Qualification specification

NCFE Entry Level 1 Certificate in Essential Maths in Everyday Life
QN: 610/0647/6

NCFE Entry Level 2 Certificate in Essential Maths in Everyday Life
QN: 610/0654/3

NCFE Entry Level 3 Certificate in Essential Maths in Everyday Life
QN: 610/0655/5

Qualification summary

Qualification title	**NCFE Entry Level 1 Certificate in Essential Maths in Everyday Life**		
Ofqual qualification number (QN)	610/0647/6	**Aim reference**	61006476
Guided learning hours (GLH)	160	**Total qualification time (TQT)**	160
Minimum age	Pre-16		
Qualification purpose	This qualification is part of a suite designed to provide learners with underpinning knowledge and skills in maths. Learners will develop their skills in using numbers, measurement, shape and space, handling data and solving mathematical problems. This qualification has been designed to support learners in their everyday life or support them to progress on to entry level 1 Functional Skills in maths.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		

Qualification title	**NCFE Entry Level 2 Certificate in Essential Maths in Everyday Life**		
Ofqual qualification number (QN)	610/0654/3	**Aim reference**	61006543
Guided learning hours (GLH)	190	**Total qualification time (TQT)**	190
Minimum age	Pre-16		
Qualification purpose	This qualification is part of a suite designed to provide learners with underpinning knowledge and skills in maths and builds on the knowledge and skills gained from entry level 1. Learners will develop their skills in using numbers, measurement, shape and space, handling data and solving mathematical problems. This qualification has been designed to support learners in their everyday life or support them to progress on to entry level 2 Functional Skills in maths.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		

Qualification summary

Qualification title	**NCFE Entry Level 3 Certificate in Essential Maths in Everyday Life**		
Ofqual qualification number (QN)	610/0655/5	**Aim reference**	61006555
Guided learning hours (GLH)	190	**Total qualification time (TQT)**	190
Minimum age	Pre-16		
Qualification purpose	This qualification is part of a suite designed to provide learners with underpinning knowledge and skills in maths and builds on the knowledge and skills gained from entry level 2. Learners will develop their skills in using numbers, measurement, shape and space, handling data and solving mathematical problems. This qualification has been designed to support learners in their everyday life or support them to progress on to entry level 3 Functional Skills in maths.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		

Contents

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of maths
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire knowledge and practical skills in maths
- support progression to a qualification in Functional Skills

The objectives of these qualifications are to enable learners to:

- develop their skills in using whole numbers (entry level 1), develop their skill in using whole numbers, fractions, and decimals (entry level 2 and entry level 3)
- develop their skills in common measurements of time, money, weight, capacity, length, shape, and space
- develop their skills in handling data and information
- develop their skills in solving mathematical problems

Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Entry guidance

These qualifications are designed for any learners who have not achieved a GCSE or Functional Skills qualification in mathematics.

The qualifications will support learners with an identified skills gap in maths and have been designed using the functional skill subject content statements to develop skills for everyday life, and support progression to Functional Skills.

The qualifications could also be used by pre-16 learners who are not following or are not yet ready to follow a traditional GCSE route in education for maths.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific prior skills or knowledge a learner must have for these qualifications. However, learners may find it helpful to progress through each level of the qualifications starting at entry level 1.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Entry Level 1 Certificate in Essential Maths in Everyday Life

To be awarded this qualification, learners are required to successfully achieve **10** mandatory units.

Entry Level 2 Certificate in Essential Maths in Everyday Life

To be awarded this qualification, learners are required to successfully achieve **11** mandatory units.

Entry Level 3 Certificate in Essential Maths in Everyday Life

To be awarded this qualification, learners are required to successfully achieve **11** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Progression

Learners who achieve this qualification could progress to the following:

Entry Level 1 Certificate in Essential Maths in Everyday Life

- NCFE Entry Level 2 Certificate in Essential Maths in Everyday Life (610/0654/3)
- NCFE Entry Level 1 Functional Skills Qualification in Mathematics (603/5057/X)
- apprenticeships
- vocational qualifications

Entry Level 2 Certificate in Essential Maths in Everyday Life

- NCFE Entry Level 3 Certificate in Essential Maths in Everyday Life (610/0655/5)
- NCFE Entry Level 2 Functional Skills Qualification in Mathematics (603/5053/2)
- apprenticeships
- vocational qualifications

Entry Level 3 Certificate in Essential Maths in Everyday Life

- NCFE Level 1 Certificate in Essential Maths in Everyday Life (610/0648/8)
- NCFE Entry Level 3 Functional Skills Qualification in Mathematics (603/5061/1)
- apprenticeships
- vocational qualifications

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Entry level 1

Entry level 1 incorporates all of the learning that was previously considered to be pre-entry. To encompass this wide range of learning, you are required to assess learners against a '10 point continuum'. The assessor should conduct an initial assessment to determine which stage on the continuum a learner starts at.

The learner demonstrates some form of achievement to show progression. The assessor then has to make a decision as to where the learner has progressed to on the continuum; this is done against each learning outcome for each unit. The assessor can claim a unit at any time for the learner, or to claim the full qualification. For each unit to be claimed, the assessor has to complete a standard transcript. They provide this to the learner to accompany the certificate from us. We only ever certificate at entry level 1.

A learner can repeat a unit to show further progression; however, learners are only ever certificated once so we would not issue a further certificate. The assessor has to provide a new transcript for the learner to show each new achievement on the continuum.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Internal assessment

We are in the process of developing free workbooks to accompany these qualifications to support centres with their delivery and assessment, which include summative assessments that can be used to provide evidence of competence in each unit. These can be found on the qualification page on the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover LOs for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the NCFE provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This document can be found in section 3.

These qualifications have been designed to map to the subject content for Functional Skills in maths to aid progression. We have provided a mapping document in appendix B which outlines the Functional Skills subject content statement that each assessment criteria maps to.

Where spoken responses are required, sign language can be used where appropriate, to meet learners' needs. If learners provide signed responses, the tutor should record them on the appropriate documents. Tasks that can be read out to the learner can be delivered via sign language as appropriate to their needs.

Online delivery and assessment could be offered if technology is in place for learners and centres.

If centres opt for an online approach to delivery and assessment, tutors must ensure that they can hear the learners when they read out and can view their written answers, taking a screen shot or emailing the learners' work when necessary.

Integrating the LOs from different units is good practice, tutors should familiarise themselves with the different LOs from different units that can be achieved during a single assessment.

Entry level 1

Unit 01 Working with numbers up to 20 (T/650/1814)

Unit summary			
This unit aims to develop a solid, basic knowledge of numbers up to 20, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to count up to 20	1.1 Identify a specified **number** of items from 20 items
	1.2 Count in twos up to 20
2. Be able to order and compare numbers up to 20	2.1 Put **numbers** in order of value in the range 0 to 20
	2.2 Identify when the value of a number is higher or lower than that of others in the range 0 to 20
3. Be able to read and write numbers up to 20	3.1 Read numbers written in digits or words from 0 to 20
	3.2 Write numbers in digits or words from 0 to 20

Range
1. Be able to count up to 20
1.1 Number must include: • the concept of ‘zero’, in digits and words • units/ones and tens
2. Be able to order and compare numbers up to 20
2.1 Numbers must include ordinal numbers such as first, second and third.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2
 	
Learners must demonstrate their ability to count any number of items up to 20 and be able to count a specified number of items, including counting in twos.
 	
Example tasks:
 	
• question papers (such as multiple choice/tick boxes) or practical tasks could include:
  o identify the picture that shows 7 people in the team
  o collect 3 items from the 12 items in the stockroom
  o count the number of pens/stationery items on the table
  o fill gaps in a sequence of numbers that goes up in ones or twos
  o continue a sequence of numbers that goes up in ones or twos
  o count the amount made up in 1p or 2p coins, up to 20p
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.2

Learners should be required to demonstrate their ability to order and compare numbers from 0 up to 20.

When working with numbers, learners must demonstrate that they understand and can use the vocabulary 'more than' and 'less than', 'highest' and 'lowest'.

Learners must understand ordinal numbers such as first, second, third, and so on.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - count the items in each picture and label them in order
  - put pictures in order
  - identify the pictures containing less than 7 items or more than 3 items
  - identify the pictures that shows the highest or lowest number of items
  - match a picture of buttons in a lift with ordinal numbers
  - sort numbered items in order, starting with the lowest number or the highest number

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate their ability to accurately read and write numbers from 0 to 20, in figures and words.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - match the numbers written in words with the same numbers written in digits and vice versa
  - fill in a pretend cheque
  - rewrite a number given in words in digits, and vice versa

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 02 Calculating with numbers up to 20 (Y/650/1815)

Unit summary			
This unit will develop basic numeracy skills for working with numbers up to 20, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to add numbers in the range of 0 to 20	1.1 **Add** numbers that total up to and including 20
	1.2 Use single and 2-digit numbers (as appropriate) to create totals of 5, 10 and 20
2. Be able to subtract numbers in the range of 0 to 20	2.1 **Subtract numbers** from numbers up to and including to 20
	2.2 Use addition to check accuracy of results
3. Be able to use basic mathematical symbols and vocabulary in addition and subtraction tasks	3.1 Use related vocabulary and signs for addition
	3.2 Use related vocabulary and signs for subtraction
	3.3 Use related vocabulary and signs for equality
	3.4 Use a calculator for tasks involving addition
	3.5 Use a calculator for tasks involving subtraction

Range
1. Be able to add numbers in the range of 0 to 20
1.1 Add numbers must include adding 0 to a number up to 20.
2. Be able to subtract numbers in the range of 0 to 20
2.1 Subtract numbers must include subtracting 0 from a number up to 20.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate basic numeracy skills in adding numbers 0 to 20.

Example tasks:

- question sheet (such as multiple choice/tick boxes) or practical tasks could include:
  - work out the sums
  - show your calculations
  - match up each pair of numbers that add up to 20
  - which 2 numbers can you add to give a total of 5,10 or 20
  - identify a missing number in simple problems involving addition
  - use real-life problems involving simple addition, for example:

Delivery and assessment guidance

- you need 5 pens, 3 must be red, how many blue pens do you need?
- we need 20 drinks, we have 12 colas, how many oranges should we buy?
- we need 17 cakes, we have 8 chocolate, how many plain cakes should we bake?
- we need 5 balloons, 2 colours are available, how many combinations are possible?
- we need 7 pizzas, we only have 3 left, how many more do we need?

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate basic numeracy skills for subtracting from numbers up to 20.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - work out the sums
  - show your calculations
  - use addition to check your results of 2 sums
  - gap-fill activities with missing numbers or operation signs
  - use the number cards (0 to 20) and the signs (– and =), make a sum and show the answer
  - use the number cards (0 to 20) and the signs (+ and =), show how to check the answer for 2 of your sums

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.5

Learners must demonstrate correct use of mathematical symbols and vocabulary for addition, subtraction, and equality.

Example tasks:

- question papers (such as multiple choice/tick boxes) could include:
  - match the word to the symbol
  - draw a line to all the words that mean the same as (=, –, +)
  - fill in the missing symbol in these sums (addition, subtraction, and equality)
  - use a calculator to find the answer to these sums (addition and subtraction)
  - identify a missing number/symbol in addition sums and subtraction sums
- practical tasks could include:
  - using the above example tasks, but using number cards, word cards, and symbols on cards
  - use a calculator to find the answer to these sums (addition and subtraction)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 03 Understanding monetary values and reading measures of time (H/650/1819)

Unit summary			
In this unit the learner will develop basic knowledge of monetary values and measures of time, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand monetary values of coins and notes	1.1 Identify correct coins, to match specified values, where these involve numbers up to 20
	1.2 Identify correct notes, to match specified values, where these involve numbers up to 20
	1.3 Name a selection of coins and notes
2. Be able to use simple measures of time	2.1 Identify sequence for days of the week
	2.2 Identify sequence for months of the year
	2.3 Identify sequence for seasons of the year
	2.4 Read 12-hour analogue and digital clocks in hours

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate basic knowledge of monetary values.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - select and name coins
  - select and name notes
  - identify coins to pay for items (values above item price are acceptable)
  - identify notes to pay for items (values above item price are acceptable)
  - find the price of an item in a price list
  - recognise the value of (pretend) coins and notes
  - group lots of coins/notes that have the same value (for example, two £10 notes and one £20 note, or four 5p coins and one 20p coin)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.4

Learners should be given tasks that allow them to demonstrate basic knowledge of measures of time.

