

Milestone 8 pre-Entry Numeracy Materials

Contributor's notes

These resources are based on the Skills for Life materials: numeracy Entry 1 unit 1.

I created them so that all the students in my (mixed ability) class had a similar format they could work with.

These resources should not be used in isolation, but as a sandwich alongside lots and lots of practical activities!

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Entry 1 Numeracy Skills for Life materials are available at

<http://www.dfes.gov.uk/readwriteplus/> (from the main menu select Publications, then Teaching and Learning Materials http://www.dcsf.gov.uk/readwriteplus/Teaching_and_learning_materials)

Main Curriculum References (showing progression from M8 to Entry 1)

Milestone 8 N1 Whole Numbers	Entry Level 1 Whole Numbers
M8.1 Join in rote counting up to 10.	N1/E1.1 Count reliably up to 10 items.
M8.3 Count reliably a. up to five, b. with some inconsistencies, up to 10 objects.	a. understand that if items are rearranged the total stays the same
M8.2 Continue rote counting onwards from a given small number.	b. know how to count on and back from any small number
M8.5 When working with numerals from 0 to 10 a. know their value, b. recognise them, c. use them, d. with some inconsistencies, record them.	N1/E1.2 Read and write numbers up to 10, including 0.
M8.6 Relate numbers to collections of objects a. reliably to 5, b. with support to 10.	
M8.4 Compare two given numbers of objects in groups of up to five, communicating. a. which is more, b. which is less.	N1/E1.3 Order and compare numbers to 10, including zero. a. understand and use the vocabulary of comparing numbers, e.g. <i>more than</i> , <i>less than</i> .
M8.9 Use ordinal numbers, from <i>first</i> to <i>fifth</i> , when describing the position of a. objects, b. people, c. events.	b. understand ordinal numbers, e.g. <i>first</i> , <i>second</i> , <i>third</i> .
M8.7 Add single-digit numbers a. reliably to 5, b. with support to 10.	N1/E1.4 Add single-digit numbers with totals to 10
M8.8 Subtract single-digit numbers a. reliably from numbers to 5, b. with support from numbers to 10.	N1/E1.5 Subtract single-digit numbers from numbers up to 10.
M8.10 Recognise and apply a. +, b. -, c. = such as when working with a calculator to input numerals from 0 to 10	N1/E1.6 Interpret +, - and = in practical situations for solving problems. N1/E1.7 Use a calculator to check calculations using whole numbers.

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

THANK YOU

1 In the Office



I work in a big office. I use the lift. I use the telephone. For all these I need numbers.

I have to count the stationery too: paper, pens, paper clips, all sorts.

The office uses lots of paper every day. I have to make sure the office does not run out of paper.

Talk about it.

Have you ever been into an office?

Have you ever been into a school or college office?

Do you use a telephone?

Do you have a telephone number?

These are the skills you will practise in this unit.

Counting to 10	N1/M8.1
Counting on from 2 or 3 until 5.	N1/M8.2
Begin practising counting 10 objects	N1/M8.3
Counting 5 objects correctly every time	N1/M8.3, M8.6.
Reading and writing down numbers	N1/M8.5
Using the words MORE and LESS	N1/M8.4
Put objects in correct order first 1 st to fifth 5 th	N1/M8.9
Add numbers to 5	N1/M8.7
Understand + = -	N1/M8.9
Put numbers and symbols into a calculator	N1/M8.10

Using the phone

When someone leaves a message you have to write it down

Ask John to ring me on 223152



Practise telephone messages

Work with a partner

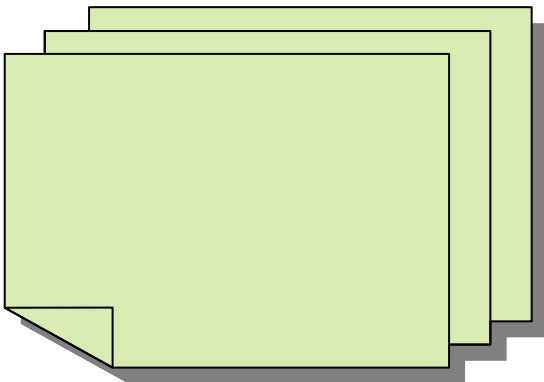
Use cards numbered 1, 2, 3, 4, 5.

Make up a phone number. Read it out. Your partner will write it down.

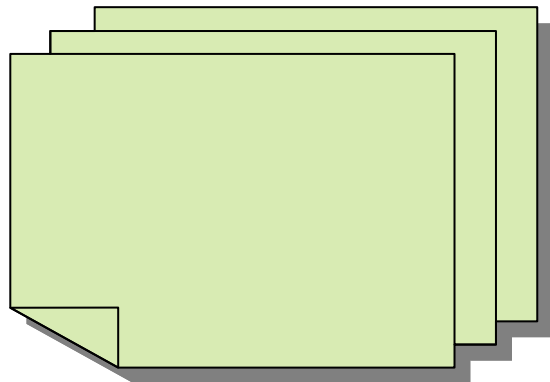
Check with your partner. Did your partner get it right?

Now swap. It is your turn to write a phone number. Have 2 goes each.

1



2



N1 / M8.5

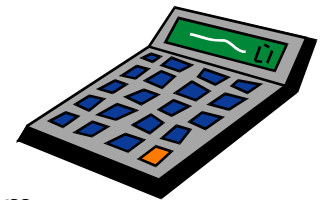
Using the phone



Practise telephone messages

Work with a partner.

Use a calculator. Practise keying in different numbers.



One person can key in the number the other can check them.

Remember to clear the calculator.

Press



Here are the telephone numbers:

4 1 2 5 2 3 1

3 4 2 5 4 0 1

5 0 1 4 0 1 2

1 1 2 3 3 2 2

Do you need more practice at writing numbers?

Yes No

N1 / M8.5

Playing Cards



Coffee break

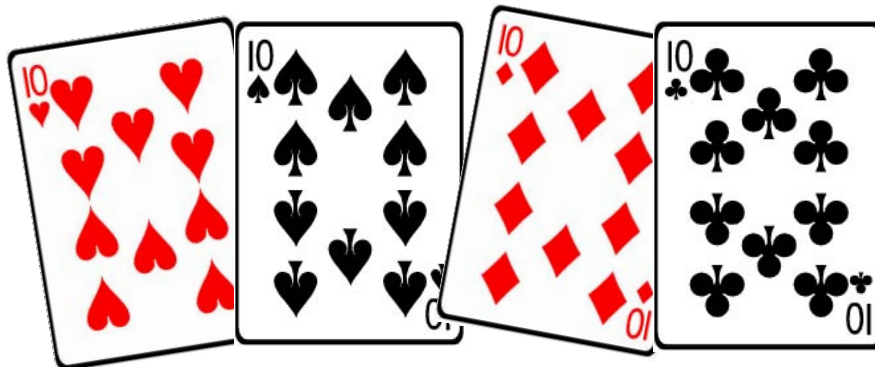


1. Can you sort the cards into sets?



Show your tutor when you have finished

2. Can you sort the cards into number sets so that all the 1s are together, all the 2s are together and so on?



Show your tutor when you have finished.

