods</td>
<td>Checking/marking of the problem solving worksheet &amp; observing the mental maths game</td>
<td>• Paired activity – measure and record body temperatures</td>
<td>Activity cards Worksheets Follow on game cards Dominoes Smartboard Computer</td>
<td>N1/L1.3</td>
</tr>
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| 5           | 4 rules of whole numbers | 1. Multiply and divide using efficient written and mental methods | Successful completion of problem solving worksheet & mental maths game | • Discussion – different methods for multiplication and division *(smartboard)*  
• Worksheets – 4 rules  
• Group activity – follow on game using cards  
• Group activity - dominoes games  
• Inverse checking | Activity cards  
Worksheets  
Follow on game cards  
Dominoes  
*smartboard*  
*Computer* | N1/L1.3 |
| 6           | Rounding and estimating | 1. Round numbers to nearest 10, 100, 1000 to make approximate calculations  
2. Estimate to check that answers are reasonable | Checking/marketing of worksheet &  
Observing the paired activity – Peer assessment  
Directed questioning | • Discussion – examples of rounding in everyday life.  
• Board work – how to round to nearest 10, 100 & 1000 *(smartboard)*  
• Worksheets - Round values to the nearest £1, £10 & £100 (e.g. budgeting)  
• Paired activity - Estimate then use calculator to find total of items bought | Whiteboard  
Worksheets  
Calculators  
*smartboard*  
*Computer* | N1/L1.8  
N1/L1.9 |
| 7           | Recap / Mini project – applying 4 rules of numbers (Formative assessment) | 1. Complete project.  
2. Answer four rules questions using mental maths | Formative assessment of student’s work  
Directed questioning | • Learners to complete mini project and answer verbal questions on the budget for a small business  
• Set homework | Mini project  
Mental maths questions | N1/L1.1-L1.3  
N1/L1.8-L1.9  
MSS1/L1.4  
ECM5 |

**HALF TERM**

| 8           | Intro Fractions  
Equivalent fractions | 1. Read, write, order and compare common fractions  
2. Correctly match equivalent fractions to each other | Checking/marketing of worksheet  
Observing the activity  
Directed questioning | • Discussion – examples of fractions in everyday life (use leaflets). Understand that fractions add up to one whole  
• Activity – matching shaded shapes to fractions *(smartboard)*  
• Card activity – matching equivalent fractions | Leaflets  
Whiteboard  
Matching cards  
Worksheets  
Drag and drop exercise. | N2/L1.1 |
| 9           | Find fraction parts of a whole number | 1. Calculate fraction parts of whole number quantities and measurement | Observing the activity  
Checking/marketing of worksheet  
Directed questioning | • Starter activity – equivalent fractions  
• Board work – Finding fraction parts  
• Worksheets – Calculating fraction parts  
• Fraction of shopping cost | Whiteboard  
*smartboard*  
*Computer*  
Shopping list | N2/L1.2 |
<table>
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| 10          | Decimals | 1. Read, write order and compare decimals up to three decimal places  
2. Add and subtract decimals up to two decimal places  
3. Approx decimals by rounding | Observing the activity  
Checking/marking of worksheet  
Directed questioning | • Discussion – introduce decimal place value *(smartboard)*  
• Activity – order decimal numbers *(skillswise)*  
• Worksheet – add and subtract money, rounding money *(smartboard)* | Whiteboard  
Ordering cards  
Smartboard computers | N2/L1.4  
N2/L1.5  
N2/L1.7  
ECM 5 |
| 11          | X / ÷ by 10 & 100 Equivalencies between decimals and fractions | 1. Multiply and divide whole numbers by 10, 100  
2. Match equivalent fractions and decimals | Observing the activity  
Self assessment  
Directed questioning | • Discussion – how to x/÷ by 10 and 100  
• Activity – match calculations to answers *Smartboard / skillswise*  
• Activity – match equivalent decimals and fractions *(smartboard) – 1/10, 1/5, 1/4, ½, ¾* | Whiteboard  
Matching cards  
Smartboard computers | N1/L1.4  
N2.L1.6 |
| 12          | Percentages | 1. Read, write, order and compare simple percentages  
2. Calculate simple percentage parts of whole numbers | Observing the activity  
Directed questioning  
Checking/marking of worksheet | • Discussion – examples of percentages in everyday life (use leaflets)  
• Card activity – order percentages  
• Mental and written strategies for calculating percentages  
• Worksheet – finding simple percentages | Leaflets  
Cards  
Whiteboard  
Smartboard | N2/L1.8  
N2/L1.9  
N2/L1.10 |
| 13          | Fraction, decimal, percentage equivalencies | 1.Match common fractions, decimals and percentages | Observing the activities  
Peer assessment  
Directed questioning | • Board work – calculating equivalencies  
• Small group quiz – calculating fractions, decimals and percentages.  
• Card activity – match %, decimals & fractions *(smartboard)* | Whiteboard  
Quiz questions  
Worksheets  
Matching cards  
Smartboard | N2/L1.3 |
| 14          | Recap - mini project involving Fraction, decimal and percentages (Formative assessment) | 1. Complete problem solving paper / mini project covering work completed during second half term | Formative assessment of student’s work  
Directed questioning | • Learners to complete mini project - finding the most competitive prices to re-decorate a spare room into an office  
• Set homework according to test results | mini project | N2/L1.1  
N2/L1.2  
N2/L1.4 - 10  
ECM5 |