Delivery and assessment guidance

Example tasks:

- question papers (such as multiple choice/tick boxes), or practical tasks could include:
  - put in order:
    - days of the week
    - seasons of the year
    - months of the year
  - fill in gaps on record sheets:
    - days of the week
    - seasons of the year
    - months of the year
  - match correct terms to time of day:
    - morning
    - midday
    - afternoon
    - night
  - match up events/activities to:
    - weekdays
    - weekends
    - seasons
  - find the start time of an event from a given schedule
  - state the time indicated on a selection of:
    - digital clock faces
    - analogue clock faces
  - select a given time from a selection of digital and analogue clock faces (for example, which one shows 11:30am)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 04 Describing and comparing size and dimension (R/650/1822)

Unit summary			
This unit aims to develop the learners' basic knowledge and vocabulary needed to describe size and dimension, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to describe and compare size	1.1 Describe the size of objects using simple vocabulary
	1.2 Compare the size of 2 objects using simple vocabulary
	1.3 Sort objects in size order
2. Be able to describe and compare dimensions	2.1 Describe dimensions of objects using simple vocabulary
	2.2 Compare dimensions of 2 objects using simple vocabulary
	2.3 Sort objects in order of length
	2.4 Sort objects in order of height
	2.5 Sort objects in order of width

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate basic knowledge and vocabulary needed to describe and compare size.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - describe the size of at least 2 objects, using appropriate vocabulary (for example, large or small)
  - compare the size of 2 objects using simple vocabulary (for example, larger, smaller, smallest)
  - sort a selection of at least 3 items into size
  - identify an appropriate size of storage box for at least 2 items

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.5

Learners should be given tasks that allow them to demonstrate basic knowledge and vocabulary needed to describe and compare dimensions.

Delivery and assessment guidance

Example tasks:
 	
• question papers (such as multiple choice/tick boxes), or practical tasks could include:
  ○ describe 2 different things (for example, rectangular box, room) using appropriate words:
  ▪ length
  ▪ long
  ▪ width
  ▪ wide
  ▪ height
  ▪ high
  ○ compare dimensions of 2 different objects using appropriate words:
  ▪ long/longer/longest
  ▪ wide/wider/widest
  ▪ narrow/narrower/narrowest
  ▪ short/shorter/shortest
  ○ sort 3 objects in order using appropriate words:
  ▪ length
  ▪ height
  ▪ width
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 05 Describing and comparing weight and capacity (Y/650/1824)

Unit summary			
In this unit learners will develop the knowledge and skills needed to provide simple descriptions and comparisons for weight and capacity, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to describe and compare weight	1.1 Describe weight of objects using simple vocabulary
	1.2 Compare weight of 2 objects using simple vocabulary
	1.3 Sort objects in order of weight
2. Be able to describe and compare capacity	2.1 Describe capacity of objects using simple vocabulary
	2.2 Compare difference in capacity of same shape objects
	2.3 Sort objects in order of capacity

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate basic knowledge and vocabulary needed to describe and compare weight.

Example tasks:

- practical tasks could include:
  - describe the weight of at least 2 objects, using appropriate vocabulary (for example, heavy, light)
  - compare the weight of 2 objects using simple vocabulary (for example, heavier, lighter, heaviest, lightest)
  - sort a selection of at least 3 items/objects in order of weight*
  - estimate the weight of at least 3 chosen objects
  - put objects in order of weight (items that visibly differ in weight)

*Learners should be given 3 items/objects that are sufficiently different in weight to be able to sort without the use of scales (by picking up items to compare weight).

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate basic knowledge and vocabulary needed to describe and compare capacity.

Delivery and assessment guidance

Example tasks:
 	
• practical tasks could include:
  ○ select containers with capacity from a list/display of familiar everyday items (with and without capacity)
  ○ compare capacity of same shape objects (for example pour water into one container and then into another to compare capacity) where learners could use:
  ▪ one large mug and one small mug
  ▪ one large carton and one smaller carton
  ▪ one large bottle and one smaller bottle
  ○ compare capacity of different shaped objects (for example find 2 different shaped items with the same capacity by pouring equal amounts of water into items)
  ○ put objects in order of capacity (items that visibly differ in capacity)
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 06 Identifying and recognising common 2D and 3D shapes (A/650/1825)

Unit summary			
This unit will help learners to develop basic knowledge and terminology used to describe simple 2D and 3D shapes, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how to identify simple 2D shapes	1.1 Identify simple **2D shapes**
	1.2 Identify simple 2D shapes from everyday images
	1.3 Identify simple 2D shapes in a range of sizes
2. Understand how to identify simple 3D shapes	2.1 Identify simple **3D shapes**
	2.2 Identify simple 3D shapes from familiar objects
	2.3 Identify simple 3D shapes in a range of sizes
3. Be able to describe the differences between 2D and 3D shapes	3.1 Describe the basic differences between simple 2D and 3D shapes

Range
1. Understand how to name simple 2D shapes
1.1 2D shapes must include squares, rectangles, triangles, and circles.
2. Understand how to identify simple 3D shapes
2.1 3D shapes must include cubes and cuboids.

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of simple 2D shapes

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify and label squares, rectangles, triangles, and circles from a selection of 2D shapes
  - identify simple 2D shapes from familiar everyday images (for example, patterns on fabrics, a ruler, a sheet of paper, a hula hoop, traffic signs)
  - draw a simple 2D image in different sizes (for example, rectangles, triangles, squares, circles)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of simple 3D shapes.

Delivery and assessment guidance

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify and label cubes and cuboids
  - identify simple 3D shapes from familiar objects, (for example, boxes, crates, food containers)
  - sort a selection of simple 3D objects in various sizes by shape

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 3.1

Learners should be given tasks that allow them to demonstrate basic knowledge, skills and understanding of the differences between simple 2D and 3D shapes.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify the descriptions that relate to 2D and to 3D shapes (for example, flat, container, solid, faces)
  - sort shapes into 2D and 3D

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 07 Using simple positional vocabulary (J/650/1829)

Unit summary			
This unit will help learners to develop basic knowledge and vocabulary used to describe position and direction, for use in everyday situations**.**			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand everyday positional vocabulary	1.1 Identify location of items or images using everyday simple positional vocabulary
2. Be able to use positional vocabulary for a purpose	2.1 Find an item following directions that use simple positional vocabulary
	2.2 Place an item following simple directions that use positional vocabulary
	2.3 Direct others using simple positional vocabulary

Delivery and assessment guidance

Assessment criterion: 1.1

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of simple vocabulary used to describe position.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify the location of items or images outdoors (such as road, pond, woodland) on a basic map, using appropriate positional vocabulary (for example, left, right, in front, behind, under and above)
  - identify the location of items or images indoors (such as in a fridge or a cupboard), in a picture, using appropriate positional vocabulary (for example, left, right, in front, behind)

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate that they can use and make use of simple positional vocabulary.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - fill in gaps in sentences with positional words/phrases
  - work out which item is located at a given position in relation to others

Delivery and assessment guidance
○ follow simple written or spoken instructions or directions involving positional vocabulary to find: ▪ objects (for example, work tool, book, food item, paper) ▪ rooms (for example, café, toilets, staff room) ▪ people (for example, tutor, manager, assistant) ○ follow simple written or spoken instructions or directions involving simple positional vocabulary to place items in different locations, for example: ▪ 'put the apples on the shelf behind the door' ▪ 'put the book on the shelf above the magazines' ▪ 'put the milk in the fridge, to the left of the orange juice carton' ○ give simple written or spoken instructions or directions to others that involve simple positional vocabulary, for example: ▪ 'to find the toilets follow the arrows above your head, the ladies' toilet is next to the stairs' ▪ 'the café is behind the swings and near to the skate park' ▪ 'the shopping trolleys are outside the store, near the black bins' Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above. Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 08 Extracting information from simple lists (Y/650/1833)

Unit summary			
This unit aims to develop a basic understanding of formats used in simple lists, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the basic format used for simple ordered lists	1.1 Identify basic formats used in simple ordered lists
	1.2 Identify everyday uses for basic formats in simple ordered lists
2. Understand how to use a simple list	2.1 Identify specific data in a simple list

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate a basic understanding of formats used in simple lists.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify examples of 4 different formats used for ordered lists (for example, alphabetical, numerical, bulleted, by location, cost, colour)
  - identify the use of 2 of the formats in familiar situations, such as:
    - alphabetical (for example, phone numbers)
    - numerical (for example to do with order or placing, such as first prize, second prize)
    - bulleted (for example, a list of things to do)
    - by location (for example, a food shopping list for use in a supermarket that could be ordered via items in first aisle that are first on the list, and frozen food which is usually last on the list)
    - cost (for example, internet search for cost of a holiday with the cheapest result first)
    - colour (for example, paint swatches with all the blues/greens/reds grouped together)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 2.1

Learners should be given tasks that allow them to demonstrate that they have a basic understanding of using simple lists.

Delivery and assessment guidance

Example tasks:
 	
• question papers (such as multiple choice/tick boxes) or practical tasks could include:
  ○ provide the learner with a list of information from which they must identify specific data, for example on a shopping list:
  ▪ 4 apples
  ▪ 3 oranges
  ▪ 2 drinks
  ▪ 5 tomatoes:
  • how many tomatoes do we need to buy?
  • what is the first item on the list?
  ○ find the price of an item from a price list or menu
 	
Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.
 	
Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 09 Sorting information (F/650/1836)

Unit summary			
This unit will develop the basic knowledge needed to sort items using common criteria for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to sort items using a single criterion	1.1 Identify criteria commonly used to classify information
	1.2 Make a simple list using a single criterion

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate the basic knowledge needed to sort items using a single criterion.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify examples of 4 different criteria used to classify information such as:
    - recycling (for example, paper, glass, plastic, cardboard)
    - size (for example, shoes, clothes)
    - favourite things (for example, film, music, food)
  - make a simple list using a single criterion such as:
    - make a list of all the people in the room who like chocolate
    - make a list of all the food we need for the party

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 10 Representing information in simple charts and diagrams (R/650/1840)

Unit summary			
This unit will develop understanding of how information is presented in a simple form, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 1**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to read information that is presented in different ways	1.1 Read information presented in tally charts
	1.2 Read information presented in block diagrams
2. Be able to present information in different ways	2.1 Present information in a tally chart
	2.2 Present information in a block diagram

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate an understanding that information is presented in different ways.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - identify specific information in a tally chart/block diagram, such as:
    - which drink is the most popular
    - how many people take the bus when going to work

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate that they can present information in the form of a tally chart/block diagram.

Example tasks:

- question papers (such as multiple choice/tick boxes) or practical tasks could include:
  - the learner is provided with information that they must then present in a tally chart/block diagram using information such as:
    - grocery items to buy
    - things to do (for example, leisure, work)
    - means of transport for getting to college/work

Delivery and assessment guidance
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above. Tutors could provide tasks from sample entry level 1 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Entry level 2

Unit 01 Working with numbers up to 200 (F/650/1872)

Unit summary			
This unit aims to develop fundamental knowledge of numbers up to 200, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to count up to 100	1.1 Identify a specified number of items from **0 up to 100**
	1.2 Count in twos **up to 100**
	1.3 Count in tens **up to 100**
2. Be able to recognise, read and write numbers up to 200	2.1 Read numbers up to 200, given in words and figures
	2.2 Write numbers up to 200, in words and figures
	2.3 Use hundreds, tens, and units to identify the value of numbers up to 200
3. Be able to recognise odd and even numbers up to 100	3.1 Be able to recognise odd and even numbers up to 100
	3.2 Sequence odd and even numbers up to 100
4. Be able to order and compare numbers up to 200	4.1 Order numbers up to 200
	4.2 Compare numbers up to 200

Range
1. Be able to count up to 100
1.1–1.3 Up to 100 must cover counting from any number smaller than 100 including 0.

Delivery and assessment guidance

Assessment criteria: 1.1–1.3
 	
Learners should be given tasks that allow them to demonstrate fundamental knowledge of numbers up to 100. Learners are required to demonstrate their ability to count in ones, twos, and tens.
 	
Example tasks:
 	
• question papers (such as multiple choice/tick box) could include:
  ○ count the number of items on the list
  ○ complete each of the number lines, counting in ones, twos and tens
  ○ fill in missing numbers in a linear sequence that goes up or down in ones, twos and tens
• practical tasks could include:
  ○ count the number of items on the shelf
  ○ count the piles of coins (for example, 1p piles, 2p piles, 10p piles)
  ○ work out how many 10p coins are needed to make £1
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate fundamental knowledge of numbers up to 200. Learners must be able to recognise, read and write numbers up to 200.

Examples of tasks:

- question papers (such as multiple choice/tick box) could include:
  - match words written in digits with those written in words
  - write numbers that are given in words as digits, and vice versa
  - identify the numbers that are written correctly in tens and units/ones
  - match each number to the word
  - tick the numbers in each of the images
- practical tasks could include:
  - match each number to the word (for example, using word and number cards)
  - split the numbers to show which are the tens and the units
  - find things in the room where numbers are used (for example, leaflets, signs, posters)
  - fill in a pretend cheque

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate their ability to recognise even and odd numbers, for use in familiar situations. Learners must work with even and odd numbers up to 100.

Examples of tasks:

- question papers (such as multiple choice/tick box) could include:
  - tick all the even numbers in the picture
  - tick all the odd numbers in the picture
  - fill in the missing numbers in a sequence of odd/even numbers
  - continue a sequence of even/odd numbers
- practical tasks could include:
  - sort the cards into even numbers and odd numbers
  - put the even number raffle tickets on these prizes
  - put the odd number raffle tickets on these prizes
  - work out the house number of the next house on the street

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 4.1–4.2

Learners should be given tasks that allow them to demonstrate their ability to order and compare numbers up to 200, for use in familiar situations.