Do you need more practice at making sets?

Yes

No

N1 / M8.5

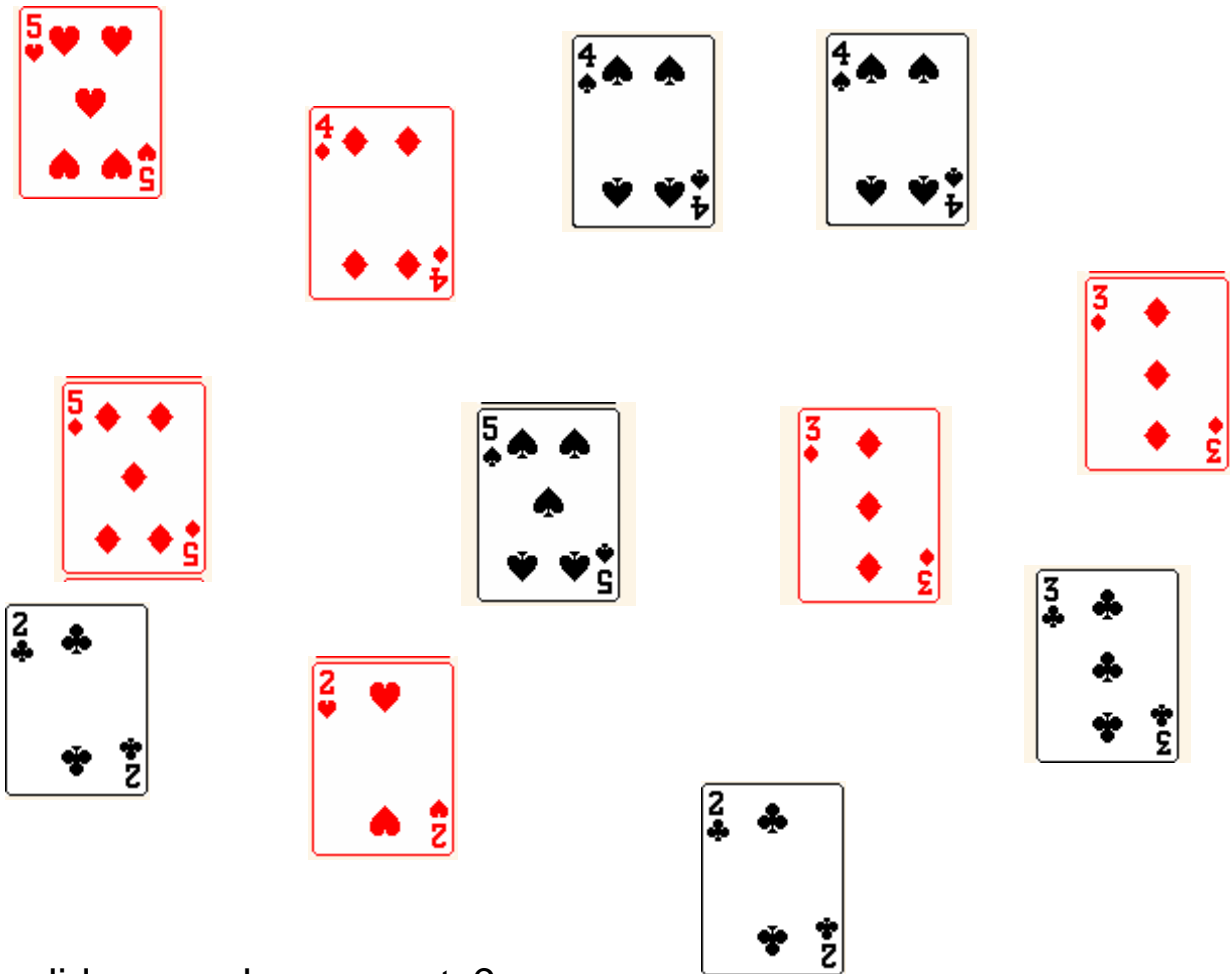
Can you make sets?

Draw around the playing cards to make sets.

You choose how to make the sets.



Coffee break



How did you make your sets?

colours / numbers / suits

How many sets?

Do you need more practice at making sets?

(know the value of a number)

Yes No

N1/ M8.5

Using the vending machine



You have to press the buttons.

Find

C 12

a	1	2
b	3	4
c	5	6

N1 / M8.5

Using the vending machine

You have to press the buttons.

Draw around

a34

a	1	2
b	3	4
c	5	6



You have to press the buttons.

Draw around

a 12

a	1	2
b	3	4
c	5	6



N1 / M8.5

Using the vending machine

You have to press the buttons.

Draw around

b25

a	1	2
b	3	4
c	5	6



You have to press the buttons.

Draw around

a54

a	1	2
b	3	4
c	5	6



Do you need more practice recognising numbers 1-5 ?

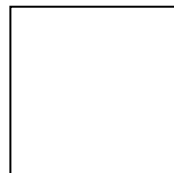
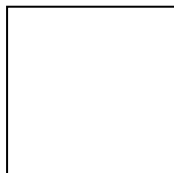
Yes No

N1 / M8.5

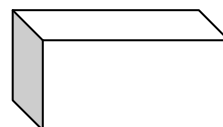
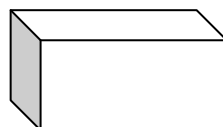
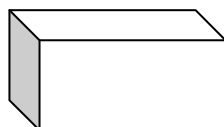
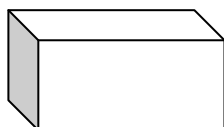
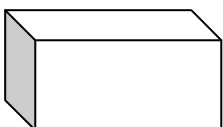
Ordinal numbers



Can you put the numbers in the right order?



Can you put the boxes in the right order?