**XMAS BREAK**
<table>
<thead>
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<th>Week/Session</th>
<th>Content</th>
<th>Learning Objectives: students will be able to</th>
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<th>Resources</th>
<th>Key Skills</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| 15          | Recap of Fractions, decimals and percentages | 1. Apply fraction, decimal and percentage in problem solving situations  
2. Review autumn term progress sheet and complete targets for spring term | Checking/marking of worksheet  
Directed questioning                          | • Worksheets – Problem solving with fractions, decimals and percentages.  
• Feedback with tutor – evaluate students progress with regard to their learning and their personal development | Worksheets  
Calculator                              | ECM3        | Basic Skills  
Every Child Matters                          |
| 16          | Ratio and direct proportion                 | 1. Dilute liquids to a given ratio  
2. Change quantities in a given recipe  
3. Draw an accurate scale plan of a room using a given scale | Directed questioning  
Checking/marking of worksheet  
Observing the activity                      | • Discussion – ratio and proportion in everyday life. Discuss scale plans and how they are used.  
• Board work – How to calculate ratio and proportion *(smartboard)*  
• Worksheets – calculating ratio and proportion  
• Activity – diluting liquids  
• Activity - Produce simple plans and scale drawings using given scales | Whiteboard  
Worksheets  
Recipes  
Liquids and containers  
*Smartboard*               | N1/L1.7     | Every Child  
Matters                                                                                      |
| 17          | Length                                       | 1. Write down at least 2 units of measure for length  
2. estimate and accurately measure lengths of objects  
3. Convert between metric measurements for length | Observation of activity  
Q&A.  
Observation of measuring activity  
Checking/marking of worksheet               | • Discussion – metric / imperial units  
• Activity – estimate, measure and record length of items  
• Board work – How to convert between different units (review x & ÷ by 10, 100 and 1000).  
• Worksheets - Converting between different units  
• Activity – match metric amounts with different units *(smartboard)* | Whiteboard  
Worksheets  
Matching cards  
Measuring instruments  
*Smartboard*               | MSS1/L1.4  
MSS1/L1.7 | Every Child  
Matters                                                                                      |
| 18          | Weights and capacities                      | 1. Write down at least 2 units of measure for weights & capacity  
2. estimate and accurately measure weight and capacity of objects  
3. Convert between metric measurements for weights and capacity | Observation of activity  
Observation of measuring activity  
Checking/marking of worksheet               | • Discussion – recap metric and imperial units  
• Activity – estimate, measure and record weights and capacities of items  
• Board work – How to convert between different units (review x & ÷ by 10, 100 and 1000).  
• Worksheets - Converting between different units  
• Activity –match metric amounts with different units *(smartboard)* | Whiteboard  
Worksheets  
Matching cards  
Measuring instruments  
*Smartboard*               | MSS1/L1.4  
MSS1/L1.7 | Every Child  
Matters                                                                                      |
<table>
<thead>
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</tr>
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</table>
| 19          | Time management                                                         | 1. Write dates in common formats  
2. Write the time in the 12-hour and 24-hour clock | Observation of activity                  | • Learners plan an building job  
• Access rail timetables online  
• Match dates and times                       | Matching cards  
Rail timetable  
Online game (Skillswise) | MSS1/L1.2                                                                 |
| 20          | Problem Solving – Measure, shape and space (Formative assessment)       | Complete practical exercise and receive feedback                                                          | Measure classroom and calculate the area and perimeter. | • Conversion between metric unit  
• Calculate the number of pipes that is required for the room.    | Whiteboard  
Mini project  
Tape rule | MSS1/L1.8  
MSS1/L1.9  
ECM1                                                                 |

**HALF TERM**

| 21          | Recap of first half term topics                                         | 1. Complete problem solving test paper covering work completed during first half term                      | Observation of activity                  | • Learners to complete problem solving test paper and answer verbal questions  
• Set homework according to test results                       | Test paper  
Mental maths questions | N2/L1.3  
N2/L1.7  
MSS1/L1.4  
MSS1/L1.7                                                                 |
| 22          | Area and perimeter                                                      | 1. Accurately calculate perimeter and area of simple shapes                                               | Observe learners calculating area and perimeter of items in the classroom  
Directed questioning  
Checking/marking of worksheet | • Discussion on area, perimeter & volume in real life  
• Board work – calculate area, perimeter (smartboard)  
• Estimate then calculate the area and perimeter of the objects in room (table, computer screen etc.) | Whiteboard  
Worksheets  
Squared paper  
Smartboard | MSS1/L1.8  
MSS1/L1.9                                                                 |
| 23          | Volume                                                                  | 1. Accurately calculate the volume of cubes & cuboids.                                                   | Observation of activity                  | • Discussion on volume in real life situations  
• Worksheets - calculate volume  
• Activity – measure and calculate volume of cuboids                       | Graph/squared paper  
Whiteboard  
Internet  
Smartboard | MSS1/L1.10                                                                 |
| Week/Session | Content | Learning Objectives: students will be able to | Assessment of Learning | Teaching and Learning Activities | Resources | Key Skills
<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Graphs, charts, tables and diagrams</td>
<td>1. Correctly extract and interpret information from lists, tables, charts and graphs</td>
<td>Checking/marking of worksheet Observation of activity – Peer assessment Directed questioning</td>
<td>• Discussion – different ways of presenting data • Q&amp;A – extracting information from different sources • Activity – collect discrete data and present it in different ways • Worksheet – extracting and interpreting data</td>
<td>Charts, tables and graphs Quiz questions Worksheets Graph Paper Smartboard</td>
<td>HD1/L1.1 HD1/L1.2</td>
</tr>
<tr>
<td>25</td>
<td>Graphs, charts, tables and diagrams</td>
<td>1. Collect, organise and represent discrete data</td>
<td>Observation of activity – Peer assessment Directed questioning</td>
<td>• Discussion – different ways of presenting data • Activity – collect discrete data and present it in different ways • Paired quiz – spot the missing information from graph (smartboard)</td>
<td>Charts, tables and graphs Quiz questions Worksheets Graph Paper Smartboard</td>
<td>HD1/L1.1 HD1/L1.2</td>
</tr>
<tr>
<td>26</td>
<td>Mini Project – handling Data</td>
<td>1. Collect and present data in an appropriate graph, chart, table or diagram</td>
<td>Formative assessment of student’s work Directed questioning</td>
<td>• Activity – collecting and presenting data – e.g. Investigate the costs involved in doing building job. Find an appropriate way to present findings.</td>
<td>Graph sheets Whiteboard</td>
<td>HD1/L1.3 HD1/L1.4 ECM3</td>
</tr>
</tbody>
</table>