Delivery and assessment guidance

Examples of tasks:
 	
• question sheet/practical tasks could include:
  ○ put a few numbers in order, from highest to lowest and vice versa
  ○ compare prices of items
  ○ find the cheapest/most expensive item in a price list using whole numbers up to 200
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 02 Calculating with single and 2-digit numbers (K/650/1875)

Unit summary			
This unit will develop the knowledge and skills needed to complete calculations with single and 2-digit numbers, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to add single and 2-digit whole numbers	1.1 Identify the place value when adding 2-digit numbers
	1.2 Use appropriate vocabulary and signs for addition
	1.3 Demonstrate adding pairs of 2-digit numbers using **different methods**
	1.4 Identify when pairs of 2-digit numbers give odd totals and even totals
2. Be able to subtract single and 2-digit whole numbers	2.1 Identify the place value when subtracting 2-digit numbers
	2.2 Use appropriate vocabulary and signs for subtraction
	2.3 Demonstrate subtracting pairs of 2-digit numbers using **different methods**
	2.4 Use addition to check accuracy of results
3. Be able to multiply numbers up to 12 x 12	3.1 Use appropriate vocabulary and signs for multiplication
	3.2 Multiply whole numbers, in the range of 0 x 0 to 12 x 12, using **different methods**
	3.3 Use addition to check answers to problems involving multiplication
4. Be able to divide 2-digit whole numbers by single-digit whole numbers	4.1 Use appropriate vocabulary and signs for division
	4.2 Divide 2-digit whole numbers by single-digit whole numbers and express remainders
	4.3 Use multiplication to check answers to problems involving division

Range
1. Be able to add single and 2-digit whole numbers
1.3 Different methods could include using a number line, column addition, partitioning.
2. Be able to subtract single and 2-digit whole numbers
2.2 Different methods could include using column subtraction, partitioning, number line.
3. Be able to multiply numbers up to 12 x 12
3.2 Different methods could include multiplying by using repeated addition or column multiplication or partitioning.

Delivery and assessment guidance

Assessment criteria: 1.1–1.4
 	
Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving addition of 2-digit whole numbers, with and without a calculator.
 	
Examples of tasks:
 	
• question papers (such as multiple choice/tick box) could include:
  ○ work out the sums using a calculator
  ○ work out the sums not using a calculator and showing calculations

Delivery and assessment guidance

- match sums with totals
- use a real-life context/scenario involving addition to work out solution
- check answer to calculations using a calculator
- work out when adding 2 values if they would give an odd or even answer (for example, 2 even numbers added will be an even number, 2 odd numbers added will be even, an odd number and an even number added will be an odd number)

- practical tasks could include:
  - find the total number of items in box A (for example, full box with 50+ items)
  - work out the total number of items in box B
  - use a calculator to work out the total number of items in box A and B
  - similar tasks where the learner does not use a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.4

Learners must be given tasks that allow them to demonstrate their knowledge and skills in subtracting single and 2-digit numbers, with and without a calculator. The tasks must instruct learners to show how to check the accuracy of their calculations using addition.

Examples of tasks:

- question papers (such as multiple choice/tick box) could include:
  - work out the sums
  - show your calculations
  - show how you would check the results using addition, show this for 2 sums
  - use a real-life context/scenario involving subtraction to work out solution
  - use a calculator to check the answer to a subtraction question
  - use addition to check the answer to a subtraction question
- practical tasks could include:
  - use the number cards and the signs (– and =), make a sum and show the answer
  - use the number cards and the signs (+ and =), show how to check the answer for 2 of your sums

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.3

Learners should be given tasks that allow them to demonstrate their ability to multiply numbers in the range of 0 x 0 to 12 x 12, and accurately use appropriate vocabulary and signs for multiplication.

Learners must do this both with and without a calculator. The tasks must instruct learners to show how to check the accuracy of those calculations using addition.

Delivery and assessment guidance

Examples of tasks:

- question papers (such as multiple choice/tick box) could include:
  - work out the sums without a calculator
  - work out the sums using a calculator
  - show how you would check the results using addition, show this for one sum
  - show your calculations
  - match sums with answers
- practical tasks could include:
  - use the number cards and the signs (x and =), make a sum and show the answer
  - use the number cards and the signs (+ and =), show how to check the answer for one of your sums
  - check your sums using a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 4.1–4.3

Learners should be given tasks that allow them to demonstrate their ability to divide 2-digit whole numbers by single-digit whole numbers and accurately use appropriate vocabulary and signs for division.

Learners must do this both with and without a calculator. The tasks must instruct learners to show how to check the accuracy of those calculations using addition.

Examples of tasks:

- question papers (multiple choice/tick box) could include:
  - work out sums without a calculator
  - work out the sums with a calculator
  - show how you would check the results using multiplication, show this for one sum
  - show your calculations
  - use a practical context where division is needed, with and without remainder, for example:
    - ‘you need 15 eggs, eggs come in boxes of 6, how many boxes do you need to buy?’
- practical tasks could include:
  - use the number cards and the signs (÷ and =), make a sum, and show the answer
  - use the number cards and the signs (x and =), show how to check the answer
  - for one of your sums check your sum using a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 03 Estimating and approximating by rounding to the nearest 10 (M/650/1877)

Unit summary			
This unit develops skills using estimation and approximation, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to use approximation in problem solving	1.1 Demonstrate the use of approximation of figures to nearest 10 when counting items
	1.2 Demonstrate the use of approximate of figures to nearest 10 pence when working with money
2. Be able to use estimation in problem solving	2.1 Identify likely totals using estimation
	2.2 Demonstrate using rounded answers to check results

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate problem-solving skills using approximation, for use in familiar situations.

Example tasks:

- question papers (such as multiple choice/tick box) could include:
  - round each of the figures to the nearest 10
  - round the cost of the items to the nearest 10 pence
- practical tasks could include:
  - round £1.52 to the nearest 10 pence
  - select coins that make the rounded amount from a range of coins using either a selection of dummy coins or image of a selection of coins

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate problem-solving skills using estimation, for use in familiar situations.

Example tasks:

- question papers (such as multiple choice/tick box) could include:
  - estimate total cost of 2 or 3 items (given in pence or pounds)
  - estimate total length of a journey (given duration of parts of a journey in hours or minutes)

Delivery and assessment guidance

• practical tasks could include:
  o estimate how much the shopping will cost
  o find the items we could buy for about £1
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 04 Recognise simple fractions of whole numbers and shapes (D/650/1880)

Unit summary			
In this unit, learners will develop a basic knowledge of fractions, develop skills using simple fractions and apply these to everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand about words and symbols used for simple fractions	1.1 **Recognise** the words 'half', 'quarter' and 'tenth'
	1.2 Recognise the symbols $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$
2. Understand how to recognise simple fractions	2.1 Identify halves of whole numbers and shapes
	2.2 Identify quarters of whole numbers and shapes
	2.3 Identify tenths of whole numbers and shapes

Range
1. The learner will understand about words and symbols used for simple fractions
1.1 Recognise must cover reading these fractions correctly.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate a basic knowledge of fractions. Learners must recognise words and symbols used for simple fractions.

Example tasks:

- question papers (such as multiple choice/tick box) could include:
  - draw a line to match the word to the symbol
  - fill in the missing digit in the fraction to match with the word (half, quarter, tenth)
- practical tasks could include:
  - pick up the symbol for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$
  - pick up the word that matches each symbol

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate their knowledge of simple fractions, for familiar everyday situations.

Delivery and assessment guidance

Example tasks:

- question papers (such as multiple choice/tick box) could include:
  - identify the numbers/quantities/amounts and their halves/quarters/tenths that are matched correctly
  - match representation of half/quarter/tenth of simple shapes coloured in with the fraction they represent
  - colour in half/quarter/tenth of simple shapes
  - work out the half/quarter of each number/quantity/amount
  - mark the halfway line on the picture of a sports pitch
- practical tasks could include:
  - cut a pizza into halves/quarters/tenths
  - cut a circle in halves/quarter/tenths
  - fold a square of paper in halves/quarters/tenths
  - show where you would measure $\frac{1}{2}$ past the hour on the clock
  - show where you would measure $\frac{1}{4}$ past the hour on the clock
  - use a calculator to work out $\frac{1}{10}$ hour in minutes

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 05 Using money and decimals (F/650/1881)

Unit summary			
This unit aims to develop skills in using coins and notes effectively and to develop strategies to check the accuracy of transactions, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to use coins and notes	1.1 Select coins to match specified amounts
	1.2 Select notes to match specified amounts
	1.3 Select coins and notes to pay for items
	1.4 Identify amount of change required when paying for items
2. Be able to use decimals	2.1 Identify the use of decimals in everyday situations
	2.2 Read and write decimals to one decimal place
	2.3 Use decimal places to add and subtract decimals in column format

Delivery and assessment guidance

Assessment criteria: 1.1–1.4

Learners should be given tasks that allow them to demonstrate the use of coins and notes, in familiar everyday situations. Learners must also demonstrate strategies to check accuracy of transactions.

Learners must be able to calculate using values involving pence totalling up to £1 and be able to calculate with whole pounds.

Example tasks:

- question sheet/practical tasks could include:
  - select coins to match specific amounts
  - select notes to match specific amounts
  - identify coins and notes to pay for items (values above item price are acceptable)
  - identify amount of change needed when paying for items
  - identify different ways to make the same amount using different coins/notes

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate their knowledge of decimals, for use in familiar everyday situations. Learners must recognise and use decimals in common measures.

Delivery and assessment guidance

Example tasks:

- question sheet/practical tasks could include:
  - find familiar everyday examples where decimals are used, such as:
    - money
    - measurement of length (such as 1.4m), weight (such as 10.6kg), capacity (such as 2.75l)
  - match the decimal to the correct wording, for example:
    - 5 = half, 2.5 = two and a half, £1.35 = one pound and thirty five pence
  - show the amounts as decimals, in pounds and pence, for example:
    - 76p = £0.76, 309p = £3.09
  - show the measurements as metres and centimetres, for example:
    - 244cm = 2.44m, 907cm = 9.07m
  - work out total cost of 2 items and work out change to be given back
  - work out answers to decimal sums
  - use estimation to check answer to decimal sums
  - use inverse calculation to work out answer to decimal sums

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 06 Using length, weight and capacity (H/650/1882)

Unit summary			
In this unit, learners will develop skills in using units of measurement used for length, weight, and capacity.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to use different formats to measure length	1.1 Identify and demonstrate the use of **metric units for measuring length**
	1.2 Compare and order different measurements of length
2. Be able to use different formats used to measure weight	2.1 Identify and demonstrate the use of **metric units for measuring weight**
	2.2 Compare similar items and their weights
3. Be able to use different formats used to measure capacity	3.1 Identify and demonstrate the use of **metric units for measuring capacity**
	3.2 Compare items with different capacity

Range
1. Be able to use different formats to measure length
1.1–1.2 Metric units for measuring length must include metric measurements of length including millimetres, centimetres, metres, and kilometres.
2. Be able to use different formats used to measure weight
2.1–2.2 Metric units for measuring weight must include grams and kilograms.
3. Be able to use different formats used to measure capacity
3.1–3.2 Metric units for measuring capacity must include millilitres and litres.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate their knowledge and skills in measuring length, for use in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - identify the standard metric units of measuring length including millimetres (mm), centimetres (cm), metres (m), and kilometres (km)
  - match short forms of writing (mm, cm, m and km) with long forms of writing (millimetres, centimetres, metres and kilometres)
  - identify centimetre markings (on the tape)
  - identify metre markings (on the tape)
  - use a tape/ruler to measure different items
  - estimate the length of an item and compare this with actual length (shorter than, longer than)

Delivery and assessment guidance

- order measurements of different items given in mm, cm, m or km
- compare measurements of 2 different items given in mm, cm, m or km

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate their knowledge and skills in measuring weight, for use in familiar everyday situations

Example tasks:

- question sheet/practical tasks could include:
  - identify the standard metric units used for measuring weight including grams (g) and kilograms (kg)
  - match short forms of writing (g and kg) with long forms of writing (grams and kilograms)
  - find the weight of items using different pieces of equipment
  - check the accuracy of items weighed (for example, compare to information on food packaging)
  - estimate the weight of an item and compare this with actual weight (less than, more than)
  - order measurements of different items given in g or kg
  - compare measurements of 2 different items given in g or kg

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate their knowledge and skills in measuring capacity, for use in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - identify the standard metric units to measure capacity including millilitres (ml) and litres (l)
  - match short forms of writing (ml and l) with long forms of writing (millilitres and litres)
  - show which marks are litres (such as on a simple scale on a jug or container)
  - show which marks are millilitres (such as on a simple scale on a jug or container)
  - use a litre measure to check the capacity of different containers (1 litre, $\frac{1}{2}$ litre)
  - estimate the capacity of an item and compare this with actual capacity (less than, more than)
  - order measurements of different items given in ml or l
  - compare measurements of 2 different items given in ml or l