N1 / M8.9

Getting in the lift



Circle the correct answer

I want the third floor



I want the first floor



I want the fourth floor



I want the second floor

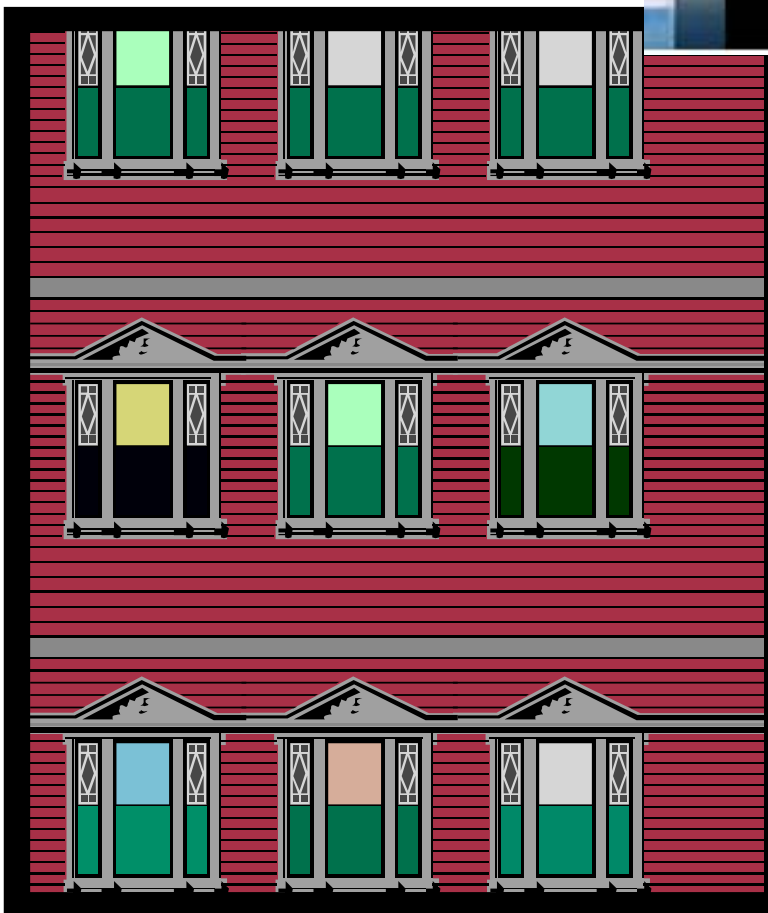


N1 / M8.9

Which floor?

Draw a line

Match the number to the floor



1st
floor

3rd
floor

2nd
floor

Do you need more practice at numeric order 1st to 3rd?

Yes No

N1 / M8.9

Sorting out the stock

More / Less



Which stack of paper has **MORE**?



Which stack of paper has **MORE**?



N1 / M8.4

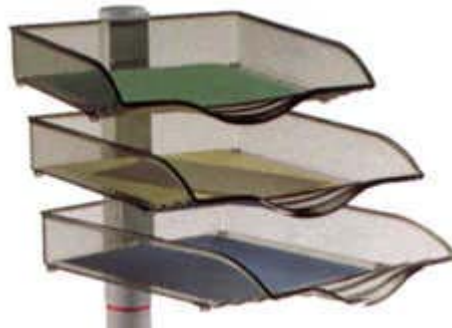
Sorting out the stock

More / Less

Which pot has **LESS** pens?



Which has **LESS** trays?



Which has **LESS** glue?



N1 / M8.4

Lunch time!

Money for lunch



More / less

1.
Circle the row which has **MORE** coins.



-
2. Which row has MORE?



Do you need more practice understanding MORE?

Yes No

N1 / M8.4

Money for lunch

MORE / LESS



Which row has **LESS**?



Which row has **LESS**?



Do you need more practice understanding LESS?

Yes No

N1 / M8.4

In the office Coffee break



Can you make sets?

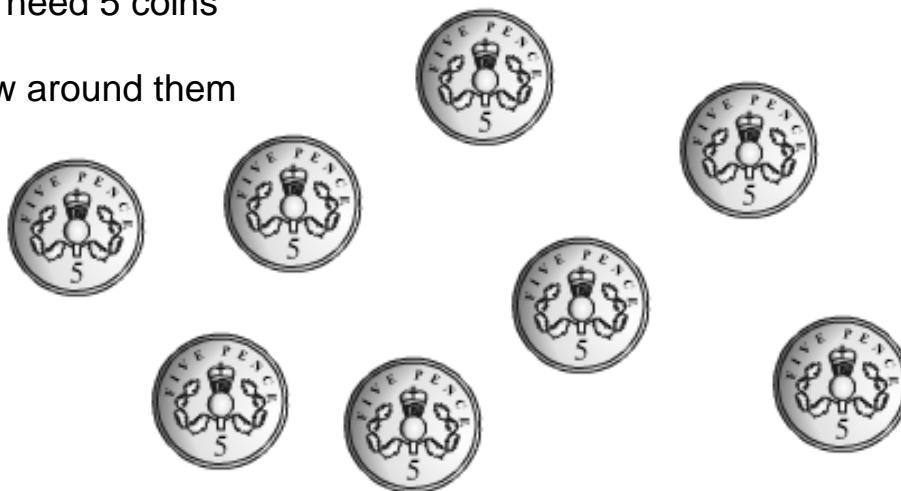
You need 3 coins

Draw around them



You need 5 coins

Draw around them



N1 / M8.5

Sets

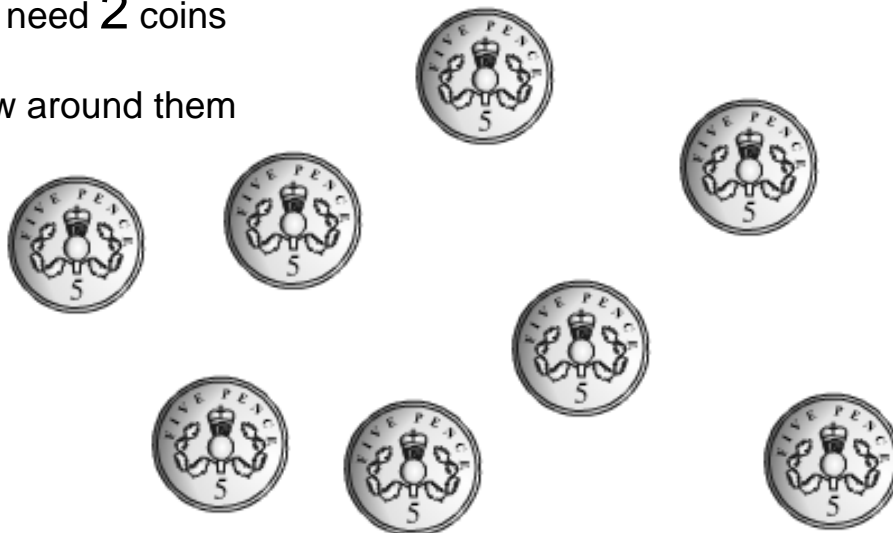
You need 4 coins

Draw around them



You need 2 coins

Draw around them



N1 / M8.5

Sets



Can you make a set of 3 coins?

How many sets of 3?

Draw around them.



Can you make a set of 4 coins?

How many sets of 4 ?

Draw around them.



N1 / M8.5

Sets



Can you make a set of 5 coins?
How many sets of 5 ?

Draw around them.



Can you make a set of 2 coins?

How many sets of 2?

Draw around them.



N1 / M8.5

Money for lunch

How many coins ? Draw a line to the number.



