Phone investigation

Name _____   Date _____

Look at the table below and complete it by filling in the missing information.

	Phone	Screen length (exact cm)	Screen length (nearest cm)	Screen width (exact cm)	Screen width (nearest cm)	Area of screen (nearest cm^2)	Weight (exact g)	Weight (nearest 10g)
1		6.2cm		7.2cm			234g	
2		8.5cm		4.5cm			169g	
3		7.8cm		5.2cm			197g	
4		8.1cm		4.4cm			154g	

Phone investigation

Name _____ Date _____

10 people have mobile phones. Look at the table and answer the questions.

Adriana	Paul	Zahra	Susan	Sayeed	James	Rubina	Ayako	Philip	Peter

Work out the fractions below – make sure you simplify when possible.

Phone				
Fraction of people owning this phone				

The phones were all on sale. Look at the table below and fill in the missing sale prices.

Phone				
Normal price	£165.00	£120	£180.00	£80.00
% discount	10% off	25% off	20% off	40% off
Sale price				

Curriculum mapping

Name _____ Date _____

FUNCTIONAL MATHEMATICS Coverage and Range statements (indicative only)

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

✓ *indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.*

Entry Level 2

a) understand and use whole numbers with up to two significant figures
b) understand and use addition/subtraction in practical situations
c) use doubling and halving in practical situations
d) recognise and use familiar measures, including time and money
e) recognise sequences of numbers, including odd and even numbers
f) use simple scales and measure to the nearest labelled division
g) know properties of simple 2D and 3D shapes
h) extract information from simple lists

Entry Level 3

a) add and subtract using three-digit numbers
b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10
c) round to the nearest 10 or 100 ✓
d) understand and use simple fractions ✓
e) understand, estimate, measure and compare length, capacity, weight and temperature
f) understand decimals to two decimal places in practical contexts ✓
g) recognise and describe number patterns
h) complete simple calculations involving money and measures ✓
i) recognise and name simple 2D and 3D shapes and their properties
j) use metric units in everyday situations ✓
k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓

Level 1

a) Understand and use whole numbers and understand negative nos. in practical contexts
b) Add, subtract, multiply and divide whole numbers using a range of strategies
c) Understand and use equivalences between common fractions, decimals and percentages ✓
d) Add and subtract decimals up to two decimal places
e) Solve simple problems involving ratio, where one number is a multiple of the other
f) Use simple formulae expressed in words for one- or two-step operations
g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature
h) Convert units of measure in the same system
i) Work out areas and perimeters in practical situations ✓
j) Construct geometric diagrams, models and shapes
k) Extract and interpret information from tables, diagrams, charts and graphs ✓
l) Collect and record discrete data and organise and represent information in different ways
m) Find mean and range
n) Use data to assess the likelihood of an outcome

References: Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*
http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf
This resource also covers many **adult numeracy curriculum** http://www.excellencegateway.org.uk/sflcurriculum elements.