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 07 Reading and comparing positive temperatures and using simple scales (J/650/1883)

Unit summary			
This unit will develop skills and knowledge of temperature and units of measure used for length, weight, and capacity, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to read and compare temperature differences	1.1 Read positive **temperatures**
	1.2 Compare positive temperatures
2. Be able to use scales to measure different units	2.1 Demonstrate reading simple **scales** to the nearest labelled division
	2.2 Demonstrate using simple scales to the nearest division
3. Understand about measuring instruments	3.1 Identify the correct measuring instrument for a task

Range
1. Be able to read and compare temperature differences
1.1–1.2 Temperature must include degree Celsius (°C) could also include degree Fahrenheit (°F).
2. Be able to use scales to measure different units
2.2 Scales could be metric or imperial, relating to weight, length, capacity, time, and temperature.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of temperatures in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - read temperature from room thermometers, in °C or °F
  - match temperature readings with thermometers that show the temperatures
  - compare 2 temperature readings
  - put in order positive temperature readings

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of scales for use in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - read simple scales to the nearest labelled division, relating to weight, capacity, length, time and temperature
  - compare simple readings of scales read to the nearest labelled division
  - order simple readings of scales read to the nearest division

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 3.1

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of units of measurement used for length, weight, and capacity, for use in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - match each measuring instrument to the unit it measures:
    - tape measure
    - ruler (30cm)
    - jug
    - kitchen scales
    - bathroom scales
  - match the measuring instrument to the task:
    - flour to bake a cake
    - the height of a cup
    - the length of a rug
    - liquids
    - a person's weight

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 08 Reading and recording time (K/650/1884)

Unit summary			
This unit will help learners develop skills and knowledge of measures of time, for use in everyday situations**.**			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to use the different formats used to show, measure and record time	1.1 Identify different ways used to record time
	1.2 Identify different formats used to record dates
	1.3 Identify number of hours in a day and weeks in a year
	1.4 Read time displayed on 12-hour analogue clocks in hours, half hours and quarter hours
	1.5 Read time using 24-hour digital clocks in hours

Delivery and assessment guidance

Assessment criteria: 1.1–1.5

Learners should be given tasks that allow them to demonstrate their knowledge of measures of time.

Example tasks:

- question sheet/practical tasks could include:
  - ask learners to match:
    - different formats that tell the same time
    - different formats of writing the same date
  - find the months of the year in words and in short form
  - identify the number linked to the months such as Jan = 1 (first month)
  - sort the correct order for writing the date (day, month, year) according to national practice:
    - own birth date
    - significant dates of the year
  - read time displayed on analogue clocks in:
    - hours
    - half hours
    - quarter hours
  - read time displayed on 24-hour digital clocks in hours
  - match clock faces with time readings
  - identify the time using a range of analogue and digital clock faces:
    - quarter past = 15 minutes past
    - half past = 30 minutes past
    - quarter to = 45 minutes past
  - specify in answer to questions:
    - number of weeks in a year
    - number of hours in a day

Delivery and assessment guidance
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above. Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 09 Recognising and naming 2D and 3D shapes and using positional vocabulary (L/650/1885)

Unit summary			
This unit will help develop knowledge of common 2D and 3D shapes and the use of positional vocabulary.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how to recognise and name common 2D shapes	1.1 Identify common **2D shapes** in familiar situations
2. Understand how to recognise and name common 3D shapes	2.1 Identify common **3D shapes** in familiar situations
3. Be able to match and compare properties of common 2D and 3D shapes	3.1 State the properties of common 2D shapes
	3.2 State the properties of common 3D shapes
	3.3 Match shapes in 2D and 3D form
	3.4 Compare shapes in 2D and 3D form
4. Be able to use positional vocabulary	4.1 Give simple directions for others to understand
	4.2 Describe the position of items using **positional vocabulary**

Range
1. Be able to recognise and name 2D shapes
1.1 2D shapes must include squares, rectangles, triangles, circles, pentagons and hexagons.
2. Be able to name common 3D shapes
2.1 3D shapes must include cube, cuboid, cylinders, pyramids and spheres.
4. Use positional vocabulary
4.2 Positional vocabulary must include: between, inside, outside, middle, below, on top, forwards and backwards.

Delivery and assessment guidance

Assessment criterion: 1.1

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of common 2D shapes, in familiar situations.

Example tasks:

- question sheet/practical tasks could include:
  - find and name the shapes:
    - rectangles
    - squares
    - circles
    - triangles
    - pentagons
    - hexagons

Delivery and assessment guidance

- find items that have a certain shape, in everyday situations
- match each shape with its name, in everyday situations

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criterion: 2.1

Learners should be given tasks that allow them to demonstrate basic knowledge and understanding of common 3D shapes, in familiar situations.

Example tasks:

- question sheet/practical tasks could include:
  - find and name the shapes:
    - cube
    - cuboid
    - sphere
    - cylinder
    - pyramids
  - match each shape with its name in familiar everyday situations, for example:
    - find items that have a certain shape

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criteria: 3.1–3.4

Learners must be given tasks that will enable them to state the properties of common 2D and 3D shapes, tasks must also allow learners to make comparisons between common 2D and 3D shapes.

Example tasks:

- question sheet/practical tasks could include:
  - choose 3 2D shapes and label the properties of each shape:
    - number of sides
    - number of corners
    - specify if it has right angles
  - list 2D shapes that have a certain property such as 4 sides
  - label the properties of the 3D shapes:
    - number of faces
    - number of edges
    - number of corners
    - base shape
  - identify the differences in the properties of the 2D and 3D shapes
  - list 3D shapes that have a certain property, such as 8 corners

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 4.1–4.2

Learners must be given tasks that will enable them to follow and use simple maps and give simple basic directions for others to understand. They must also be given tasks that allow them to demonstrate their knowledge and understanding of positional vocabulary, in familiar situations.

Example tasks:

- question sheet/practical tasks could include:
  - use a simple 2D map to find:
    - fire exits
    - evacuation assembly points
  - gap-filling exercise: use words like ‘between’, ‘inside’, ‘outside’, ‘middle’, ‘below’, ‘on top’, ‘forwards’ and ‘backwards’ to describe the position of:
    - food items in pictures of fridges/kitchen cupboards
    - some of the clothes in pictures of wardrobes shelves
    - items of furniture inside homes/classrooms
  - use a 3D map (such as Google Earth online) or walk the route from a familiar landmark (such as own home/work/school/college) to a new location (such as bus stop, shop, park, school)
  - talk through the route for others to follow
  - use basic directions (such as left, right, on the left, on the right, below, above, behind)
  - use everyday objects stacked up and describe the position of each one (using words like ‘between’, ‘inside’, ‘outside’, ‘middle’, ‘below’, ‘on top’, ‘forwards’ and ‘backwards’)
  - use 3D shapes stacked up and describe the position of each shape in relation to others

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 10 Extracting, sorting and comparing information (M/650/1886)

Unit summary			
This unit will develop skills in using recorded information and criteria, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to extract information from lists, tables, diagrams, and charts	1.1 Extract information from lists
	1.2 Extract information from tables
	1.3 Extract information from **diagrams** and bar charts
2. Be able to compare numerical information	2.1 Make numerical comparisons from charts
3. Be able to use criteria to sort and classify objects	3.1 Use 2 criteria to sort and classify objects

Range
1. Be able to extract information from lists, tables, diagrams and charts
1.3 Diagrams must include bar charts, tally charts and pictograms.

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate their skills in using recorded information and criteria.

Learners must show that they can identify familiar everyday examples of recorded information. They must also show that they understand how to find details from basic displays of recorded information.

Example tasks:

- question sheet/practical tasks could include:
  - name/find 4 examples of displaying recorded information, for example:
    - lists
    - tables
    - diagrams
    - bar charts
  - answer questions related to the information given in lists, tables, diagrams and bar charts, for example:
    - find the price of an item in a list
    - describe where a piece of furniture is on a room diagram
    - find the highest score for a team from their records

Delivery and assessment guidance

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 2.1

Learners must be given tasks that will enable them to show that they can identify and compare numerical information in charts.

Example tasks:

- question sheet/practical tasks could include:
  - compare 2 sets of numerical information in a bar chart, for example:
    - in which 2 months were the same number of tickets sold?
    - how many tickets were sold in July?

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criterion: 3.1

Learners should be given tasks that allow them to demonstrate their skills in using 2 criteria to sort and classify information and items in familiar everyday situations.

Example tasks:

- question sheet/practical tasks could include:
  - list 3 things that could be used to sort/classify objects, items or people, such as:
    - height, age, shape, size, public information, private information
    - fabric makeup of a container for recycling (such as cardboard, plastic, glass, metal)
    - shapes into 2D and 3D and then by colour
    - clothes into tops and trousers and then by colour
  - sort items/objects/people using 2 criteria, such as:
    - sorting washed/unwashed clothes, then sorting by colour
    - sorting rubbish into recyclable/non-recyclable, then sorting recyclables into cardboard and glass
    - sorting clothes into children's and adults' and then into tops and trousers

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 11 Collecting and representing information (R/650/1887)

Unit summary			
This unit will develop knowledge of collecting and representing information for others.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 2**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the different ways to collect numerical information	1.1 Identify different ways to collect numerical information
	1.2 Collect specified numerical information
2. Be able to represent information for others to see	2.1 Use **different ways** to represent information
	2.2 Label information appropriately

Range
1. Be able to represent information for others to see
2.1. Different ways must include bar charts.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate their knowledge of collecting information for others for use in familiar everyday situations.

Example tasks:

- practical tasks could include:
  - name/find examples of ways to collect information such as:
    - survey
    - questionnaire
    - online electronic forms
    - tally charts
  - identify specific numerical information to be collected, for example, when watching a film, how many people prefer to:
    - go to the cinema
    - watch it on TV
    - watch a DVD
    - watch on a streaming service
  - identify the best way to collect specified numerical information, such as a tally chart, survey
  - collect specified numerical information

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate that they are able to correctly represent information for others to see, for use in familiar everyday situations.

Example tasks:

- practical tasks could include:
  - the learner could use the numerical information collected in the previous task or information given to them in one form to represented in a different form, for example:
    - table
    - tally chart
    - pictogram
    - list
    - diagram
    - bar chart

All labelling must be completed and be accurate using a consistent scale, ideally starting at 0 for bar charts, and the information must make sense to others.

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 2 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Entry level 3

Unit 01 Working with numbers up to 1000 (T/650/1888)

Unit summary			
This unit aims to develop knowledge of numbers up to 1000, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to count numbers up to 1000	1.1 Identify and demonstrate place values for each digit in 3-digit numbers
	1.2 Recognise and continue linear **sequences** of numbers up to 1000
2. Be able to read and write numbers up to 1000	2.1 Read numbers up to 1000 given in digits and words
	2.2 Write numbers up to 1000 in digits and words
3. Be able to order and compare numbers up to 1000	3.1 Order numbers up to 1000
	3.2 **Compare** numbers up to 1000
4. Be able to approximate by rounding	4.1 Round numbers less than 1000 to the nearest 10
	4.2 Round numbers less than 1000 to the nearest 100
	4.3 Use rounded answers to check results

Range
1. Be able to count numbers up to 1000
1.2 Sequences must include: • counting in tens and hundreds • sequences in which numbers decrease, as well sequences in which numbers increase, starting from any number
3. Be able to order and compare numbers up to 1000
3.2 Compare must include common terms for comparing numbers, such as ‘less than’ and ‘greater than’.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2
 	
Learners should be given tasks that allow them to demonstrate their knowledge of numbers up to 1000, for use in familiar everyday situations. Learners must identify values and place values of 3-digit numbers, count forward and back, and recognise and continue linear sequences.
 	
Example tasks:
 	
• question papers (such as multiple choice/tick boxes) could include:
  o match the correct digit to its place value (3-digit numbers)
  o put the digits under the correct place value (such as hundreds, tens, and units)
  o represent the value of each digit through centicubes/squares/counters
  o show the numbers as sums using hundreds, tens, and units

Delivery and assessment guidance

  - continue a linear sequence that goes up or down
  - fill the gaps in a linear sequence that goes up or down
- practical tasks could include:
  - put the stock items in sets of tens and/or hundreds
  - use the figures for stock bought
  - count back in tens or hundreds to find out how much stock has been sold
  - count forward to work out the total cost of items that have the same price after a certain amount of money has already been spent
  - count forward or back the number of minutes/hours it takes when completing the same task multiple times

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate their ability to read and write numbers up to 1000, in digits and in words.

Example tasks:

- question papers (such as multiple choice/tick box) could include:
  - write a number given in words, in digits (for example, ten = 10)
  - write a number given in digits, in words (for example, 10 = ten)
  - match numbers written in words with the same numbers written in digits

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate their ability to order and compare numbers up to 1000.