4



2



1



5

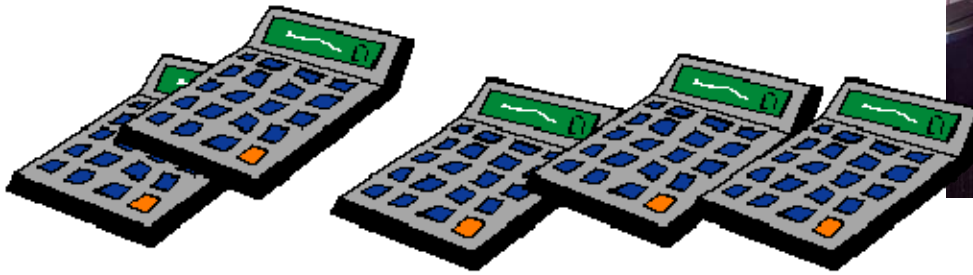


3

N1 / M8.5

Sorting the stationery

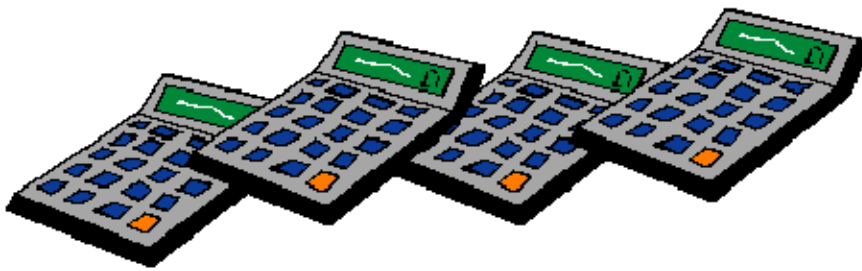
How many? Draw a line to the number.



2



5



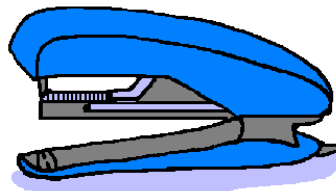
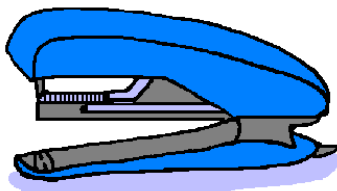
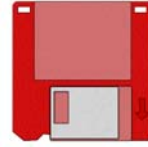
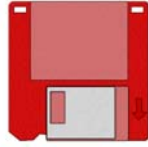
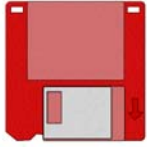
3



4

N1 / M 8.5

How Many ?



2

3

4

5

0

1

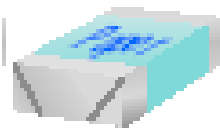
5

N1 / M8.3

How many ?

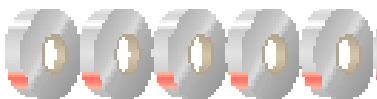
1 2 3 4 5











Do you need more practice?

Yes No

N1 / M8.3

In my Office

These people work in an office.



How many ? _____



How many ? _____



How many ? _____



How many ? _____

N1/M8.2-5

In my Office

These people work in an office.

How many ? _____



How many ? _____



N1/M8.2-5

In the office

Coffee break !



How many ?



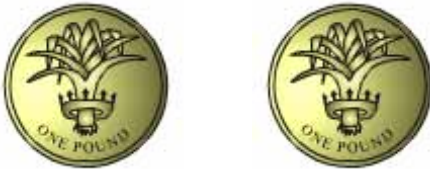




N1/M8.2-5

Using the vending machine

How many coins ?

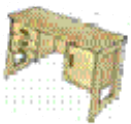
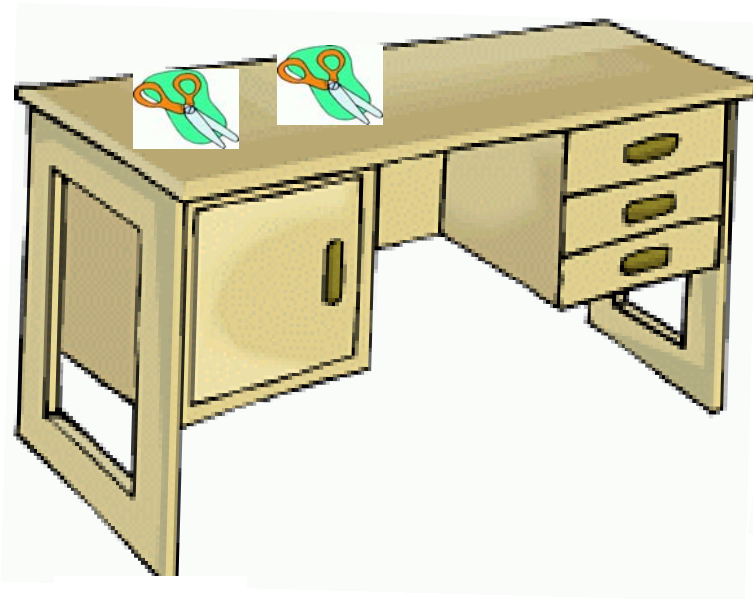


Counting to 5.
I need more practice?

Yes No

N1/M8.2-5

How many?



How many desks altogether? _____



How many scissors on the desks? _____



How many pens on the files? _____



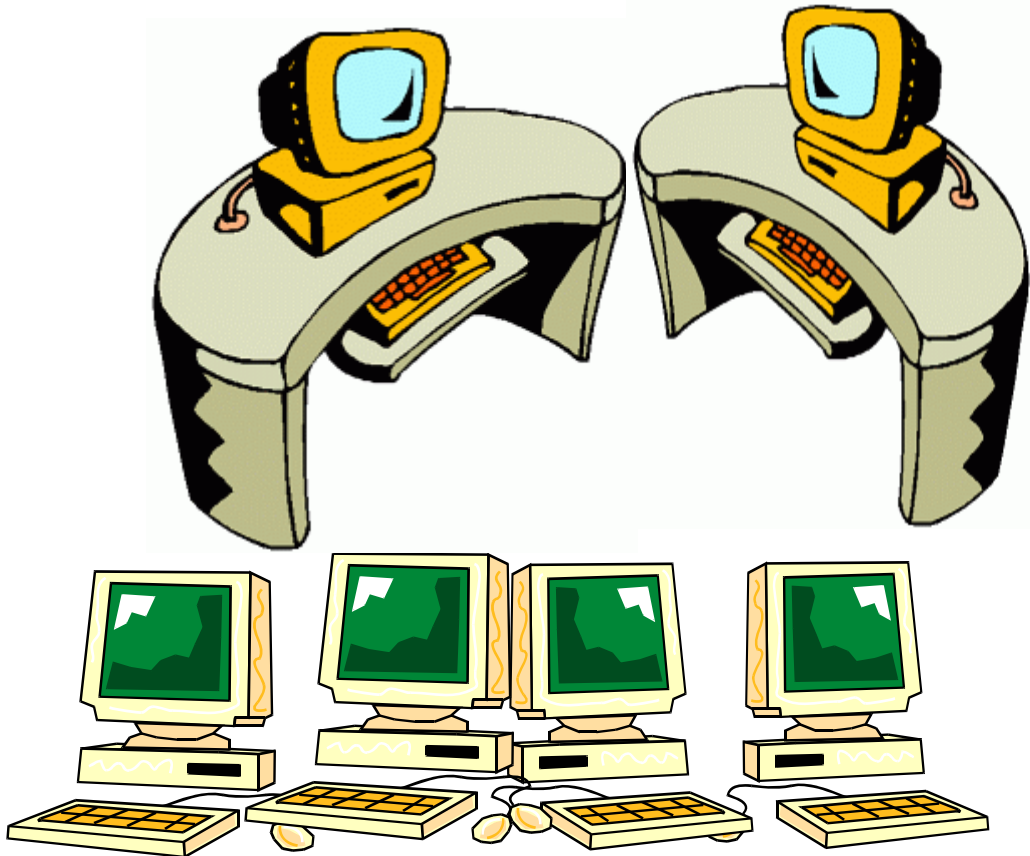
N1/M8.2-5

How many?

How many chairs ? _____

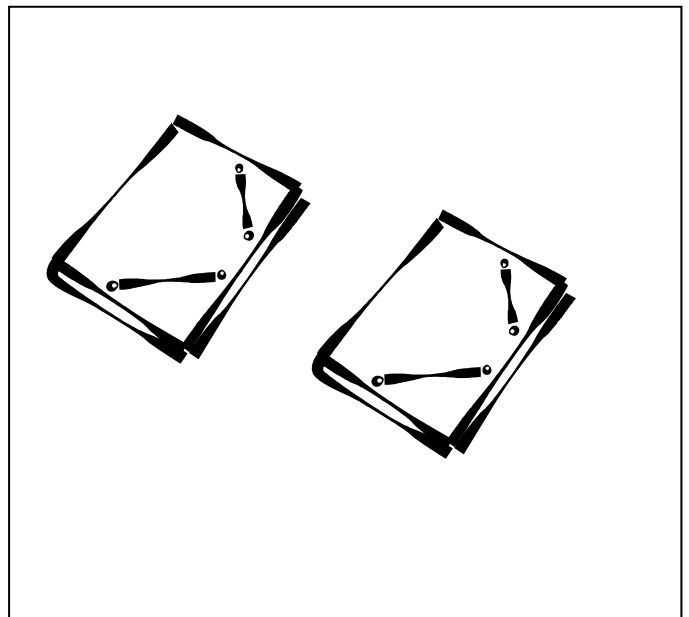
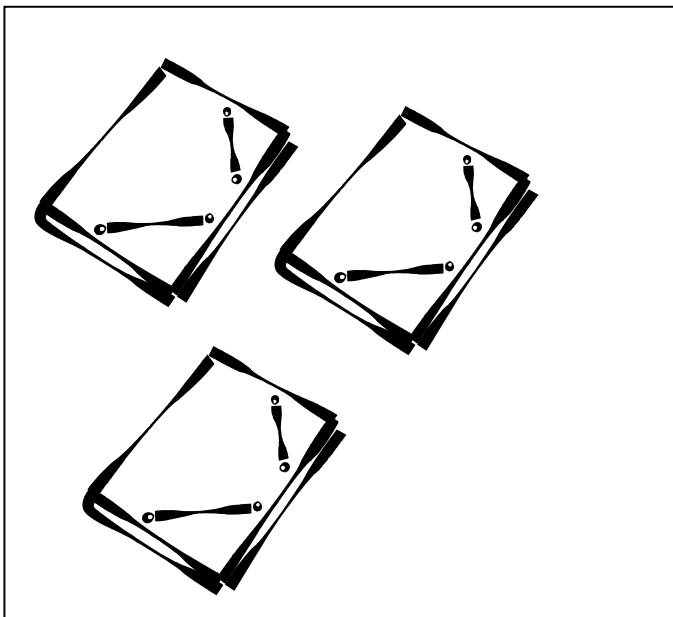
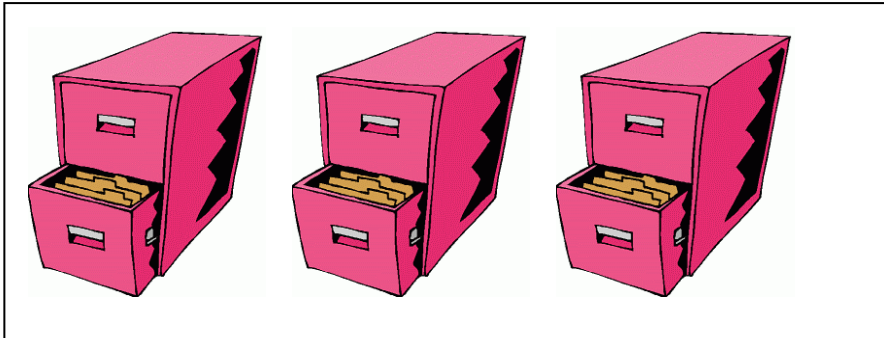


How many computers? _____



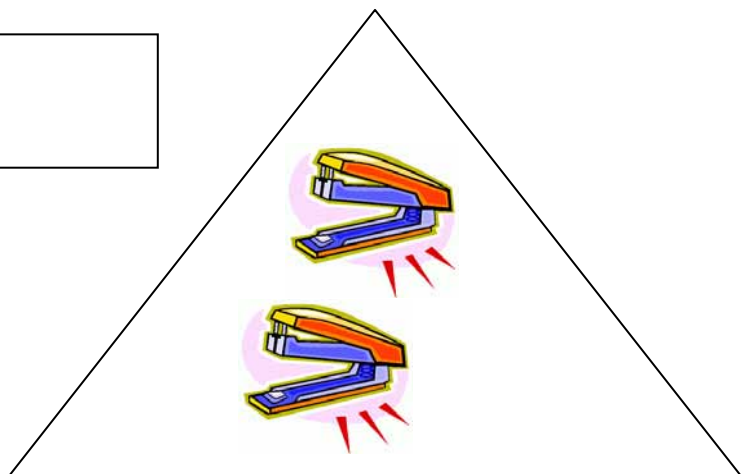
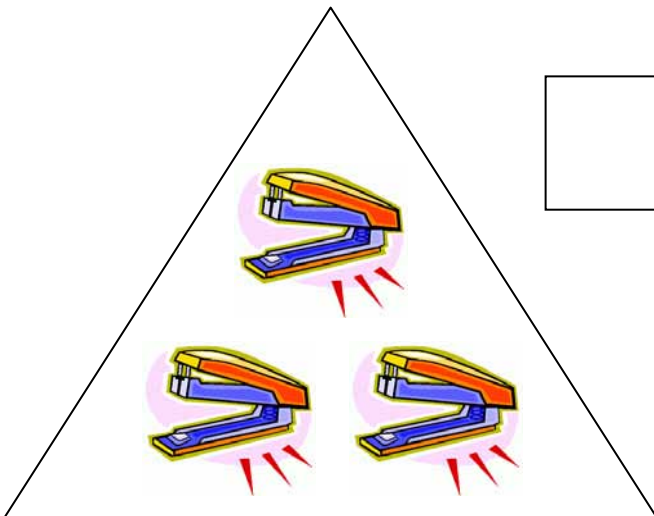
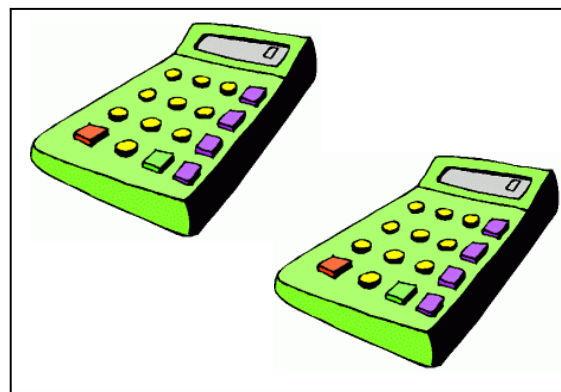
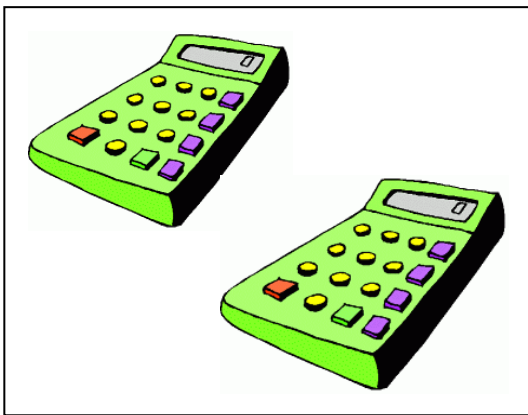
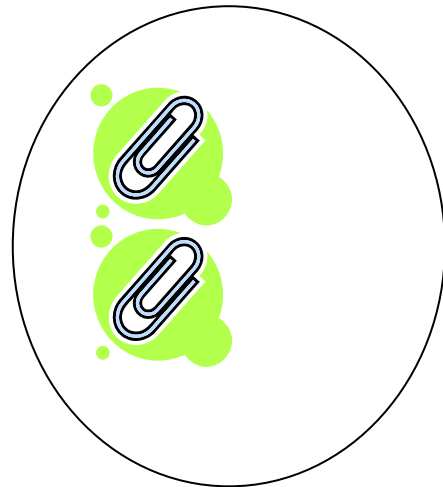
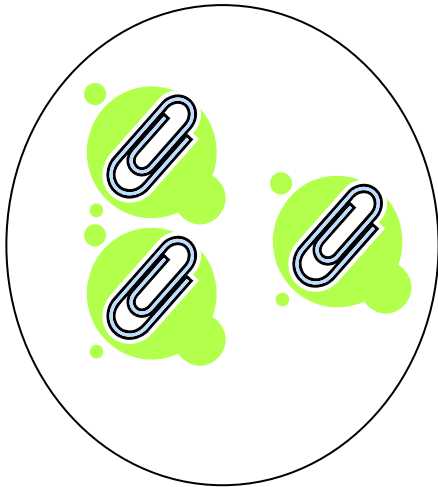
N1/M8.2-5

How many?



N1/M8.2-5

How many?



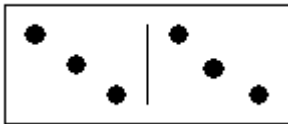
N1/M8.2-5

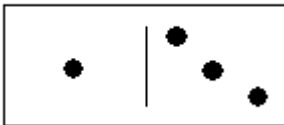
Dominoes

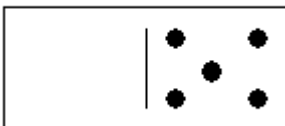


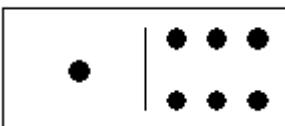
1. Play a game of dominoes

2. How many spots?









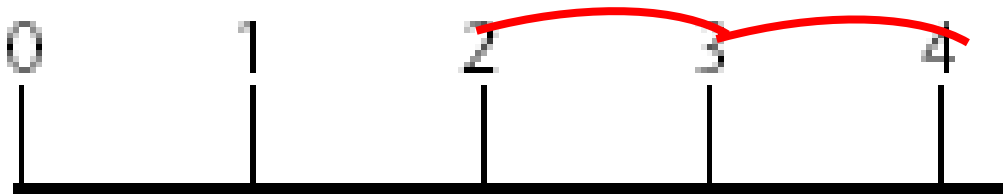
N1/M8.2-5

Counting on

Can you start counting at different numbers?

Use a number line.

Start counting at 2. Carry on until you get to 4.



Start counting at 3. Carry on until you get to 5.

Draw this on the number line.



Start counting at 2. Carry on until you get to 5.

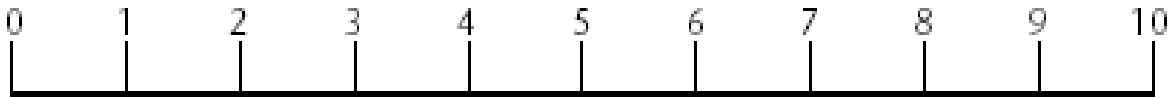
Draw this on the number line.



N1/M8.2

Counting on

1. Use the number line to answer these questions



Start at 2 count on 4 _____

Start at 3 count on 3 _____

Start at 0 count on 1 _____

Start at 1 count on 1 _____

Start at 0 count on 3 _____

Start at 1 count on 1 _____

Start at 5 count on 1 _____

Start at 2 count on 2 _____

2. Now play a board game



N1/M8.2

Adding up

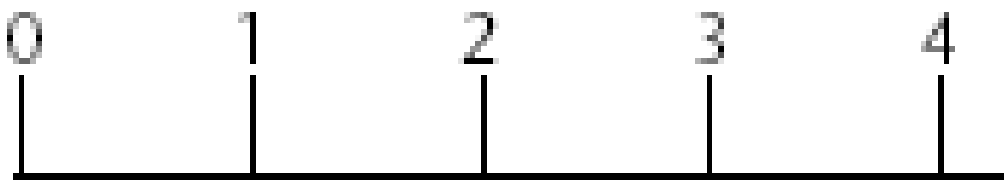
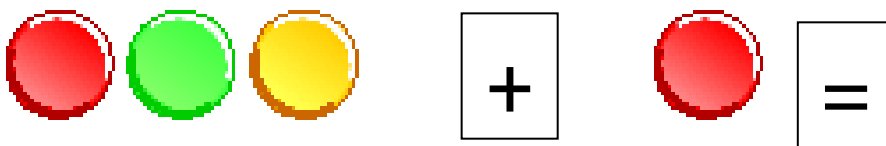
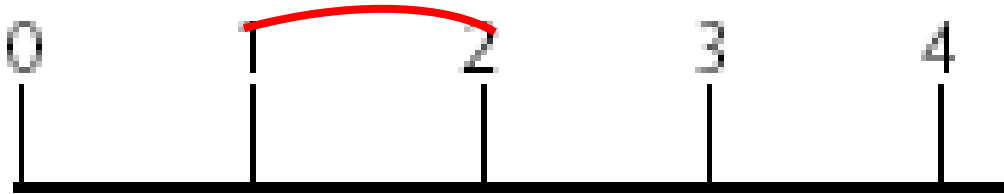
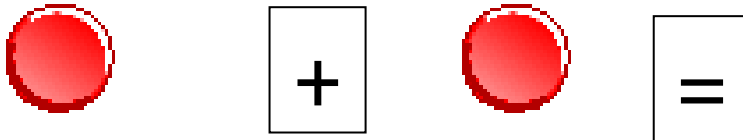


How many reams?
At work I have to count how much paper is left.
I need to add.

When do you have to add up?

What different words can you use to talk about adding?

You can use counters or number lines to find the total.

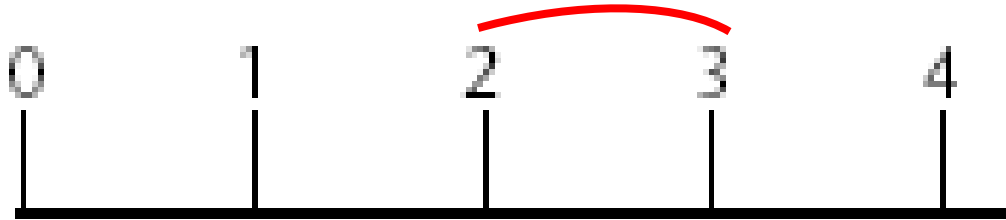


N1/M8.7

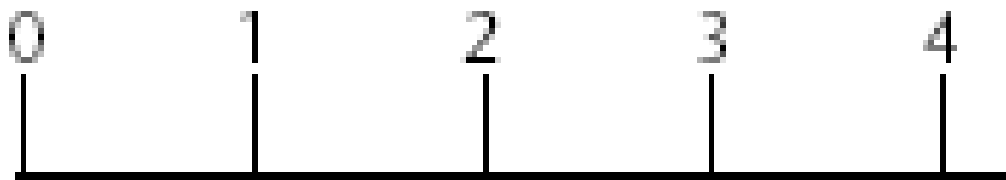
Adding up



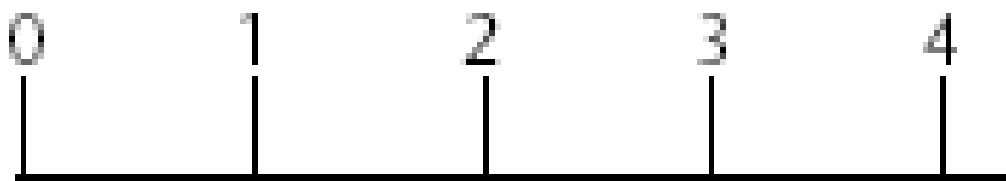
$$\text{red circle} + \text{green circle} = \text{red circle}$$



$$\text{red circle} + \text{red circle} + \text{green circle} + \text{yellow circle} = \text{red circle} + \text{green circle} + \text{yellow circle}$$



$$\text{red circle} + \text{green circle} = \text{green circle} + \text{yellow circle}$$



N1/M8.7

Adding up



$$1 \quad \boxed{+} \quad 2 \quad \boxed{=}$$

$$2 \quad \boxed{+} \quad 1 \quad \boxed{=}$$

$$1 \quad \boxed{+} \quad 3 \quad \boxed{=}$$

$$3 \quad \boxed{+} \quad 1 \quad \boxed{=}$$

$$1 \quad \boxed{+} \quad 4 \quad \boxed{=}$$

N1/M8.7

Adding up



$$2 \quad \boxed{+} \quad 2 \quad \boxed{=}$$

$$4 \quad \boxed{+} \quad 1 \quad \boxed{=}$$

$$2 \quad \boxed{+} \quad 3 \quad \boxed{=}$$

$$2 \quad \boxed{+} \quad 3 \quad \boxed{=}$$

$$1 \quad \boxed{+} \quad 1 \quad \boxed{=}$$

Do you need more practice in adding numbers to five?

Yes No

N1/M8.7

Adding up

Join the sums that have the same answer



$$2 + 2 =$$

$$5 + 0 =$$

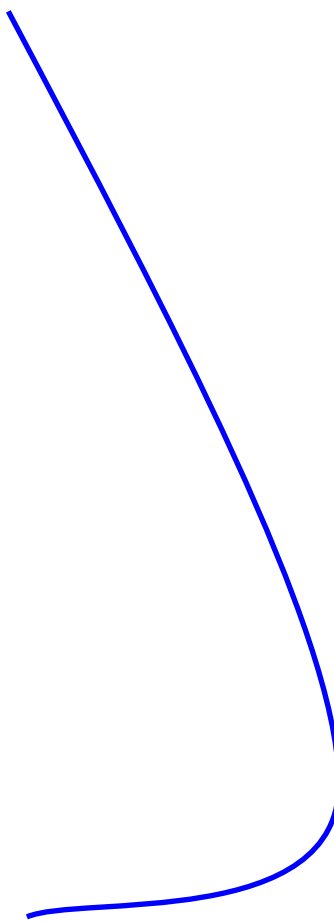
$$3 + 2 =$$

$$1 + 4 =$$

$$2 + 3 =$$

$$0 + 5 =$$

$$4 + 1 =$$

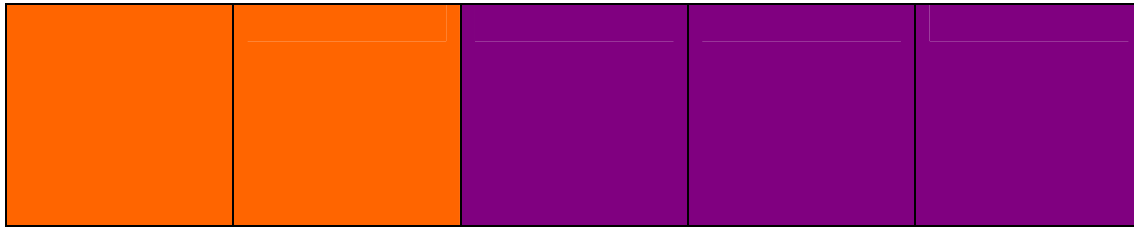


N1/M8.7

Adding up



How many different ways can you make 5?



