

Long Term Plan Maths



Functional Skills Entry Level 3

	Autumn (Using Numbers and the Number System)	Spring (Using Numbers and the Number System/Common Measures, shape and space)	Summer (Handling Data and information)
Unit	<p>Count, read, write, order and compare numbers up to 1000 (E3.1)</p> <p>Recognise and use positive and negative numbers (Lv1 - 2)</p> <p>Add and subtract using three-digit whole numbers (E3.2)</p> <p>Multiply and divide whole numbers and decimals by 10, 100, 1000 (Lv 1 - 3)</p> <p>Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders (E3.3)</p> <p>Multiply two-digit whole numbers by single- and double-digit whole numbers (E3.4)</p> <p>Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results (E3.5)</p> <p>Read, write and use decimals up to two decimal places (E3.8)</p> <p>Follow the order of precedence of operators (Lv 1-7)</p> <p>Recognise and continue linear sequences of numbers up to 100 (E3.6)</p>	<p>Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms (E3.7)</p> <p>Read, write, order and compare common fractions and mixed numbers (LV1 - 8)</p> <p>Find fractions of whole number quantities or measurements (LV 1 -9)</p> <p>Recognise and calculate equivalences between common fractions, percentages and decimals – AT BASIC LEVEL (Lv1 - 16)</p> <p>Read, write, order and compare percentages in whole numbers (Lv1 - 13)</p> <p>Estimate answers to calculations using fractions and decimals (Lv1 - 15)</p> <p>Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof – Teach at basic level (Lv1 - 14)</p> <p>Work with simple ratio and direct proportions (LV1 - 17)</p> <p>Calculate with money using decimal notation and express money correctly in writing in pounds and pence (E3.10)</p> <p>Round amounts of money to the nearest £1 or 10p (E3.11)</p>	<p>Extract information from lists, tables, diagrams and charts and create frequency tables (E3.21)</p> <p>Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs (E3.22)</p> <p>Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts (E3.23)</p> <p>Find the mean and range of a set of quantities (Lv1 -29)</p> <p>Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events (Lv1 -30)</p> <p>Use equally likely outcomes to find the probabilities of simple events and express them as fractions (Lv1 -31)</p> <p>Review of units at FS E3 level including past papers</p> <p>Exam preparation</p>

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	<p>Recognise and continue sequences that involve decimals (E3.9)</p> <p>Calculate the squares of one-digit and two-digit numbers (Lv1- 6)</p> <p>Review of units at Entry Level 3 including past papers</p>	<p>Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division (E3.14)</p> <p>Compare metric measures of length, including millimetres, centimetres, metres and kilometres (E3.15)</p> <p>Compare measures of weight, including grams and kilograms (E3.16)</p> <p>Compare measures of capacity, including millilitres and litres (E3.17)</p> <p>Use a suitable instrument to measure mass and length (E3.18)</p> <p>Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangle (E3.19)</p> <p>Read, measure and record time using am and pm (E3.12)</p> <p>Read time from analogue and 24-hour digital clocks in hours and minutes (E3.13)</p> <p>Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns (E3.20)</p> <p>Recognise and make use of simple scales on maps and drawings (LV1 - 21)</p> <p>Complete at lower level e.g. coordinates in the first quadrant</p> <p>Review of units at FS E3 level including past papers</p>	
<p>Skills, Knowledge and Learning</p>	<p>Pupils should feel they have concrete knowledge of how to use all of the basic operations, and as a result should feel confident in their ability to tackle many everyday maths problems using these.</p>	<p>Pupils should develop a confidence in FDP in real word application. Pupils should feel they know how to calculate percentages of amounts, including being able to work out percentage drops on products, or calculate tax amounts</p>	<p>Within this term, pupils should develop their confidence in being able to pick out information from a range of different tables and graphs. Due to the large number of charts, graphs and</p>

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	<p>Examples include dividing up money, being able to calculate money after subtracting purchases, or being able to work out the price of multiple items they may purchase using multiplication. Knowing when to apply the correct basic operation is also vital for pupils confidence in using operations and will be key to this unit of work</p>	<p>from future wages. Pupils should also be able to use fractions in context. For example pupils should again feel confident in using $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ for specific situations such as fuel in a car tank and the estimated miles left based on this. Pupils should also have learnt how to convert between different units of measure, again linking this to real life problems such as how cars run to MPG despite fuel prices being in litres.</p> <p>Pupils should also become familiar with units on maps, and how we read these. Pupils should be able to look at different maps and be confident in drawing out information</p>	<p>diagrams in the real world, it's important students develop a keen eye for picking out key information in a chart or graph to be able to understand what it is displaying. From this students should be given the skills and knowledge to extract the important pieces of necessary information. Further to this pupils should develop knowledge of how to display their own information and the most purposes chart or graph for doing this. Finally pupils can tie this up by being able to confidently draw out key information such as the Mean or range of data, alongside links to probability.</p>
<p>NC/Qualification Objectives</p>	<p>All units above relate to objectives taken directly from FS curriculum See numbers next to objectives above</p>	<p>All units above relate to objectives taken directly from FS curriculum See numbers next to objectives above</p>	<p>All units above relate to objectives taken directly from FS curriculum See numbers next to objectives above</p>
<p>Enrichment/ Experiences</p>	<ul style="list-style-type: none"> - <i>Sea life centre/ Marwell Zoo</i> <ul style="list-style-type: none"> o <i>– Planning the journey to Sea Life Centre</i> o <i>Time it takes to get there & time to visit the attraction</i> o <i>Costs of visiting</i> o <i>Weight of animals/ feed needed for animals</i> - <i>Christmas shopping</i> <ul style="list-style-type: none"> o <i>– Planning a shopping list for Christmas Dinner/ Presents</i> o <i>Working with budgets, discounts and sales</i> 		

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Curriculum End Point / Goal	<ul style="list-style-type: none">- That pupils feel confident in their own ability to use operations in real life contexts- That pupils are able to break down real life problems and identify the correct operations to use- That pupils can use estimation in a range of contexts to help speed up their ability to solve problems, but also to check their own calculations	<ul style="list-style-type: none">- That pupils feel confident in their knowledge of FDP- That pupils are able to use FDP confidently in a range of real world problems- That pupils understand different measures, how these relate to each other and why we have different measures, including which are most appropriate and when- That pupils feel confident in the real world, to access maps and have the skills to understand how to use them	<ul style="list-style-type: none">- That pupils feel confident in their ability to access any chart/graph/table that you would find in the real world such as bus timetables, flight information boards, online tables such as sports tables so that pupils feel prepared for life after school- For pupils to be able to easily calculate averages in real life problems
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