Examples tasks:

- question papers (such as multiple choice/tick box) could include:
  - put numbers given in order, from the smallest to the greatest and vice versa
  - compare numbers using the words ‘greater than’ and ‘less than’
  - order a list of teams using their total scores
  - compare prices of different items/same items from different shops

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 4.1–4.3

Learners should be given tasks that allow them to demonstrate their ability to round numbers up to 1000, to the nearest 10 and 100, for use in familiar everyday situations.

Delivery and assessment guidance

Example tasks:
 	
• question papers (such as multiple choice/tick boxes) could include:
  ○ round a set of numbers to the nearest 10 and 100, using such examples as:
  ▪ round the ticket sales for each concert to the nearest 10
  ▪ round the number of children at each concert to the nearest 100
  ▪ show how many seats we will need on the coach, to the nearest 10
  ▪ show how many people are vegetarian, to the nearest 100
  ▪ show the races that are about 10km long
  ○ estimate answers as a way to check if calculations have been carried out correctly
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 02 Calculating addition and subtraction (Y/650/1889)

Unit summary			
This unit will develop knowledge and skills needed to complete calculations involving addition and subtraction, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to calculate using addition	1.1 Identify the place value when adding 3-digit numbers
	1.2 Demonstrate adding 3-digit numbers with totals up to 1000, using **different methods**
	1.3 Use estimation to check that answers are realistic
2. Be able to calculate using subtraction	2.1 Identify the place value when subtracting 3-digit numbers
	2.2 Demonstrate subtracting pairs of 3-digit numbers, using different methods
	2.3 Use addition to check accuracy of results
3. Be able to use connections between addition and subtraction	3.1 Use addition and subtraction as inverse operations

Range
1. Be able to calculate using addition
1.2 Different methods must include the commutative property of addition (3 + 4 = 4 + 3).

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving addition, for use in familiar everyday situations.

Learners must complete calculations of addition using 3-digit numbers with totals up to 1000, with and without a calculator. They must also use estimation to check their answers.

Example tasks:

- question papers (such as multiple choice/tick boxes) could include:
  - show how you would set out the numbers to add them together
  - work out the sums using a calculator
  - work out the sums without a calculator and then check with a calculator
  - work out the same sum using different methods
  - work out the total cost of items from a list (whole numbers with up to 3 digits)

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.3

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving addition and subtraction, for use in familiar everyday situations.

Learners must complete calculations with 3-digit numbers, using subtraction, with and without a calculator, and should also check the accuracy of the calculations.

Example tasks:

- question papers (such as multiple choice/tick boxes) could include:
  - work out the subtraction sums using a calculator and showing calculations
  - show how you would check the results using addition (you may use a calculator), show this for 2 sums
  - work out the subtraction sums not using a calculator and showing calculations
  - show how you would check the results using addition (you must not use a calculator), show this for 2 sums
- practical tasks could include:
  - work out how much change would be given if paying for items costing less than £10 with a £10 note
  - work out how much is left from the budget set for purchasing items
  - work out the difference in cost between items

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 3.1

Learners should be given tasks that allow them to demonstrate their understanding of the relationship between addition and subtraction.

Example tasks:

- question papers/practical tasks could include:
  - add the missing symbols to simple maths sentences involving addition/subtraction
  - use inverse operation to check addition/subtraction sums

Learners must demonstrate on at least 2 occasions that they can achieve each the assessment criterion set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 03 Calculating multiplication and division (F/650/1890)

Unit summary			
This unit develops knowledge and skills needed to complete calculations involving multiplication and division, for use in everyday situations			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to calculate using multiplication	1.1 Demonstrate **multiplying** 2-digit whole numbers by **single**-digit whole numbers
	1.2 Demonstrate multiplying 2-digit whole numbers by **double**-digit whole numbers
	1.3 Use addition to check answers to problems involving multiplication
2. Be able to calculate using division	2.1 Demonstrate dividing 3-digit whole numbers by single-digit whole numbers and **express remainders**
	2.2 Demonstrate dividing 3-digit whole numbers by double-digit whole numbers and express remainders
	2.3 Use multiplication to check accuracy of results
3. Be able to make connections between multiplication and division	3.1 Use multiplication and division as inverse operations
4. Be able to use rounding to check calculations	4.1 Use rounded answers to check results to calculations

Range
1. Be able to calculate using multiplication
1.1 Multiplying must cover the commutative property of multiplication (4 x 3 = 3 x 4). **1.1 Single** must cover multiplication by 0. **1.2 Double** must cover multiplication by 10.
2. Be able to calculate using division
2.1 Express remainders must highlight the remainders in everyday situations.

Delivery and assessment guidance
Assessment criteria: 1.1–1.3 Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving multiplication, for use in familiar everyday situations. Learners must complete calculations of multiplication using 2-digit numbers by both 2-digit and single-digit whole numbers, with and without a calculator, and should use addition to check answers involving multiplication.

Delivery and assessment guidance

Example tasks:

- question papers/practical tasks could include:
  - work out multiplication sums, for example:
    - work out the total number of drinks in 6 boxes, there are 25 drinks in each box
    - work out how many sweets there are in 45 boxes, there are 28 sweets in each box:
      - show your calculations
      - use a calculator to check one of your answers
      - use estimation to check another answer
  - as above (using different scenarios/contexts):
    - you must not use a calculator
    - show your calculations
    - use estimation to check one of your answers
    - show how you would check the results using addition

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1−2.3

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations involving division, for use in familiar everyday situations.

Learners must complete calculations with 2-digit numbers, using division, with and without a calculator, and should also use multiplication to check the accuracy of the calculations.

Example tasks:

- question papers/practical tasks could include:
  - work out the answer to division sums, for example:
    - we have 48 plants, 4 people want the plants, how many plants will they have each?
    - there are 12 tables, we have 36 chairs, how many chairs will be at each table?
    - you are making cakes for a party, for each cake you need 3 eggs, you have 14 eggs, how many cakes can you make?
    - you have £71 available, you need as many dining sets as possible, each set costs £30, how many sets can you buy?
      - you may use a calculator
      - show your calculations
      - show how you would check the results using multiplication
      - show this for 2 sums
  - as above (using different scenarios/contexts):
    - you must not use a calculator
    - show your calculations
    - show how you would check the results using multiplication
    - show this for 2 sums
  - interpret remainders, for example:
    - cupcakes in a shop are displayed in full trays, each tray holds 12 cupcakes, there are 125 cupcakes in total, how many cupcakes will be left when all the trays are full?

Delivery and assessment guidance
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above. **Assessment criterion: 3.1** Learners should be given tasks that allow them to demonstrate their understanding of the relationship between multiplication and division. Example tasks: • question papers/practical tasks could include: o add the missing symbols in simple maths sentences involving multiplication/division o use inverse operation to check multiplication/division sums Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above. **Assessment criterion: 4.1** Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to complete calculations for use in familiar everyday situations. Learners must round numbers to the nearest 10 and 100 and use the rounded answers to check results. Example tasks: • question papers (such as multiple choice/tick box) could include: o estimate answers as a way to check if calculations (+, -, x and ÷) have been carried out correctly Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above. Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 04 Introduction to working with fractions (H/650/1891)

Unit summary			
This unit aims to develop knowledge of common fractions. Learners will develop skills to use common fractions and be able apply these to everyday situations.			
Assessment			
This unit is internally assessed, via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to identify and write common fractions	1.1 Identify **common fractions** written in words and figures
	1.2 Write common fractions in words and figures
2. Be able to use common fractions	2.1 Find fractions of quantities of items
	2.2 Match **equivalent forms** of common fractions

Range
1. Be able to identify and write common fractions
1.1 and 1.2 Common fractions must include: • thirds, quarters, fifths, and tenths • fractions that have the same numerator and denominator, for example, $\frac{4}{4}$ are equal to 1 • different meanings and representations of fractions, for example $\frac{1}{3}$ is 1 out of 3 wholes but also 1 shared into 3 • that the larger the denominator in a unit fraction, the smaller the fraction
2. Be able to use common fractions
2.2 Equivalent forms must include: • equivalent forms of thirds, quarters, fifths, and tenths • the fact that although equivalent fractions look different, they represent the same amount

Delivery and assessment guidance
Assessment criteria: 1.1–1.2 Learners should be given tasks that allow them to demonstrate the knowledge needed to identify common fractions, for use in familiar everyday situations. Learners must recognise and use words and figures used for common fractions. Example tasks: • question papers/practical tasks could include: ○ match the word to the figures (for example, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{3}$, $\frac{1}{2}$)

Delivery and assessment guidance

- find examples of common fractions in everyday use:
  - sales promotions ($\frac{1}{3}$ off)
  - reduced to clear items ($\frac{1}{2}$ price)
  - sharing a pizza or a cake equally (10 equal pieces)
- write the fractions in figures
- now write the fractions in words

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to use common fractions, for use in familiar everyday situations.

Learners must be able to use common fractions.

Example tasks:

- question papers/practical tasks could include:
  - work out fractions of a total number of items (for example, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$)
  - work out fractions of prices
  - match all the fractions that are equal to a half ($\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$)
  - match fractions of shapes with the fraction they represent (for example, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{3}$, $\frac{1}{2}$)
  - split same size chocolate bars/pizzas into equivalent fractions

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 05 Introduction to working with decimals (J/650/1892)

Unit summary			
In this unit learners will develop knowledge of decimals and apply this to everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to identify decimals	1.1 Identify the use of decimals in everyday situations
	1.2 Demonstrate reading and writing decimals up to 2 decimal points
2. Be able to use decimals	2.1 Use a calculator to solve problems that include whole numbers and decimals
	2.2 Use decimal places to add and subtract decimals in column format
3. Be able to recognise and continue decimal sequences	3.1 Recognise **sequences** with decimals up to 2 decimal places
	3.2 Continue sequences with decimals up to 2 decimal places

Range
3. Be able to recognise and continue decimal sequences
3.2 Sequences must include decreasing linear decimal sequences, as well as increasing decimal sequences.

Delivery and assessment guidance

Assessment criteria: 1.1–1.2

Learners should be given tasks that allow them to demonstrate their knowledge of decimals in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - find familiar everyday examples where decimals are in use, for example:
    - money
    - measurement of length
  - match the decimal to the correct wording, for example:
    - 0.5 = half, 2.5 = two and a half, £1.35 = one pound and thirty five pence
  - show the amounts as decimals, in pounds and pence, for example:
    - 76p = £0.76, 309p = £3.09

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Delivery and assessment guidance

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to use decimals in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - work out problems that have whole and decimal numbers, using a calculator, for example:
    - addition
    - subtraction
    - multiplication
  - work out problems that have whole and decimal numbers, without a calculator
  - set out figures in correct column format

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate the knowledge and skills needed to recognise and continue linear decimal sequences in familiar everyday situations

Example tasks:

- question papers/practical tasks could include:
  - continue a linear decimal sequence (increasing and decreasing sequences with up to 2 decimal places
  - fill gaps in a linear decimal sequence (increasing and decreasing decimal sequences with up to 2 decimal places)
  - work out problems that have decimal sequences, without a calculator
  - check answers with a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 06 Calculating with money (K/650/1893)

Unit summary			
This unit will develop learners' skills for using money and strategies to check the accuracy of transactions in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to write and add amounts of money	1.1 Write amounts of money using correct money notation
	1.2 Add amounts of money
	1.3 Check answers to addition with and without a calculator
2. Be able to subtract sums of money	2.1 Subtract amounts of money
	2.2 Check answers to subtraction with and without a calculator
3. Be able to calculate and estimate costs	3.1 Work out costs for simple budgets
	3.2 Estimate costs using rounding

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate their skills in using money, in familiar everyday situations.

Learners must demonstrate that they have sufficient knowledge and understanding of money to be able to line up amounts correctly, add them and check the calculations.

Example tasks:

- question papers/practical tasks could include:
  - work out sums, showing the working out
  - check totals with a calculator
  - check totals without a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate that they can calculate and check change from purchases, in familiar everyday situations.

Learners must demonstrate that they have sufficient knowledge and understanding of money to be able to line up amounts correctly, subtract and check the calculations.

Delivery and assessment guidance

Example tasks:

- question papers could include:
  - work out the change from each of the purchases
  - check totals
  - use a calculator to check answer
  - use addition to check answer
- practical tasks (using real/realistic money) could include:
  - work out the change from the purchases
  - check totals
  - use addition to check if subtraction has been carried out correctly

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate that they have the skills, knowledge and understanding needed to work with money in a range of familiar everyday situations, including purchasing multiple items, budgeting, estimating costs and checking of costs.

Example tasks:

- question papers/practical tasks could include:
  - estimate, to the nearest 10 pence, the cost of each of the items on the list
  - estimate, to the nearest £1, the total cost for all the items on the list
  - show the items that could be purchased using the money in the budget
  - show any money left in the budget
  - check totals with a calculator

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 07 Understanding and using time and temperature (L/650/1894)

Unit summary			
This unit aims to develop skills using time and temperature, in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to understand the different formats used to show, measure and record time	1.1 Read and record time in 12-hour and 24-hour **formats**
2. Be able to measure time	2.1 Measure time in 12-hour and 24-hour formats
3. Be able to understand temperature scales	3.1 Identify **common temperature scales**
	3.2 Read and record temperature to the nearest labelled or unlabelled division
	3.3 Compare temperature readings

Range
1. Be able to understand the different formats used to show, measure and record time
Formats must include reading time from analogue and digital clocks.
3. Be able to understand temperature scales
Common temperature scales must include reading temperature in Celsius (°C) and Fahrenheit (°F).