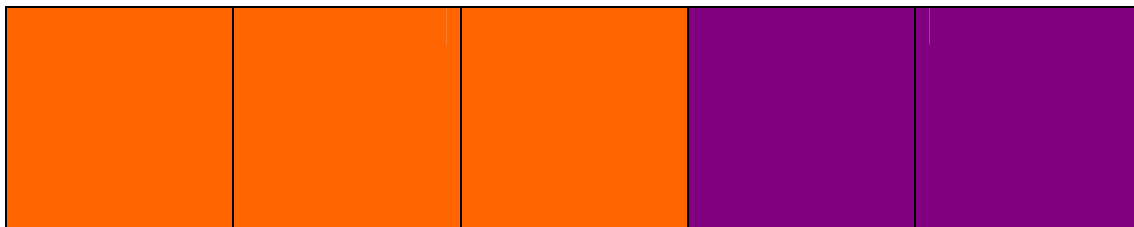
2

+

3

=

5



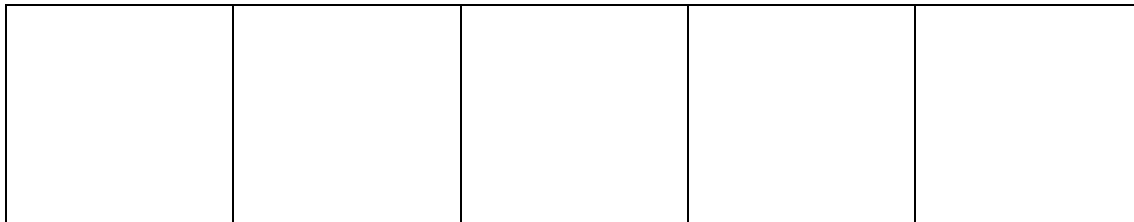
3

+

2

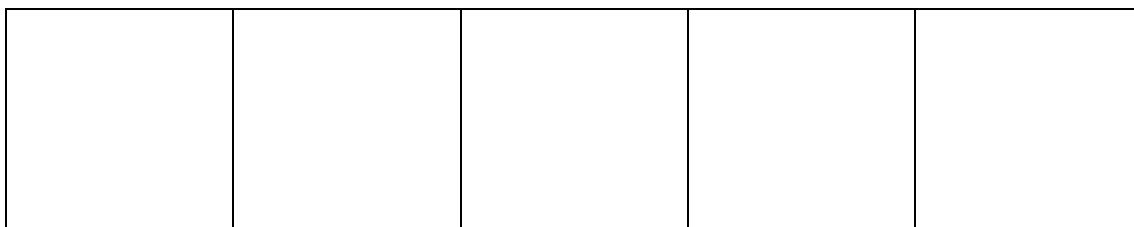
=

5



+

=

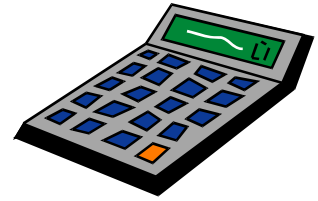


+

=

N1/M8.7

Calculator



Find these:

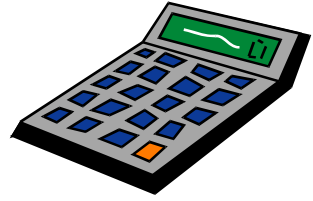
= + -



N1/M8.10

Calculator

Do these sums on the calculator.



Work with a partner.

$1 + 4 =$

$2 + 3 =$

$1 + 6 =$

$3 + 3 =$

$3 + 4 =$

N1/M8.7, M8.10.

Counting to 10

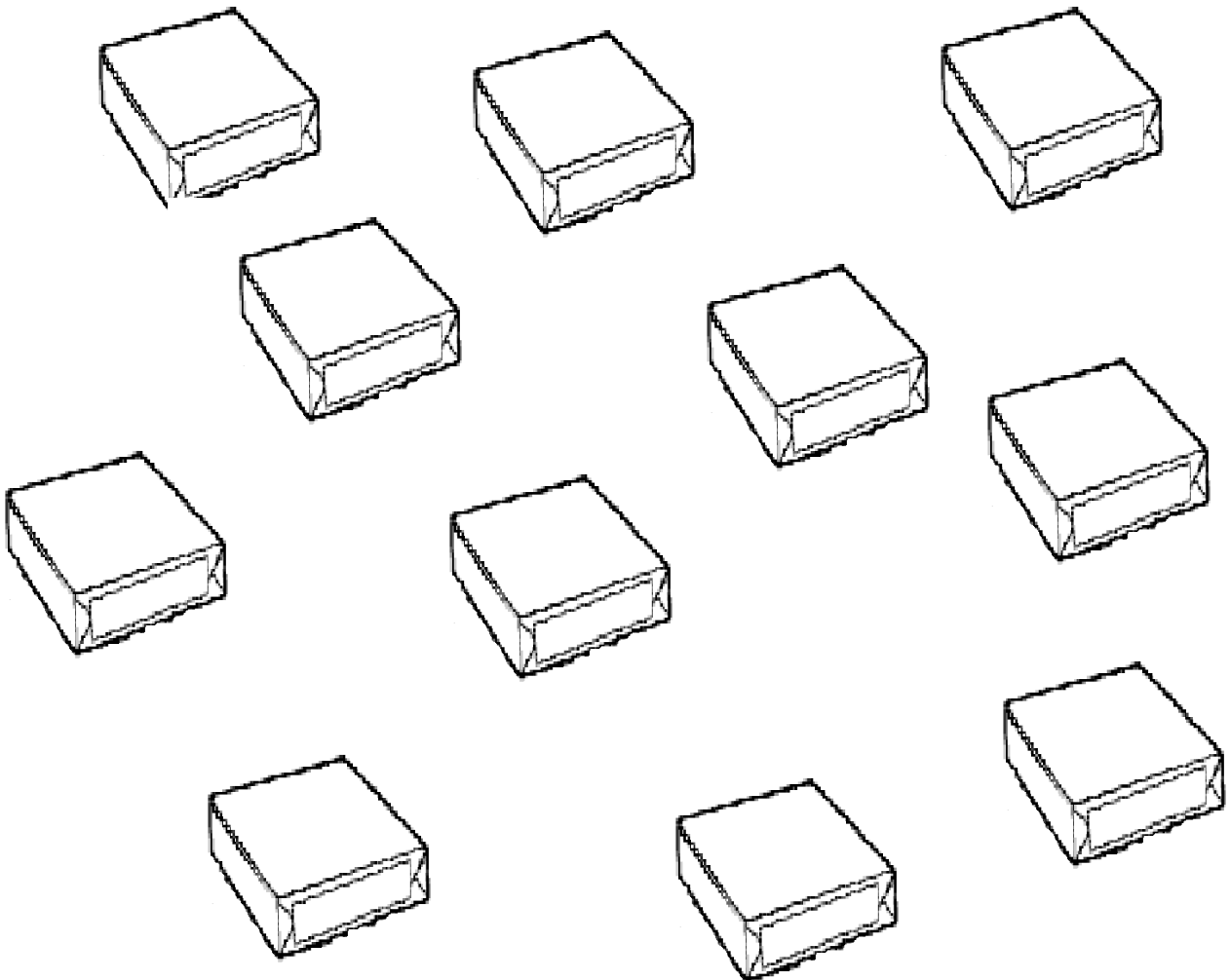
1. Work with a partner.

Can you count to 10?

1 2 3 4 5 6 7 8 9 10

2. Now count these.

Can you make a set of 10?



N1/M8.1, M8.3.