**EASTER BREAK**

| Week/Session | Content | Learning Objectives: students will be able to | Assessment of Learning | Teaching and Learning Activities | Resources | Key Skills
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>27</td>
<td>Recap of data handling Feedback to students</td>
<td>1. Complete the revision questions on last term’s topics 2. Review spring term progress sheet and complete targets for summer term</td>
<td>Checking/marking of worksheet</td>
<td>• Worksheets – Problem solving with data handling • Feedback with tutor – evaluate students progress with regard to their learning and their personal development</td>
<td>Worksheets Calculator</td>
<td>N2/L1.1-11 ECM3</td>
</tr>
<tr>
<td>28</td>
<td>Mean (average) and range</td>
<td>1. Calculate mean for the a set of up to 10 numbers 2. Calculate the range for a set of up to 10 numbers</td>
<td>Check for correct answers on group quiz Observation of activity</td>
<td>• Discussion – Averages in everyday life. • Worksheet – calculating averages and range • Activity – investigate averages from different data sources</td>
<td>Whiteboard Worksheets Quiz questions</td>
<td>HD1/L1.3 HD1/L1.4</td>
</tr>
<tr>
<td>Week/Session</td>
<td>Content</td>
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| 29          | Probability                  | 1. Express the likelihood of an event occurring  
2. Express probability / likelihood as a fraction percentage or decimal | Checking/marking of worksheet  
Observation of activity – Peer assessment  
Directed questioning | • Discussion – types of events  
• Paired activity – investigations using dice etc.  
• Worksheet – finding probability  
• Computer – Probability game on BBC Skillswise | Dice etc.  
Worksheets  
Computers | HD2/L1.1 |
| 30          | Practice test                | Complete practice FS and BS assessments  
Start on Application of Number portfolio | Check answers on practice test. | • Completing the questions and activities on FS assessment and AoN assignment brief | Assignments  
Calculators  
Protractors  
Pen  
Paper  
Graph paper | ECM 3 |
| 31          | Summative assessment         | Start functional skills assessment  
Continue on Application of Number portfolio | Mark work completed | Completing the questions and activities on FS assessment and AoN assignment brief | Assignments  
Calculators  
Protractors  
Pen  
Paper  
Graph paper | ECM 3 |
| 32          | Summative assessment         | Complete functional skills assignment  
Continue on Application of Number portfolio | Mark work completed | Completing the questions and activities on FS assessment and AoN assignment brief | Assignments  
Calculators  
Protractors  
Pen  
Paper  
Graph paper | ECM 3 |
| 33          | Introduce Project 1-Planning a Holiday | 1. Discuss the appropriate research method and resources required to complete the task.  
1. Work as a group to determine the things that should be considered when going on holiday. | 1. Work as a group to determine the things that should be considered when going on holiday. | • Gather as much information as possible from internet, brochures and flyers | project  
Calculators  
Protractors  
Pen  
Ruler  
Graph Paper | ECM 3 & 5 |
| 34          | Presentation of Research findings and group feedback | 1. Present findings of their research using appropriate charts and diagrams | 1. Q&A. Observation of task | • Present their research findings to the whole class  
• Explain the rationale behind their choice of holiday destination  
• Discuss issues encountered and receive feedback from peers | Project Feedback sheets  
Computers | ECM 3 & 5 |
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| 35           | Introduce Project 2-Financial management    | 1. Present personal monthly budget plan to the group                                                         | Observation of presentation Q&A | • Discuss ways of managing spending  
• Calculate monthly budget  
• Present their research findings to the whole class  
• Explain the rationale behind their spending  
• Discuss problem encountered and receive feedback from peers | Project Feedback sheets  
Computers                           | ECM 3 & 5                                                   |
| 36           | Whole Class Evaluation and Review Progress  | 1. Review individual student’s progress sheets                                                               | 1. Q&A                 | • Whole class evaluation of tasks  
• Discuss progression for 09/10                                                             | Progress sheets  
Questionnaire              | ECM 3 & 5                                                   |

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills / functional skills resource that you would like to share to maggie@skillworkshop.org

THANK YOU