Delivery and assessment guidance

Assessment criterion: 1.1

Learners should be given tasks that allow them to demonstrate their knowledge and skills in reading and recording time, for use in familiar everyday situations.

Learners must demonstrate that they understand 12-hour and 24-hour time formats.

Example tasks:

- question papers/practical tasks could include:
  - convert train times from 24-hour to 12-hour time (or vice versa)
  - match the clock faces with the correct time reading
  - match analogue and digital clock faces showing the same time
  - specify the time a clock face shows
  - in familiar everyday documents, literature and on items, find examples of 24-hour times and convert these to 12-hour times (or vice versa)

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Delivery and assessment guidance

Assessment criterion: 2.1

Learners should be given tasks that allow them to demonstrate their knowledge and skills in measuring time, for use in familiar everyday situations.

Learners must demonstrate that they understand and can use 12-hour and 24-hour formats when measuring time.

Learners must also demonstrate that they understand measures of time using popular formats.

Learners must be given a minimum of 2 questions/tasks relating to the assessment criterion.

Example tasks:

- question papers/practical tasks could include:
  - write the times in 12-hour format
  - write the times in 24-hour format
  - find times of events on time sheets (in 12-hour and 24-hour format)
  - measure how many minutes/hours have passed since a certain time
  - work out what time a task should finish given the start time and duration

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criteria: 3.1–3.3

Learners should be given tasks that allow them to demonstrate their knowledge, skills and understanding of temperature for use in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - identify the standard national measurement for temperature
  - measure and record temperatures in familiar everyday situations, for example:
    - greenhouse
    - outdoors
    - indoors
    - water (such as hot, warm, cool)
    - body temperature
  - compare temperatures in familiar everyday situations, for example:
    - read temperature to the nearest labelled division in °C and °F
    - read temperature to the nearest unlabelled division in °C and °F
  - match the thermometer with the correct temperature reading

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 08 Measuring length, weight and capacity (M/650/1895)

Unit summary			
This unit aims to support learners to develop knowledge and skills needed to measure length, weight and capacity, for use in everyday situations			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to use simple scales to measure length	1.1 Read and compare units used to measure **length**
	1.2 Estimate and measure length
	1.3 Use a suitable instrument to measure length
	1.4 Measure length to the nearest labelled or unlabelled division in metric and imperial units
2. Be able to use simple scales to measure weight	2.1 Read and compare units used to measure **weight**
	2.2 Estimate and measure items and their weights
	2.3 Use a suitable instrument to measure mass
	2.4 Measure weight to the nearest labelled and unlabelled division in metric and imperial units
3. Be able to use simple scales to measure capacity	3.1 Read and compare units used to measure **capacity**
	3.2 Estimate and measure capacity
	3.3 Use a suitable instrument to measure capacity
	3.4 Measure capacity to the nearest labelled and unlabelled division in metric and imperial units

Range
1. Be able to use simple scales used to measure length
1.1 Length must include: • the meaning of length and distance • length measured in millimetres, centimetres, metres and kilometres
2. Be able to use simple scales used to measure weight
2.1 Weight must include: • the meaning of weight and mass • weight measured in grams and kilograms
3. Be able to use simple scales used to measure capacity
3.1 Capacity must include: • the link between capacity and volume in simple terms • capacity measured in millilitres and litres

Delivery and assessment guidance

Assessment criteria: 1.1−1.4

Learners should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring, and comparing length, for use in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - identify the unit of measurement for length for different items, objects, and situations (for example, fencing for a garden, car journey, fabric, gift box)
  - match units of measure given in different units (for example, 35mm = 3.5cm)
  - order and compare different measurements of length
  - estimate length of items
  - check estimation for accuracy
  - pick the right instrument for measuring length from a list/images of different instruments
  - measure length to the nearest labelled and unlabelled division in metric and imperial units

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1−2.4

Learners should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring, and comparing weight, for use in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - identify the units of measurement for weight for different items, objects and situations (for example, weight of people, measurements used in cookery, weight of lorries)
  - match units of measurement (for example, 350g = 0.35kg)
  - estimate weight of items
  - check estimation for accuracy
  - pick the right instrument for measuring weight/mass from a list/images of different instruments
  - measure weight to the nearest labelled and unlabelled division in metric and imperial units

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1−3.4

Learners should be given tasks that allow them to demonstrate their knowledge and skills in reading, measuring, estimating, and comparing capacity, for use in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - identify the units of measurement for capacity
  - identify units to measure capacity for a situation, (for example, a dose of cough medicine, filling a watering can)

Delivery and assessment guidance
○ choose and use appropriate equipment to measure capacity of given containers in millilitres and in litres ○ estimate capacity of containers (millilitres and litres) ○ check estimation for accuracy ○ compare bottles with different capacity ○ measure capacity to the nearest labelled and unlabelled division in metric and imperial units Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above. Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 09 Understanding properties of 2D and 3D shapes and using positional vocabulary (R/650/1896)

Unit summary			
This unit will develop skills in using 2D and 3D shapes and the use of positional vocabulary in everyday situations			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the properties of 2D shapes	1.1 Identify lines of symmetry in **2D shapes**
	1.2 Identify 2D shapes with similar **properties**
2. Understand the properties of 3D shapes	2.1 Identify lines of symmetry in **3D shapes**
	2.2 Identify 3D shapes with similar **properties**
3. Be able to use positional vocabulary	3.1 Use **compass points** to indicate and find a destination
	3.2 Use full/half/quarter/three-quarter turns to describe **position and direction**

Range
1. Understand the properties of 2D shapes
1.1 2D shapes must include squares, rectangles, circles, triangles, pentagons, and hexagons. **1.2 Properties** must include lines of symmetry, number of sides, right angles, number of angles, tessellation.
2. Understand the properties of 3D shapes
2.1 3D shapes must include cubes, cuboids, square-based pyramids, triangular prisms, cylinders, and spheres. **2.2 Properties** must include number of corners and number of faces.
3. Be able to use positional vocabulary
3.1 Compass points must include 8 compass points. **3.2 Position and direction** must include the use of clockwise/anti-clockwise.

Delivery and assessment guidance

Assessment criteria: 1.1−1.2
 	
Learners should be given tasks that allow them to demonstrate their knowledge, skills and understanding of 2D shapes, in familiar situations.
 	
Learners must be given tasks that will enable them to identify lines of symmetry in 2D shapes and 2D shapes with similar properties.
 	
Example tasks:
 	
• question papers/practical tasks could include:
  ○ identify lines of symmetry in 2D shapes found in familiar everyday situations
  ○ sort 2D shapes with similar properties

Delivery and assessment guidance

- specify number of sides, number of corners, number of lines of symmetry, whether it has right angles, whether it tessellates, for 2D shapes

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1–2.2

Learners should be given tasks that allow them to demonstrate their knowledge, skills and understanding of 3D shapes in familiar situations.

Learners must be given tasks that will enable them to identify lines of symmetry in 3D shapes and 3D shapes with similar properties.

Example tasks:

- question papers/practical tasks could include:
  - find 3D shapes, using 2D representations
  - sort 3D shapes with similar properties
  - specify number of faces and number of corners for 3D shapes

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 3.1–3.2

Learners should be given tasks that allow them to demonstrate their knowledge and understanding of positional vocabulary, in familiar situations.

Learners must be given tasks that will enable them to demonstrate that they can follow directions to get to a destination and that they can use compass points.

Example tasks:

- question papers/practical tasks could include:
  - identify the 8 points on a compass
  - arrive at a set destination using a simple map, a compass, or directions (such as, head north to main street, then head east to…)
  - use full/half/quarter/three-quarter turns to describe position and direction
  - describe the position on a map of a town in connection with another town using the compass points, full/half/quarter/three-quarter turns, and clockwise or anti-clockwise

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 10 Extracting and interpreting information (T/650/1897)

Unit summary			
This unit aims to develop skills in working with numerical information in different formats in everyday situations			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to extract information from lists, tables, diagrams and charts	1.1 Extract information from lists
	1.2 Extract information from tables
	1.3 Extract information from diagrams and **charts**
2. Be able to create frequency tables	2.1 Create frequency tables
3. Be able to compare numerical information	3.1 Find numerical information in a bar chart or line graph
	3.2 Compare numerical information and state findings

Range
1. Be able to extract information from lists, tables, diagrams and charts
1.3 Charts must include pictograms.

Delivery and assessment guidance

Assessment criteria: 1.1–1.3

Learners should be given tasks that allow them to demonstrate their skills in extracting information from lists, tables, diagrams, and charts, in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - identify the numerical values or scales used in a selection of lists, tables, diagrams and charts
  - find specific numerical information from lists, tables, diagrams and charts

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criterion: 2.1

Learners should be given tasks that allow them to demonstrate their skills in creating a frequency table, in familiar everyday situations.

Learners must be given a minimum of 2 questions/tasks relating to the assessment criterion.

Delivery and assessment guidance

Example tasks:

- question papers/practical tasks could include:
  - create a frequency table from given data about the number of subjects peers in your class are studying
  - collect data about the mode of transport to school/work for peers in your class and present it in a frequency table

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

Assessment criteria: 3.1–3.2

Learners must be given tasks that will enable them to show that they can find and compare numerical information in diagrams and charts, in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - find numerical information from a bar chart or line graph, such as:
    - what is the total number of ticket sales for January and February?
    - compare the number of tickets sold in January and December
    - how many more tickets were sold in March than in December?

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Unit 11 Recording and presenting information (Y/650/1898)

Unit summary			
This unit will support learners to develop skills in recording information and presenting data to inform others.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Entry level 3**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to represent information in appropriate ways	1.1 Organise and represent information in tables
	1.2 Organise and represent information in simple line graphs
	1.3 Organise and represent information in **charts**
	1.4 Organise and represent information in diagrams
2. Be able to present data to inform others	2.1 Identify the most appropriate way to represent information depending on the information available
	2.2 Demonstrate labelling all information appropriately

Range
1. Be able to represent information in appropriate ways
Charts must include pictograms and bar charts.

Delivery and assessment guidance

Assessment criteria: 1.1–1.4

Learners should be given tasks that allow them to demonstrate their knowledge and skills in representing information in tables, simple line graphs, bar charts, and diagrams, for use in familiar everyday situations.

Example tasks:

- question papers/practical tasks could include:
  - represent information given in a list in tables, simple line graphs, bar charts, pictograms, or diagrams
  - collect information and represent it in tables, simple line graphs, bar charts, pictograms, or diagrams

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Assessment criteria: 2.1−2.2

Learners should be given tasks that allow them to demonstrate that they are able to correctly present data for others to see, for use in familiar, everyday situations.

Delivery and assessment guidance

Example tasks:
 	
• question papers/practical tasks could include:
  ○ using the numerical data collection in the previous task, present the data in 2 different forms, with accurate labelling so the information makes sense to others
  ○ justify choice of form of presentation given the data
  ○ add missing labels to tables, diagrams, simple line graphs and bar charts, with consistent scales
 	
Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.
 	
Tutors could provide tasks from sample entry level 3 Functional Skills assessments for learners to complete that will also provide support for progression to Functional Skills.

Entry level 1 10 point continuum

This section shows the entry 1 achievement continuum. There are 10 developmental stages in the continuum, each with a stage characteristic and a stage descriptor. These stages should be used by the assessor to make a decision against each learning outcome. A learner transcript can then be produced to show where the learner is at.

1. Encounter

Characterised by presence and reflex responses

Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.

Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.

2. Early awareness

Characterised by fleeting attention and inconsistent responses

Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.

Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.

3. Interest

Characterised by more consistent and differentiated reactions

Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.

Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.

4. Supported participation

Characterised by co-operation and engagement

Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities and participate in shared activities, although their responses may be supported by staff or other learners.

5. Active involvement

Characterised by recognition, anticipation and proactive responses

Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.

Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.

6. Development

Characterised by remembered responses and intentional communication

Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.

Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.

7. Exploration

Characterised by concentration, recall and observation

Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.

Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.

8. Initiation

Characterised by established responses and conventional communication

Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication.

Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.

9. Consolidation

Characterised by the formation of skills, knowledge, concepts and understandings

Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.

Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.

10. Application

Characterised by the application of skills, knowledge, concepts and understandings

Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and engage in familiar, straightforward routines, anticipating some of the stages.

They are aware of cause and effect and anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They access appropriate sources of help when carrying out routine activities.

Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.

Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Assessment strategies and principles relevant to these qualifications

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Assessment strategy

Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

This table explains how the terms used at entry level in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Contribute to	Give ideas or opinions about the subject
Demonstrate	Show an understanding of the subject
Describe	Provide some details about the subject or item
Explain	Provide some details about the subject with simple reasons showing how or why
Give (an example of…)	Provide a relevant example to support the subject
Identify	List or name some of the main points
Indicate	Point out or show
Label	Give the correct name to identify the subject
List	Make a list of words, sentences or comments
Name	Give the correct words which identify the subject
Order	Arrange in a logical way
Plan	Think about, organise and give information in a logical way, this could be presented as written information, a diagram or an illustration
Respond to	Reply or answer in words
Show	Give some information that includes knowledge about the subject
State	Give some of the main points in brief, clear sentences

Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Appendix A: units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Entry level 1 mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/650/1814	Working with numbers up to 20	Entry 1	20
Unit 02	Y/650/1815	Calculating with numbers up to 20	Entry 1	30
Unit 03	H/650/1819	Understanding monetary values and reading measures of time	Entry 1	10
Unit 04	R/650/1822	Describing and comparing size and dimension	Entry 1	20
Unit 05	Y/650/1824	Describing and comparing weight and capacity	Entry 1	10
Unit 06	A/650/1825	Identifying and recognising common 2D and 3D shapes	Entry 1	10
Unit 07	J/650/1829	Using simple positional vocabulary	Entry 1	10
Unit 08	Y/650/1833	Extracting information from simple lists	Entry 1	10
Unit 09	F/650/1836	Sorting information	Entry 1	10
Unit 10	R/650/1840	Representing information in simple charts and diagrams	Entry 1	30

Entry level 2 mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	F/650/1872	Working with numbers up to 200	Entry 2	20
Unit 02	K/650/1875	Calculating with single and 2-digit numbers	Entry 2	30
Unit 03	M/650/1877	Estimating and approximating by rounding to the nearest 10	Entry 2	10
Unit 04	D/650/1880	Recognise simple fractions of whole numbers and shapes	Entry 2	10
Unit 05	F/650/1881	Using money and decimals	Entry 2	10
Unit 06	H/650/1882	Using length, weight and capacity	Entry 2	20
Unit 07	J/650/1883	Reading and comparing positive temperatures and using simple scales	Entry 2	10
Unit 08	K/650/1884	Reading and recording time	Entry 2	10
Unit 09	L/650/1885	Recognising and naming 2D and 3D shapes and using positional vocabulary	Entry 2	30
Unit 10	M/650/1886	Extracting, sorting and comparing information	Entry 2	20
Unit 11	R/650/1887	Collecting and representing information	Entry 2	20

Entry level 3 mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/650/1888	Working with numbers up to 1000	Entry 3	10
Unit 02	Y/650/1889	Calculating addition and subtraction	Entry 3	20
Unit 03	F/650/1890	Calculating multiplication and division	Entry 3	30
Unit 04	H/650/1891	Introduction to working with fractions	Entry 3	10
Unit 05	J/650/1892	Introduction to working with decimals	Entry 3	20
Unit 06	K/650/1893	Calculating with money	Entry 3	10
Unit 07	L/650/1894	Understanding and using time and temperature	Entry 3	20
Unit 08	M/650/1895	Measuring length, weight and capacity	Entry 3	30
Unit 09	R/650/1896	Understanding properties of 2D and 3D shapes and using positional vocabulary	Entry 3	20
Unit 10	T/650/1897	Extracting and interpreting information	Entry 3	10
Unit 11	Y/650/1898	Recording and presenting information	Entry 3	10

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Appendix B: Functional Skills subject content statement mapping

Entry level 1

Unit	Assessment criteria	Functional Skills maths subject content statement
1	1.1 Identify a specified number of items from 20 items	EL1.N2 Use whole numbers to count up to 20 items including zero
1	1.2 Count in twos up to 20	EL1.N2 Use whole numbers to count up to 20 items including zero
1	2.1 Put numbers in order of value in the range 0 to 20	EL1.N1 Read, write, order and compare numbers up to 20
1	2.2 Identify when the value of a number is higher or lower than that of others in the range 0 to 20	EL1.N1 Read, write, order and compare numbers up to 20
1	3.1 Read numbers written in digits or words from 0 to 20	EL1.N1 Read, write, order and compare numbers up to 20
1	3.2 Write numbers in digits or words from 0 to 20	EL1.N1 Read, write, order and compare numbers up to 20
2	1.1 Add numbers that total up to and including 20	EL1.N3 Add numbers which total up to 20, and subtract numbers from numbers up to 20
2	1.2 Use single and 2-digit numbers (as appropriate) to create totals of 5, 10 and 20	EL1.N3 Add numbers which total up to 20, and subtract numbers from numbers up to 20
2	2.1 Subtract numbers from numbers up to and including to 20	EL1.N3 Add numbers which total up to 20, and subtract numbers from numbers up to 20
2	2.2 Use addition to check accuracy of results	EL1.N3 Add numbers which total up to 20, and subtract numbers from numbers up to 20
2	3.1 Use related vocabulary and signs for addition	EL1.N4 Recognise and interpret the symbols +, – and = appropriately
2	3.2 Use related vocabulary and signs for subtraction	EL1.N4 Recognise and interpret the symbols +, – and = appropriately
2	3.3 Use related vocabulary and signs for equality	EL1.N4 Recognise and interpret the symbols +, – and = appropriately
2	3.4 Use a calculator for tasks involving addition	EL1.N4 Recognise and interpret the symbols +, – and = appropriately
2	3.5 Use a calculator for tasks involving subtraction	EL1.N4 Recognise and interpret the symbols +, – and = appropriately
3	1.1 Identify correct coins, to match specified values, where these involve numbers up to 20	EL1.M5 Recognise coins and notes and write them in numbers with the correct symbols (£ and p), where these involve numbers up to 20
3	1.2 Identify correct notes, to match specified values, where these involve numbers up to 20	EL1.M5 Recognise coins and notes and write them in numbers with the correct symbols (£ and p), where these involve numbers up to 20
3	1.3 Name a selection of coins and notes	EL1.M5 Recognise coins and notes and write them in numbers with the correct symbols (£ and p), where these involve numbers up to 20

Unit	Assessment criteria	Functional Skills maths subject content statement
3	2.1 Identify sequence for days of the week	EL1.M7 Know the number of days in a week, and months and seasons in a year. Be able to name and sequence
3	2.2 Identify sequence for months of the year	EL1.M7 Know the number of days in a week, and months and seasons in a year. Be able to name and sequence
3	2.3 Identify sequence for seasons of the year	EL1.M7 Know the number of days in a week, and months and seasons in a year. Be able to name and sequence
3	2.4 Read 12-hour analogue and digital clocks in hours	EL1.M6 Read 12-hour digital and analogue clocks in hours
4	1.1 Describe the size of objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	1.2 Compare the size of 2 objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	1.3 Sort objects in size order	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	2.1 Describe dimensions of objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	2.2 Compare dimensions of 2 objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	2.3 Sort objects in order of length	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	2.4 Sort objects in order of height	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
4	2.5 Sort objects in order of width	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
5	1.1 Describe weight of objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
5	1.2 Compare weight of 2 objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
5	1.3 Sort objects in order of weight	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity

Unit	Assessment criteria	Functional Skills maths subject content statement
5	2.1 Describe capacity of objects using simple vocabulary	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
5	2.2 Compare difference in capacity of same shape objects	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
5	2.3 Sort objects in order of capacity	EL1.M8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
6	1.1 Identify simple 2D shapes	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	1.2 Identify simple 2D shapes from everyday images	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	1.3 Identify simple 2D shapes in a range of sizes	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	2.1 Identify simple 3D shapes	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	2.2 Identify simple 3D shapes from familiar objects	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	2.3 Identify simple 3D shapes in a range of sizes	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
6	3.1 Describe the basic differences between simple 2D and 3D shapes	EL1.M9 Identify and recognise common 2D and 3D shapes including circle, cube, rectangle (including square) and triangle
7	1.1 Identify location of items or images using everyday simple positional vocabulary	EL1.M10 Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above
7	2.1 Find an item following directions that use simple positional vocabulary	EL1.M10 Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above
7	2.2 Place an item following simple directions that use positional vocabulary	EL1.M10 Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above
7	2.3 Direct others using simple positional vocabulary	EL1.M10 Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above
8	1.1 Identify basic formats used in simple ordered lists	EL1.H11 Read numerical information from lists
8	1.2 Identify everyday uses for basic formats in simple ordered lists	EL1.H11 Read numerical information from lists

Unit	Assessment criteria	Functional Skills maths subject content statement
8	2.1 Identify specific data in a simple list	EL1.H11 Read numerical information from lists
9	1.1 Identify criteria commonly used to classify information	EL1.H12 Sort and classify objects using a single criterion
9	1.2 Make a simple list using a single criterion	EL1.H12 Sort and classify objects using a single criterion
10	1.1 Read information presented in tally charts	EL1.H13 Read and draw simple charts and diagrams including a tally chart, block diagram/graph
10	1.2 Read information presented in block diagrams	EL1.H13 Read and draw simple charts and diagrams including a tally chart, block diagram/graph
10	2.1 Present information in a tally chart	EL1.H13 Read and draw simple charts and diagrams including a tally chart, block diagram/graph
10	2.2 Present information in a block diagram	EL1.H13 Read and draw simple charts and diagrams including a tally chart, block diagram/graph

Entry level 2

Unit	Assessment criteria	Functional Skills maths subject content statement
1	1.1 Identify a specified number of items from 0 up to 100	EL2.N1 Count reliably up to 100 items
1	1.2 Count in twos up to 100	EL2.N1 Count reliably up to 100 items
1	1.3 Count in tens up to 100	EL2.N1 Count reliably up to 100 items
1	2.1 Read numbers up to 200, given in words and figures	EL2.N2 Read, write, order and compare numbers up to 200
1	2.2 Write numbers up to 200, in words and figures	EL2.N2 Read, write, order and compare numbers up to 200
1	2.3 Use hundreds, tens, and units to identify the value of numbers up to 200	EL2.N2 Read, write, order and compare numbers up to 200
1	3.1. Be able to recognise odd and even numbers up to 100	EL2.N3 Recognise and sequence odd and even numbers up to 100
1	3.2 Sequence odd and even numbers up to 100	EL2.N3 Recognise and sequence odd and even numbers up to 100
1	4.1 Order numbers up to 200	EL2.N2 Read, write, order and compare numbers up to 200
1	4.2 Compare numbers up to 200	EL2.N2 Read, write, order and compare numbers up to 200
2	1.1 Identify the place value when adding 2-digit numbers	EL2.N5 Add and subtract 2-digit numbers
2	1.2 Use appropriate vocabulary and signs for addition	EL2.N4 Recognise and interpret the symbols +, – , x, ÷ and = appropriately

Unit	Assessment criteria	Functional Skills maths subject content statement
2	1.3 Demonstrate adding pairs of 2-digit numbers using different methods	EL2.N5 Add and subtract 2-digit numbers
2	1.4 Identify when pairs of 2-digit numbers give odd totals and even totals	EL2.N5 Add and subtract 2-digit numbers
2	2.1 Identify the place value when subtracting 2-digit numbers	EL2.N5 Add and subtract 2-digit numbers
2	2.2 Use appropriate vocabulary and signs for subtraction	EL2.N4 Recognise and interpret the symbols +, – , x, ÷ and = appropriately
2	2.3 Demonstrate subtracting pairs of 2-digit numbers using different methods	EL2.N5 Add and subtract 2-digit numbers
2	2.4 Use addition to check accuracy of results	EL2.N5 Add and subtract 2-digit numbers
2	3.1 Use appropriate vocabulary and signs for multiplication	EL2.N6 Multiply whole numbers in the range 0x0 to 12x12 (times tables)
2	3.2 Multiply whole numbers, in the range of 0 x 0 to 12 x 12, using different methods	EL2.N6 Multiply whole numbers in the range 0x0 to 12x12 (times tables)
2	3.3 Use addition to check answers to problems involving multiplication	EL2.N6 Multiply whole numbers in the range 0x0 to 12x12 (times tables)
2	4.1 Use appropriate vocabulary and signs for division	EL2.N4 Recognise and interpret the symbols +, – , x, ÷ and = appropriately
2	4.2 Divide 2-digit whole numbers by single-digit whole numbers and express remainders	EL2.N8 Divide 2-digit whole numbers by single-digit whole numbers and express remainders
2	4.3 Use multiplication to check answers to problems involving division	EL2.N8 Divide 2-digit whole numbers by single-digit whole numbers and express remainders
3	1.1 Demonstrate the use of approximation of figures to nearest 10 when counting items	EL2.N9 Approximate by rounding to the nearest 10, and use this rounded answer to check results
3	1.2 Demonstrate the use of approximate of figures to nearest 10 pence when working with money	EL2.N9 Approximate by rounding to the nearest 10, and use this rounded answer to check results
3	2.1 Identify likely totals using estimation	EL2.N9 Approximate by rounding to the nearest 10, and use this rounded answer to check results
3	2.2 Demonstrate using rounded answers to check results	EL2.N9 Approximate by rounding to the nearest 10, and use this rounded answer to check results

