Mapping document

Functional Skills – Mathematics: Entry Level 1 (603/5057/X)

Using numbers and the number system – whole numbers		
DfE Functional Skills reform subject content for mathematics (February 2018)	**Legacy NCFE Functional Skills mathematics amplification**	**Mapping comment**
1. Read, write, order and compare numbers up to 20.	Understand and use numbers with one significant figure in practical contexts.	Specific reference to numbers up to 20.
2. Use whole numbers to count up to 20 items including zero.		Specific reference to counting up to 20 items (0 included).
3. Add numbers which total up to 20, and subtract numbers from numbers up to 20.		Specific reference to addition and subtraction (20 as total).
4. Recognise and interpret the symbols +, – and = appropriately.		Specific reference to use of symbols for addition/subtraction.

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 = moved level

Using common measures, shapes and space		
DfE Functional Skills reform subject content for mathematics (February 2018)	**Legacy NCFE Functional Skills mathematics amplification**	**Mapping comment**
5. Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20.	Recognise and select coins and notes.	Specific reference to writing the value of coins/notes as p/£ (up to 20).
6. Read 12 hour digital and analogue clocks in hours.	Entry 2	Specific reference to 12 hour clock (digital/analogue).
7. Know the number of days in a week, months, and seasons in a year. Be able to name and sequence.	Entry 2	Specific reference to days, months, seasons (including sequence).
8. Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity.	Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons.	Specific reference to comparisons (length, width, height, capacity).
9. Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle.	Recognise and name common 2D and 3D shapes.	Specific reference to shapes expected (eg circle, cube).
10. Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above.		Specific reference to positional vocab (eg left).

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⊕ **= moved level**

Handling information and data		
DfE Functional Skills reform subject content for mathematics (February 2018)	**Legacy NCFE Functional Skills mathematics amplification**	**Mapping comment**
11. Read numerical information from lists.	Entry 2	Specific reference to 'reading' a list of numerical information. ⊕
12. Sort and classify objects using a single criterion.	Sort and classify objects practically using a single criterion.	No change (N/C).
13. Read and draw simple charts and diagrams including a tally chart, block diagram/graph.	Entry 3	Specific reference to drawing of a tally chart and block diagram (included in core curriculum). ⊕

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DfE guidance on Problem Solving and Decision Making at Entry Level 1.
Solving mathematical problems and decision making: Entry Level 1 learners are expected to be able to use the knowledge and skills listed above to recognise a simple mathematical problem and obtain a solution. A simple mathematical problem is one which requires working through one step or process. At Entry Level 1 it is expected that learners will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (ie number and the number system; common measures, shape and space; information and data).
Learning aims and outcomes at Entry Level 1
Learners at Entry Level 1 are expected to be able to: • use given mathematical information, and recognise and use simple mathematical terms appropriate to Entry Level 1. • use the methods given above to produce, check and present results that make sense. • provide a simple explanation for those results. The context for simple problems at this level should be familiar to all learners and easily described.

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