Unit	Assessment criteria	Functional Skills maths subject content statement
4	1.1 Recognise the words 'half', 'quarter' and 'tenth'	EL2.N10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
4	1.2 Recognise the symbols $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$	EL2.N10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
4	2.1 Identify halves of whole numbers and shapes	EL2.N10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
4	2.2 Identify quarters of whole numbers and shapes	EL2.N10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
4	2.3 Identify tenths of whole numbers and shapes	EL2.N10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
5	1.1 Select coins to match specified amounts	EL2.M12 Calculate money in pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
5	1.2 Select notes to match specified amounts	EL2.M12 Calculate money in pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
5	1.3 Select coins and notes to pay for items	EL2.M12 Calculate money in pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
5	1.4 Identify amount of change required when paying for items	EL2.M12 Calculate money in pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
5	2.1 Identify the use of decimals in everyday situations	EL2.N11 Read, write and use decimals to one decimal place
5	2.2 Read and write decimals to one decimal place	EL2.N11 Read, write and use decimals to one decimal place
5	2.3 Use decimal places to add and subtract decimals in column format	EL2.N11 Read, write and use decimals to one decimal place
6	1.1 Identify and demonstrate the use of metric units for measuring length	EL2.M14 Use metric measures of length including millimetres, centimetres, metres and kilometres
6	1.2 Compare and order different measurements of length	EL2.M14 Use metric measures of length including millimetres, centimetres, metres and kilometres
6	2.1 Identify and demonstrate the use of metric units for measuring weight	EL2.M15 Use measures of weight including grams and kilograms
6	2.2 Compare similar items and their weights	EL2.M15 Use measures of weight including grams and kilograms
6	3.1 Identify and demonstrate the use of metric units for measuring capacity	EL2.M16 Use measures of capacity including millilitres and litres

Unit	Assessment criteria	Functional Skills maths subject content statement
6	3.2 Compare items with different capacity	EL2.M16 Use measures of capacity including millilitres and litres
7	1.1 Read positive temperatures	EL2.M17 Read and compare positive temperatures
7	1.2 Compare positive temperatures	EL2.M17 Read and compare positive temperatures
7	2.1 Demonstrate reading simple scales to the nearest labelled division	EL2.M18 Read and use simple scales to the nearest labelled division
7	2.2 Demonstrate using simple scales to the nearest division	EL2.M18 Read and use simple scales to the nearest labelled division
7	3.1 Identify the correct measuring instrument for a task	EL2.M14 Use metric measures of length including millimetres, centimetres, metres and kilometres EL2.M15 Use measures of weight including grams and kilograms, EL2.M16 Use measures of capacity including millilitres and litres
8	1.1 Identify different ways used to record time	EL2.M13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
8	1.2 Identify different formats used to record dates	EL2.M13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
8	1.3 Identify number of hours in a day and weeks in a year	EL2.N7 Know the number of hours in a day and weeks in a year. Be able to name and sequence
8	1.4 Read time displayed on 12-hour analogue clocks in hours, half hours and quarter hours	EL2.M13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
8	1.5 Read time using 24-hour digital clocks in hours	EL2.M13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
9	1.1 Identify common 2D shapes in familiar situations	EL2.M19 Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres
9	2.1 Identify common 3D shapes in familiar situations	EL2.M19 Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres
9	3.1 State the properties of common 2D shapes	EL2.M20 Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base

Unit	Assessment criteria	Functional Skills maths subject content statement
9	3.2 State the properties of common 3D shapes	EL2.M20 Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base
9	3.3 Match shapes in 2D and 3D form	EL2.M20 Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base
9	3.4 Compare shapes in 2D and 3D form	EL2.M20 Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base
9	4.1 Give simple directions for others to understand	EL2.M21 Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards
9	4.2 Describe the position of items using positional vocabulary	EL2.M21 Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards
10	1.1 Extract information from lists	EL2.H22 Extract information from lists, tables, diagrams and bar charts
10	1.2 Extract information from tables	EL2.H22 Extract information from lists, tables, diagrams and bar charts
10	1.3 Extract information from diagrams and bar charts	EL2.H22 Extract information from lists, tables, diagrams and bar charts
10	2.1 Make numerical comparisons from charts	EL2.H23 Make numerical comparisons from bar charts
10	3.1 Use 2 criteria to sort and classify objects	EL2.H24 Sort and classify objects using 2 criteria
11	1.1 Identify different ways to collect numerical information	Does not map to Functional Skills
11	1.2 Collect specified numerical information	Does not map to Functional Skills
11	2.1 Use different ways to represent information	EL2.H25 Take information from one format and represent the information in another format including use of bar charts
11	2.2 Label information appropriately	EL2.H25 Take information from one format and represent the information in another format including use of bar charts

Entry level 3

Unit	Assessment criteria	Functional Skills maths subject content statement
1	1.1 Identify and demonstrate place values for each digit in 3-digit numbers	EL3.N1 Count, read, write, order and compare numbers up to 1000
1	1.2 Recognise and continue linear sequences of numbers up to 1000	EL3.N6 Recognise and continue linear sequences of numbers up to 100
1	2.1 Read numbers up to 1000 given in digits and words	EL3.N1 Count, read, write, order and compare numbers up to 1000
1	2.2 Write numbers up to 1000 in digits and words	EL3.N1 Count, read, write, order and compare numbers up to 1000
1	3.1 Order numbers up to 1000	EL3.N1 Count, read, write, order and compare numbers up to 1000
1	3.2 Compare numbers up to 1000	EL3.N1 Count, read, write, order and compare numbers up to 1000
1	4.1 Round numbers less than 1000 to the nearest 10	EL3.N5 Add and subtract 2-digit numbers. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
1	4.2 Round numbers less than 1000 to the nearest 100	EL3.N5 Add and subtract 2-digit numbers. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
1	4.3 Use rounded answers to check results	EL3. N5 Add and subtract 2-digit numbers. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
2	1.1 Identify the place value when adding 3-digit numbers	EL3.N2 Add and subtract using 3-digit whole numbers
2	1.2 Demonstrate adding 3-digit numbers with totals up to 1000, using different methods	EL3.N2 Add and subtract using 3-digit whole numbers
2	1.3 Use estimation to check that answers are realistic	EL3.N2 Add and subtract using 3-digit whole numbers
2	2.1 Identify the place value when subtracting 3-digit numbers	EL3.N2 Add and subtract using 3-digit whole numbers
2	2.2 Demonstrate subtracting pairs of 3-digit numbers, using different methods	EL3.N2 Add and subtract using 3-digit whole numbers
2	2.3 Use addition to check accuracy of results	EL3.N2 Add and subtract using 3-digit whole numbers
2	3.1 Use addition and subtraction as inverse operations	EL3.N2 Add and subtract using 3-digit whole numbers
3	1.1 Demonstrate multiplying 2-digit whole numbers by single-digit whole numbers	EL3.N4 Multiply 2-digit whole numbers by single and double-digit whole numbers

Unit	Assessment criteria	Functional Skills maths subject content statement
3	1.2 Demonstrate multiplying 2-digit whole numbers by double-digit whole numbers	EL3.N4 Multiply 2-digit whole numbers by single and double-digit whole numbers
3	1.3 Use addition to check answers to problems involving multiplication	EL3.N4 Multiply 2-digit whole numbers by single and double-digit whole numbers
3	2.1 Demonstrate dividing 3-digit whole numbers by single-digit whole numbers and express remainders	EL3.N3 Divide 3-digit whole numbers by single and double-digit whole numbers and express remainders
3	2.2 Demonstrate dividing 3-digit whole numbers by double-digit whole numbers and express remainders	EL3.N3 Divide 3-digit whole numbers by single and double-digit whole numbers and express remainders
3	2.3 Use multiplication to check accuracy of results	EL3.N3 Divide 3-digit whole numbers by single and double-digit whole numbers and express remainders
3	3.1 Use multiplication and division as inverse operations	EL3.N3 Divide 3-digit whole numbers by single and double-digit whole numbers and express remainders EL3.N4 Multiply 2-digit whole numbers by single and double-digit whole numbers
3	4.1 Use rounded answers to check results to calculations	EL3.N5 Add and subtract 2-digit numbers. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
4	1.1 Identify common fractions written in words and figures	EL3.N7 Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
4	1.2 Write common fractions in words and figures	EL3.N7 Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
4	2.1 Find fractions of quantities of items	EL3.N7 Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
4	2.2 Match equivalent forms of common fractions	EL3.N7 Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
5	1.1 Identify the use of decimals in everyday situations	EL3.N8 Read, write and use decimals up to 2 decimal places
5	1.2 Demonstrate reading and writing decimals up to 2 decimal points	EL3.N8 Read, write and use decimals up to 2 decimal places
5	2.1 Use a calculator to solve problems that include whole numbers and decimals	EL3.N8 Read, write and use decimals up to 2 decimal places

Unit	Assessment criteria	Functional Skills maths subject content statement
5	2.2 Use decimal places to add and subtract decimals in column format	EL3.N8 Read, write and use decimals up to 2 decimal places
5	3.1 Recognise sequences with decimals up to 2 decimal places	EL3.N8 Read, write and use decimals up to 2 decimal places
5	3.2 Continue sequences with decimals up to 2 decimal places	EL3.N9 Recognise and continue sequences that involve decimals
6	1.1 Write amounts of money using correct money notation	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	1.2 Add amounts of money	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	1.3 Check answers to addition with and without a calculator	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	2.1 Subtract amounts of money	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	2.2 Check answers to subtraction with and without a calculator	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	3.1 Work out costs for simple budgets	EL3.M10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
6	3.2 Estimate costs using rounding	EL3.M11 Round amounts of money to the nearest £1 or 10p
7	1.1 Read and record time in 12-hour and 24-hour formats	EL3.M12 Read, measure and record time using am and pm EL3.M13 Read time from analogue and 24-hour digital clocks in hours and minutes
7	2.1 Measure time in 12-hour and 24-hour formats	EL3.M12 Read, measure and record time using am and pm EL3.M13 Read time from analogue and 24-hour digital clocks in hours and minutes
7	3.1 Identify common temperature scales	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
7	3.2 Read and record temperature to the nearest labelled or unlabelled division	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division

Unit	Assessment criteria	Functional Skills maths subject content statement
7	3.3 Compare temperature readings	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
8	1.1 Read and compare units used to measure length	EL3.M15 Compare metric measures of length including millimetres, centimetres, metres and kilometres
8	1.2 Estimate and measure length	EL3.M18 Use a suitable instrument to measure mass and length
8	1.3 Use a suitable instrument to measure length	EL3.M15 Compare metric measures of length including millimetres, centimetres, metres and kilometres
8	1.4 Measure length to the nearest labelled or unlabelled division in metric and imperial units	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
8	2.1 Read and compare units used to measure weight	EL3.M16 Compare measures of weight including grams and kilograms
8	2.2 Estimate and measure items and their weights	EL3.M16 Compare measures of weight including grams and kilograms
8	2.3 Use a suitable instrument to measure mass	EL3.M18 Use a suitable instrument to measure mass and length
8	2.4 Measure weight to the nearest labelled and unlabelled division in metric and imperial units	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
8	3.1 Read and compare units used to measure capacity	EL3.M17 Compare measures of capacity including millilitres and litres
8	3.2 Estimate and measure capacity	EL3.M17 Compare measures of capacity including millilitres and litres
8	3.3 Use a suitable instrument to measure capacity	EL3.M17 Compare measures of capacity including millilitres and litres
8	3.4 Measure capacity to the nearest labelled and unlabelled division in metric and imperial units	EL3.M14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
9	1.1 Identify lines of symmetry in 2D shapes	EL3.M19 Sort 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
9	1.2 Identify 2D shapes with similar properties	EL3.M19 Sort 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles

Unit	Assessment criteria	Functional Skills maths subject content statement
9	2.1 Identify lines of symmetry in 3D shapes	EL3.M19 Sort 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
9	2.2 Identify 3D shapes with similar properties	EL3.M19 Sort 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
9	3.1 Use compass points to indicate and find a destination	EL3.M20 Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns
9	3.2 Use full/half/quarter/three-quarter turns to describe position and direction	EL3.M20 Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns
10	1.1 Extract information from lists	EL3.H21 Extract information from lists, tables, diagrams and charts and create frequency tables
10	1.2 Extract information from tables	EL3.H21 Extract information from lists, tables, diagrams and charts and create frequency tables
10	1.3 Extract information from diagrams and charts	EL3.H21 Extract information from lists, tables, diagrams and charts and create frequency tables
10	2.1 Create frequency tables	EL3.H21 Extract information from lists, tables, diagrams and charts and create frequency tables
10	3.1 Find numerical information in a bar chart or line graph	EL3.H22 Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs
10	3.2 Compare numerical information and state findings	EL3.H22 Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs
11	1.1 Organise and represent information in tables	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
11	1.2 Organise and represent information in simple line graphs	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts

Unit	Assessment criteria	Functional Skills maths subject content statement
11	1.3 Organise and represent information in charts	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
11	1.4 Organise and represent information in diagrams	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
11	2.1 Identify the most appropriate way to represent information depending on the information available	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
11	2.2 Demonstrate labelling all information appropriately	EL3.H23 Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts