

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills)

Ascentis Entry Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills)

- Whole Numbers (Entry Level 1)
- Addition Skills (Entry Level 1)
- Subtraction Skills (Entry Level 1)
- Understanding Money and Time (Entry Level 1)
- Understanding Measures (Entry Level 1)
- Understanding Shape and Space (Entry Level 1)
- Data Handling (Entry Level 1)

Ascentis Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills)

Ofqual Number (See page 5 of the specification)

Ofqual Start Date: 01/08/2022

Ofqual Review Date: 31/07/2028

Ofqual Certification Review Date: 31/07/2029

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
August 2026 V2	Updates to Assessment Criteria wording across all units following review. Indicative content added for all units	Unit Specifications

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in, recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis – a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progression to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS ENTRY LEVEL 1 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction

The Ascentis Entry Level 1 Awards and Extended Award in Mathematics (Stepping Stones to Functional Skills) and the Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 1. They are intended to aid progression to further study through Mathematics Functional Skills qualifications. The Ascentis Entry Level 1 Awards in Mathematics (Stepping Stones to Functional Skills) are a range of small qualifications which have been designed to 'bridge the gap' in learners' mathematical knowledge, thus focus on developing confidence and ability.

There are several features of these qualifications that make them very appropriate for their target learners:

- There is a wide range of single-unit Awards – 7 in total
- Unit certification is available for each of the units
- They are relatively short qualifications of 10–20 guided learning hours – bite-sized learning
- They can be delivered either as a classroom-based course or as a blended learning programme
- They are assessed by completion of Ascentis-designed assessments – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of this suite of qualifications are to enable learners:

- 1 To gain underpinning mathematical skills
- 2 To bridge the gap in their mathematical knowledge
- 3 To prepare for the completion of the Functional Skills in Mathematics qualification at Entry Level 1
- 4 To progress onto the Ascentis Entry Level 2 Awards in Mathematics (Stepping Stones to Functional Skills)
- 5 To develop the skills required to move into the world of work or work-based learning

Target Group

These qualifications are aimed at a range of learners, including:

- Adults who wish to develop and demonstrate their skills in mathematics
- Young people aged 14–19 who wish to develop and demonstrate their skills in some aspects of mathematics

Regulation Codes

- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers – 610/0407/8
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Addition Skills - 610/0411/X
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction Skills – 610/0410/8
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Money and Time – 610/0416/9
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measures – 610/0417/0
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space – 610/0419/4
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling – 610/0418/2
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - 610/0420/0
- Ascentis Entry Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills) - 610/0421/2
- Ascentis Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills) -610/0422/4

Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry 1. These are single-unit qualifications and certification is given for achieving a pass in the Ascentis-designed assessment.

Learners who achieve all 13 credits may wish to claim an Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills).

Rules of Combination

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E1	2	20	K/650/1299

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Addition Skills				
Title	Level	Credit Value	GLH	Unit Reference
Addition Skills	E1	2	20	Y/650/1300

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction Skills				
Title	Level	Credit Value	GLH	Unit Reference
Subtraction Skills	E1	2	20	D/650/1302

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Money and Time				
Title	Level	Credit Value	GLH	Unit Reference
Understanding Money and Time	E1	2	20	L/650/1307

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measures				
Title	Level	Credit Value	GLH	Unit Reference
Understanding Measures	E1	2	20	J/505/5942

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space				
Title	Level	Credit Value	GLH	Unit Reference
Understanding Shape and Space	E1	1	10	A/650/1310

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling				
Title	Level	Credit Value	GLH	Unit Reference
Data Handling	E1	2	20	J/505/7223

Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 3 Maximum credits: 5
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E1	2	20	K/650/1299
Addition Skills	E1	2	20	Y/650/1300
Subtraction Skills	E1	2	20	D/650/1302
Understanding Money and Time	E1	2	20	L/650/1307
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	A/650/1310
Data Handling	E1	2	20	J/505/7223
Credits from equivalent units: Please contact the Ascentis office to request equivalences and ask to speak to a member of the Qualifications Development Team.				

Ascentis Entry Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 6 Maximum credits: 12
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E1	2	20	K/650/1299
Addition Skills	E1	2	20	Y/650/1300
Subtraction Skills	E1	2	20	D/650/1302
Understanding Money and Time	E1	2	20	L/650/1307
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	A/650/1310
Data Handling	E1	2	20	J/505/7223
Credits from equivalent units: Please contact the Ascentis office to request equivalences and ask to speak to a member of the Qualifications Development Team.				

Ascentis Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills)				
				Credits: 13
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E1	2	20	K/650/1299
Addition Skills	E1	2	20	Y/650/1300
Subtraction Skills	E1	2	20	D/650/1302
Understanding Money and Time	E1	2	20	L/650/1307
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	A/650/1310
Data Handling	E1	2	20	J/505/7223
Credits from equivalent units: Please contact the Ascentis office to request equivalences and ask to speak to a member of the Qualifications Development Team.				

Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence the appropriate mathematical skill as stated in the unit, where required, to at least Entry 1 prior to studying these Entry Level qualifications.

Recommended Guided Learning Hours

The recommended guided learning hours are:

- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Addition Skills: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction Skills: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Money and Time: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measures: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Ascentis Entry Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Ascentis Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills): 130

Total Qualification Time

The total qualification time is:

- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Addition Skills: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction Skills: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Money and Time: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measures: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: 20
- Ascentis Entry Level 1 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Ascentis Entry Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Ascentis Entry Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills): 130

Age Range of Qualifications

These qualifications are suitable for young people aged 14–19 and adult learners.

Opportunities for Progression

These qualifications offer:

- The opportunity to move towards Mathematics Functional Skills at Entry 1 or Entry 2 or Mathematics Awards at Entry 2
- Evidence of achievement for learners moving into the world of work or work-based learning

Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Adult Numeracy Core Curriculum. This can be viewed at: https://www.skillsworkshop.org/resources/adult_numeracy_core_curriculum_dfes_2001

These qualifications also reflect the Functional skills subject content. This can be viewed at: <https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics>

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Once approved, Ascentis will deliver subject-specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee (refer to the latest version of the product catalogue).

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk

Reasonable Adjustments and Special Considerations

In the development of these qualifications, Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ In Northern Ireland it is the CCEA *General Conditions of Recognition*, and in Wales, Qualifications Wales' *Standard Conditions of Recognition*.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of these qualifications and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT ARRANGEMENTS

Assessment

Each unit is assessed through an assessment to be taken under supervised conditions. Guide times are provided for each assessment. The assessment is then internally assessed and verified by the centre and then externally verified by Ascentis.

The assessment assesses directly the mathematical skills within the unit and may contain questions that require the learner to apply the skills they have learnt to simple practical situations.

The learner will evidence achievement of all the assessment criteria for each unit by completing the Ascentis-designed assessment for that unit. Once a learner has all the evidence for an Award or the Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case any appeal is made. The work should be kept in the centre under secure conditions.

Ascentis-Designed Assessments

Each Entry 1 Award is assessed through an Ascentis-designed assessment. This must be conducted in centres under supervised conditions.

These assessments are available to download in the secure examinations section of Ascentis' online portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions.

Three sets of live assessments will be made available per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to re-sit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

Conduct of Assessments

The assessor may read out to the learner the instructions on the front page of the assessment paper and may read out the instructions and questions within the paper, which could include rephrasing of the questions if necessary.

VERIFICATION ARRANGEMENTS

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website www.ascentis.co.uk

External Verification

In order to support the roll-on, roll-off nature of this provision, which is likely to be offered over short time scales, Ascentis will offer a flexible approach to External Verification. This will include verification by post.

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence and talking to learners; and by reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of Mathematics and Numeracy in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualifications are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualifications should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications. Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

UNIT SPECIFICATIONS

Unit Title: **Whole Numbers**

Unit Reference Number: **K/650/1299**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise numbers up to 20, arrange them in size order and compare them.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E1.1, N1/E1.2, N1/E1.3. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Be able to count up to 20	1.1 Count forwards from 1 to 20 in order
	1.2 Count onwards from any number towards 20
	1.3 Count items up to 20, recognising that if they are rearranged there are still the same number of items
2 Be able to count backwards from 20	2.1 Count backwards from 20 to 1
	2.2 Count backwards to any number from 20
3 Know the written form of the numbers 0 to 20	3.1 Read the number names from 0 to 20
	3.2 Write the number names from 0 to 20
	3.3 Read the numbers from 0 to 20 in digit form
	3.4 Write the numbers from 0 to 20 in digit form
	3.5 Match numbers in words and digit form up to 20
4 Be able to order the digits 0 to 20	4.1 Arrange digits in order of size from 0 to 20
	4.2 Identify when a number is lower or higher than another, using numbers up to 20
	4.3 Identify the ordinal numbers up to 20, e.g. first, second, third

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Be able to count up to 20

Learners should build confidence counting forwards from one, as well as counting on from different starting points.

Learners should build confidence in recognising quantities up to 20 in familiar practical contexts.

1.1 Count forwards from 1 to 20 in order

- Counting in sequence: 1, 2, 3, 4, 5 and onwards to 20.
- Resources may include number lines, number cards, counters, cubes, coins or classroom objects.

Examples: count 12 pencils, count 17 counters, count 20 blocks.

1.2 Count onwards from any number towards 20

- Learners should practice starting from different numbers and continuing towards 20.
- Number tracks and verbal counting games may support fluency.

Examples: start at 6 and count on to 20; start at 14 and count on to 20.

1.3 Count items up to 20, recognising that if they are rearranged there are still the same number of items

- Learners should understand that rearranging objects does not change the total.

Resources may include practical objects such as cubes, buttons, pens, cups, coins or cards.

Examples: count 10 counters in a line, then count the same counters after they are moved into a circle.

2. Be able to count backwards from 20

Learners should practice counting backwards to support subtraction readiness and number sequence awareness.

2.1 Count backwards from 20 to 1

- Counting in sequence: 20, 19, 18, 17 and onwards to 1.
- Activities may include countdown games, number tracks and missing-number activities.

2.2 Count backwards to any number from 20

- Learners should stop at a given number when counting backwards.
- Examples: count back from 20 to 15; count back from 20 to 8.

3. Know the written form of the numbers 0 to 20

Learners should recognise and record numbers as both words and digits.

3.1 Read the number names from 0 to 20

- Number names include zero, one, two, three and onwards to twenty.

Resources may include matching cards and word labels to support number recognition.

3.2 Write the number names from 0 to 20

- Number names include zero, one, two, three and onwards to twenty.
- Learners may copy and then independently write number names.
- Tutors may introduce number words in small groups to support retention.

3.3 Read the numbers from 0 to 20 in digit form

- Digit forms include 0–20.
- Learners should read numbers presented out of order as well as in sequence.

3.4 Write the numbers from 0 to 20 in digit form

- Learners should write digits clearly and accurately.

Examples: write 7, 12, 15, 20 from spoken or written prompts.

3.5 Match numbers in words and digit form up to 20

- Learners should gain confidence in recognising that number names and numbers in digit form represent the same quantity.
- Activities may include matching cards, domino-style games or simple worksheets.

Examples: seven = 7; fourteen = 14; twenty = 20.

4. Be able to order the digits 0 to 20

Learners should order and compare numbers up to 20 using simple mathematical language.

4.1 Arrange digits in order of size from 0 to 20

- Learners should order numbers from smallest to largest and largest to smallest.

Examples: 3, 8, 1, 10 ordered as 1, 3, 8, 10.

4.2 Identify when a number is lower or higher than another, using numbers up to 20

- Learners should develop confidence in comparing the size of numbers.
- Learners should develop confidence in identifying whether numbers are higher or lower than others, including understanding their relationship through place value.
- Vocabulary may include higher, lower, more, less, bigger and smaller.

Examples: 16 is higher than 9; 4 is lower than 11.

4.3 Identify the ordinal numbers up to 20

- Ordinal numbers may include first, second, third, fourth, fifth and onwards to twentieth.

Example activities may include placing learners, objects or pictures in order.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital number games or interactive whiteboard counting activities. • Use simple spreadsheet rows to show numbers 1–20.	• Counting routines can support confidence and reduce anxiety around numbers. • Learners can celebrate small milestones such as counting independently to 20.	• Use counting in everyday situations such as checking items, resources, coins or attendance.

UNIT SPECIFICATIONS

Unit Title: **Addition Skills**

Unit Reference Number: **Y/650/1300**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to add single-digit and double-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 1 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E1.4, N1/E1.6, N1/E1.7. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Know symbols and related vocabulary for addition	1.1 Identify the words used for addition
	1.2 Identify the symbol used for addition
	1.3 Match addition sums in words to number sentences
2 Be able to add single and double-digit numbers up to 20	2.1 Add objects to total up to 20
	2.2 Add pairs of numbers with a total of 20
	2.3 Make addition sentences with numbers and symbols to total up to 20
3 Know that answers for addition are correct	3.1 Use a calculator to check answers are correct for additions that total up to 20
4 Be able to identify equivalent additions	4.1 Identify equivalent additions that total up to 20
5 Be able to use addition in a practical situation	5.1 Use addition in a practical situation where the answer totals up to 20

Please be aware that the indicative content supplied below is a suggested guide only.

1. Know symbols and related vocabulary for addition

Learners should recognise addition language and understand that addition involves combining amounts or counting on.

1.1 Identify the words used for addition

- Learners should build confidence in recognising addition vocabulary such as add, plus, total, altogether, more, make, sum and combine.
Examples: "3 plus 2", "3 add 4", "how many *altogether*?"

1.2 Identify the symbol used for addition

- Learners should recognise + represents addition, including within simple number sentences.

1.3 Match addition sums in words to number sentences

- Learners should develop confidence in matching addition statements written in words with corresponding number sentences.

Examples: "five add three" matches $5 + 3$ or "Six plus four equals ten" matches $6 + 4 = 10$.

2. Be able to add single and double-digit numbers up to 20

Learners should continue to develop their understanding of number bonds and apply this when adding single- and double-digit numbers up to 20.

2.1 Add objects to total up to 20

- Learners should practise addition of single and double-digit numbers up to 20.
- Learners should practice combining two or more groups of objects and count the total.
- Activities may include using practical resources such as number blocks, using number lines or number squares, developing counting on strategies and simple written calculations that total up to 20.

Examples: '6 counters and 3 counters make 9 counters' or '3 apples, 4 apples and 4 apples make 11 apples'

2.2 Add pairs of numbers with a total of 20

- Learners should develop independence in adding single- and double-digit numbers up to 20.
- Learners should continue to strengthen their understanding of number bonds and use this knowledge to add single- and double-digit numbers up to 20.

Resources may include number lines, counters or ten frames.

Examples may include $5 + 5 = 10$, $8 + 4 = 12$, $11 + 7 = 18$ and $13 + 7 = 20$.

2.3 Make addition sentences with numbers and symbols to total up to 20

- Learners should write number sentences using numbers from 1 up to 20 in digit form.
- Learners should use + and = correctly.

Examples: $4 + 6 = 10$; $12 + 3 = 15$; $9 + 8 = 17$.

3. Know that answers for addition are correct

3.1 Use a calculator to check answers are correct for additions that total up to 20

- Learners should use a calculator to check additions that total up to 20.
- Learners should develop confidence in comparing a calculator result with their own answer, or a given answer, and recognising when an answer is incorrect.

4. Be able to identify equivalent additions

4.1 Identify equivalent additions that total up to 20

- Learners should understand that equivalent additions are different calculations with the same total.

Examples: $2 + 3 = 5$ and $1 + 4 = 5$; $6 + 4 = 10$ and $7 + 3 = 10$ or $4 + 6 = 10$.

5. Be able to use addition in a practical situation

5.1 Use addition in a practical situation where the answer totals up to 20

- Learners should develop confidence in recognising practical situations where addition is needed and use appropriate addition strategies to find totals up to 20.
- Practical situations may include counting items, adding prices in pence, adding learners in the classroom, adding resources or combining scores.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use a calculator app or physical calculator to check totals. • Use digital counters or interactive number lines to support with the development of addition skills.	• Practical resources can help learners approach calculations with greater confidence and mastery. • Pair work can support discussion, peer learning and communication.	• Use addition for shopping totals, counting items, checking resources or combining scores.

UNIT SPECIFICATIONS

Unit Title: **Subtraction Skills**

Unit Reference Number: **D/650/1302**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to subtract single- and double-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 1 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E1.5, N1/E1.6, N1/E1.7. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Know symbols and related vocabulary for subtraction	1.1 Identify the words used for subtraction
	1.2 Identify the symbol used for subtraction
	1.3 Match the subtraction calculations in words to number sentences
2 Be able to subtract single- and double-digit numbers from numbers up to 20	2.1 Subtract objects from groups of up to 20 objects
	2.2 Subtract single-digit numbers from numbers up to 20
	2.3 Subtract double-digit numbers from numbers up to 20
	2.4 Make subtraction sentences with numbers and symbols
3 Know that subtraction answers are correct	3.1 Use a calculator to check answers to subtractions where the highest digit is 20 or less
4 Be able to identify equivalent subtraction	4.1 Identify equivalent subtractions where the highest digit is 20 or less
5 Be able to use subtraction in a practical situation	5.1 Use subtraction in a practical situation where the highest digit is 20 or less

Please be aware that the indicative content supplied below is a suggested guide only.

1. Know symbols and related vocabulary for subtraction

Learners should recognise subtraction language and understand that subtraction involves taking away, finding the difference, or counting back from a number.

1.1 Identify the words used for subtraction

- Learners should build confidence in recognising subtraction vocabulary such as subtract, take away, minus, less than, difference, fewer

Examples: "3 minus 2", "7 take away 4", "how many are left?"

1.2 Identify the symbol used for subtraction

- Learners should recognise '-' represents subtraction, including within simple number sentences.

1.3 Match subtraction sums in words to number sentences

- Learners should develop confidence in matching subtraction statements written in words with corresponding number sentences.

Examples: "five take away three" matches $5 - 3$ or "Six minus four equals two" matches $6 - 4 = 2$

2. Be able to subtract single- and double-digit numbers from numbers up to 20

Learners should practise subtraction of single- and double-digit numbers from numbers up to 20.

Learners should continue to develop their understanding of number bonds and apply this when subtracting single- and double-digit numbers from numbers up to 20.

2.1 Subtract objects from groups of up to 20 objects

- Learners should practise taking away objects from groups and counting how many remain.
- Example activities may include using practical resources such as number blocks.

Examples: '9 counters take away 3 counters leaves 6 counters' or '11 apples take away 4 apples leaves 7 apples'.

2.2 Subtract single-digit numbers from numbers up to 20

- Learners should develop independence in subtracting single-digit numbers from numbers up to 20
- Learners should continue to strengthen their understanding of number bonds and use this knowledge to subtract single-digit numbers from numbers up to 20.

Resources may include number lines, counters or ten frames.

Examples may include $10 - 5 = 5$, $12 - 4 = 8$, $18 - 7 = 11$ and $20 - 7 = 13$.

2.3 Subtract double-digit numbers from numbers up to 20

- Learners should develop confidence in subtracting double-digit numbers from numbers up to 20 where the calculation is appropriate.
- Learners should use practical resources and counting-back strategies to support understanding.

Examples may include $20 - 10 = 10$, $8 - 12 = 6$ and $20 - 15 = 5$.

2.4 Make subtraction sentences with numbers and symbols

- Learners should write number sentences using numbers from 1 up to 20 in digit form.
- Learners should use - and = correctly.

Examples: $10 - 4 = 6$; $15 - 3 = 12$; $17 - 8 = 9$.

3. Know that subtraction answers are correct

3.1 Use a calculator to check answers to subtractions where the highest digit is 20 or less

- Learners should use a calculator to check subtraction calculations.
- Learners should develop confidence in comparing a calculator result with their own answer, or a given answer, and recognising when an answer is incorrect.

4. Be able to identify equivalent subtractions

4.1 Identify equivalent subtractions where the highest digit is 20 or less

- Learners should understand that equivalent subtractions are different calculations with the same answer.

Examples: $5 - 2 = 3$ and $4 - 1 = 3$; $10 - 4 = 6$ and $8 - 2 = 6$; $9 - 5 = 4$ and $7 - 3 = 4$.

- Learners should begin to develop some understanding that subtraction is not commutative: for example, $5 - 2$ is not the same as $2 - 5$.

5. Be able to use subtraction in a practical situation

5.1 Use subtraction in a practical situation where the highest digit is 20 or less

- Learners should develop confidence in recognising practical situations where subtraction is needed and use appropriate subtraction strategies to find answers.

Practical situations may include calculating change from a purchase, finding how many items remain after some are removed, working out how many learners are absent from a group.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use calculator apps to check subtraction answers. • Use digital number lines to practice counting back.	• Practical resources can help learners approach calculations with greater confidence. • Pair work can support discussion, peer learning and communication.	• Use subtraction for change, remaining items, empty seats, resources used or items left.

UNIT SPECIFICATIONS

Unit Title: **Understanding Money and Time**

Unit Reference Number: **L/650/1307**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise and select correct coins and notes. It will also provide an opportunity for learners to know the seasons and parts of the day and to tell the time in o'clock time. This unit assumes that learners have prior skills in whole numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 1 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E1.1, MSS1/E1.2. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Know the names and values of coins and notes involving the whole numbers from 1 to 20	1.1 Identify 1p, 2p, 5p 10p and 20p coins
	1.2 Identify £1 and £2 coins
	1.3 Identify £5, £10 and £20 notes
	1.4 Identify the symbols 'p' and '£' in an everyday situation
2 Be able to select coins and notes involving the whole numbers from 1 to 20	2.1 Choose coins which total up to 20p in different ways
	2.2 Choose £1 and £2 coins and £5, £10 and £20 notes to total up to £20 in different ways
3 Know the different parts of the day	3.1 Use vocabulary related to the time of day, e.g. midday, morning, afternoon
4 Be able to recognise time in o'clock times	4.1 Tell the time in o'clock times
	4.2 Relate the o'clock times of familiar events to parts of the day
5 Know the days of the week and their order	5.1 State the days of the week
	5.2 Order the days of the week
6 Know the seasons of the year and their order	6.1 State the seasons of the year
	6.2 Order the seasons of the year
	6.3 Relate familiar events to the seasons of the year

Please be aware that the indicative content supplied below is a suggested guide only.

1. Know the names and values of coins and notes involving the whole numbers from 1 to 20

Learners should recognise commonly used coins and notes and understand the symbols used for pounds and pence.

1.1 Identify 1p, 2p, 5p, 10p and 20p coins

- Learners should recognise each coin by value, size, colour and label.

Practical handling of real or replica coins may support recognition.

1.2 Identify £1 and £2 coins

- Learners should recognise £1 and £2 coins and understand that these are pound coins.
- Learners should be able to identify the difference between coins and their values.

1.3 Identify £5, £10 and £20 notes

- Learners should recognise notes by value, colour and printed amount.
- Learners should be able to identify the difference between notes and their values.

1.4 Identify the symbols p and £ in an everyday situation

- Learners should recognise that 'p' means pence.
- Learners should recognise that '£' means pounds.

Examples of everyday situations may include reading price labels, menu prices, receipts and signs.

2. Be able to select coins and notes involving the whole numbers from 1 to 20

Learners should make simple money amounts using coins and notes in different ways.

2.1 Choose coins which total up to 20p in different ways

- Learners should explore how to create the same amount of money in more than one way.

Examples: 20p can be made with 10p + 10p or 5p + 5p + 10p etc.

2.2 Choose £1 and £2 coins and £5, £10 and £20 notes to total up to £20 in different ways

- Learners should practice selecting suitable coins or notes for familiar purchases.

Examples: £10 + £10 = £20; £5 + £5 + £10 = £20; £2 + £2 + £1 = £5.

3. Know the different parts of the day

3.1 Use vocabulary related to the time of day, e.g. midday, morning, afternoon

- Learners should develop confidence in understanding and using vocabulary for different parts of the day, such as morning, midday, afternoon, evening and night.
- Learners should use this vocabulary to identify when different activities take place during the day.
- Examples: breakfast in the morning, lunch at midday, dinner in the evening.

4. Be able to recognise time in o'clock times

Learners should read o'clock times and connect familiar daily events to parts of the day.

4.1 Tell the time in o'clock times

- Learners should recognise the hour hand and minute hand positions for o'clock times on analogue clocks.

4.2 Relate the o'clock times of familiar events to parts of the day

- Learners should connect familiar daily events to o'clock times.

Examples: 8 o'clock in the morning may be breakfast time; 12 o'clock may be lunchtime; 7 o'clock in the evening may be dinner time.

5. Know the days of the week and their order

5.1 State the days of the week

- Learners should identify and name the seven days of the week.
- Learners should recognise the written and spoken names of each day.
- Learners should associate days of the week with familiar events, routines and activities.
- Learners should recognise that some activities take place on specific days, such as school, work, appointments or leisure activities.

5.2 Order the days of the week

Learners should understand the sequence of the days of the week and use this knowledge to describe simple time-related events and routines.

- Learners should be able to recognise and sequence the days of the week
- Learners should recognise that the sequence of days repeats every week.
- Learners may benefit from sequencing cards, calendars and visual timelines to reinforce the weekly cycle.
- Learners should identify yesterday, today and tomorrow.

Examples: today is Wednesday, yesterday was Tuesday, tomorrow is Thursday.

6 Know the seasons of the year and their order

6.1 State the seasons of the year

Learners should develop an awareness of the four seasons and recognise their names and basic characteristics. Learning should support understanding of changes throughout the year and how they relate to everyday life.

- Learners should identify and name the four seasons: spring, summer, autumn and winter.
- Learners should recognise the written and spoken names of the seasons.
- Learners may benefit from associating each season with familiar weather patterns and environmental changes.
- Learners may benefit from discussing clothing, activities and events commonly associated with different seasons.
- Learners may benefit from using photographs, videos and seasonal objects to support identification.

6.2 Order the seasons of the year

Learners should understand that seasons occur in a repeating annual cycle and be able to place them in the correct sequence.

- Learners should identify the order of the four seasons throughout the year.
- Learners should recognise which season comes before and after another season.
- Learners should understand that the seasonal cycle repeats each year.
- Learners may benefit from creating seasonal wheels, timelines and visual displays.
- Learners may benefit from sequencing photographs and images representing the four seasons.

6.3 Relate familiar events to the seasons of the year

Learners should link their understanding of seasons to familiar experiences, events and activities.

- Learners should identify activities commonly associated with each season.
- Learners should recognise seasonal events such as holidays, celebrations and community activities.
- Learners should relate weather conditions to seasonal activities and clothing choices.
- Learners may benefit from matching activities, photographs and events to the appropriate season.
- Learners should identify seasonal changes that affect daily routines and the surrounding environment.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital clocks and calendar tools to explore o'clock times, days and dates. • Use images of coins and notes in slides or interactive resources.	• Knowing routines, days and times may help learners improve organisation and independence. • Money confidence can improve management of personal finances.	• Use money for shopping, travel or lunch choices. • Use time for daily routines, appointments and timetables.

UNIT SPECIFICATIONS

Unit Title: **Understanding Measures**

Unit Reference Number: **J/505/5942**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to describe and compare the size, weight and capacity of objects.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E1.3, MSS1/E1.4, MSS1/E1.5, MSS1/E1.6. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Be able to understand and use vocabulary related to size	1.1	Identify familiar objects in terms of size, e.g. large, small
		1.2	Compare familiar objects in terms of size, e.g. larger, smaller, smallest
2	Be able to describe objects using the vocabulary related to length, width and height	2.1	Describe familiar objects using the vocabulary of length, width and height, e.g. long, short, wide, narrow, tall
3	Be able to make comparisons between the size of objects	3.1	Compare familiar objects in terms of length, width and height
4	Be able to describe objects using vocabulary related to weight	4.1	Describe familiar objects using the vocabulary of weight, e.g. heavy, light
5	Be able to make comparisons between weights of objects	5.1	Compare familiar objects of different sizes in terms of weight
		5.2	Compare familiar objects of the same size in terms of weight
6	Be able to describe objects using vocabulary related to capacity	6.1	Describe familiar objects using the vocabulary of capacity, e.g. full, empty
7	Be able to make comparisons between the capacity of objects	7.1	Compare familiar objects in terms of capacity

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Be able to understand and use vocabulary related to size

Learners should develop confidence in recognising and using vocabulary related to the size of familiar objects.

1.1 Identify familiar objects in terms of size

- Learners should recognise and use vocabulary related to size, including big, small, large

Examples: a large box, a small cup, a big bag

1.2 Compare familiar objects in terms of size

- Learners should compare familiar objects and describe them using appropriate size vocabulary
- Learners should use comparative vocabulary including larger, smaller, biggest and smallest.

Examples: Which object is larger? Which object is the smallest? Which bag is bigger?

2. Be able to describe objects using vocabulary related to length, width and height

2.1 Describe familiar objects using the vocabulary of length, width and height

- Learners should develop confidence in recognising and describing the dimensions of everyday objects using appropriate mathematical vocabulary.
- Length vocabulary may include long and short.
- Width vocabulary may include wide and narrow.
- Height vocabulary may include tall and short.

Examples: a long pencil, a short ruler, a tall bottle, a wide box, a narrow path.

3. Be able to make comparisons between the size of objects

Learners should compare familiar objects using vocabulary related to length, width and height.

3.1 Compare familiar objects in terms of length, width and height

- Learners should identify differences between objects and describe these using appropriate vocabulary.

Examples: Which pencil is longer? Which box is taller? Which book is wider? Which rope is shorter?

4. Be able to describe objects using vocabulary related to weight

Learners should develop confidence in recognising and describing the weight of familiar objects.

4.1 Describe familiar objects using the vocabulary of weight

- Learners should recognise and use vocabulary related to weight, including heavy and light.

Examples: a brick is heavy, a feather is light, a bag of books is heavy, an empty cardboard box is light.

5. Be able to make comparisons between weights of objects

Learners should compare the weight of familiar objects through practical activities and discussion.

5.1 Compare familiar objects of different sizes in terms of weight

- Learners should compare objects of different sizes and identify which is heavier or lighter.
- Learners should understand that larger objects are not always heavier than smaller objects.

Examples: a large empty box may be lighter than a small full tin.

5.2 Compare familiar objects of the same size in terms of weight

- Learners should compare objects of a similar size and identify differences in weight.
- Learners may use practical resources such as balance scales to support comparisons.
- Learners should understand that although objects are the same size, their weights can vary.

Example: Comparing the weight of two balls of the same size – a tennis ball and a solid rubber ball.

6. Be able to describe objects using vocabulary related to capacity

Learners should develop confidence in recognising and describing the capacity of familiar containers.

6.1 Describe familiar objects using the vocabulary of capacity, e.g. full, empty

- Learners should recognise and use vocabulary related to capacity, including full, empty, nearly full and nearly empty.

Examples: a full cup, an empty bottle

7. Be able to make comparisons between the capacity of objects

Learners should compare the capacity of familiar containers using practical activities and appropriate vocabulary.

7.1 Compare familiar objects in terms of capacity

- Learners should use vocabulary such as 'holds more', 'holds less'
- Learners should compare containers to identify which can hold more or less, using practical activities to explore and check capacity.

Examples: Which cup holds more water? Which bottle is fuller? Which jug holds less fruit juice?

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use photographs or digital sorting activities to compare objects. • Use simple, interactive drag-and-drop activities for vocabulary matching.	• Practical measuring language can support independence in everyday situations. • Hands-on tasks can build confidence for learners who find abstract maths concepts difficult.	• Use 'measures' vocabulary when cooking, shopping, organising spaces, choosing containers or comparing items.

UNIT SPECIFICATIONS

Unit Title: **Understanding Shape and Space**

Unit Reference Number: **A/650/1310**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise, name and sort 2D and 3D shapes and to understand everyday positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS2/E1.1, MSS2/E1.2. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Be able to recognise common 2D and 3D shapes	1.1	Recognise common 2D shapes
		1.2	Recognise common 3D shapes
2	Be able to name common 2D and 3D shapes	2.1	Name common 2D shapes, e.g. rectangle, square, circle
		2.2	Name common 3D shapes, e.g. cube
3	Understand everyday positional vocabulary	3.1	Use everyday positional vocabulary in familiar contexts, e.g. between, inside, near to, left, right, in front, behind, under and above

Please be aware that the indicative content supplied below is a suggested guide only.

1. Be able to recognise common 2D and 3D shapes

Learners should recognise common shapes in a range of familiar contexts. The shape set should remain appropriate for Entry Level 1 learners.

1.1 Recognise common 2D shapes

- Learners should recognise shapes in different sizes, colours and orientations.
- Common 2D shapes may include circle, square, rectangle and triangle.

Examples: clock face – circle; floor tile – square; window – rectangle; road sign – triangle.

1.2 Recognise common 3D shapes

- Learners should understand that 3D shapes are solid shapes that can be held and touched
- Common 3D shapes may include cube and cuboid.

Examples: dice – cube; building block – cube; cereal box – cuboid; tissue box – cuboid.

2. Be able to name common 2D and 3D shapes

Learners should use the correct names for common 2D and 3D shapes.

2.1 Name common 2D shapes

- Learners should develop confidence in recognising and naming common 2D shapes.
- 2D shape names may include circle, square, rectangle and triangle.
- Learners should begin to recognise simple features of common 2D shapes.
- Simple features may include: a triangle has 3 sides; a square has 4 equal sides; a rectangle has 4 sides; a circle has no straight sides.

2.2 Name common 3D shapes

- Learners should develop confidence in recognising and naming common 2D shapes.
- 3D shape names may include cube and cuboid.

Examples may include naming a dice as a cube and a cereal box as a cuboid.

3. Understand everyday positional vocabulary

Learners should develop confidence in recognising, understanding and using everyday positional vocabulary to describe the location of objects and people.

3.1 Use everyday positional vocabulary in familiar contexts

- Learners should develop confidence in using everyday positional vocabulary to describe the position of objects and people in familiar situations.
- Vocabulary may include left, right, in front, behind, under, above, between, inside and near.

Examples: the book is under the table; the chair is behind the desk; the pencil is inside the box; stand to the left of the door.

Practical activities may include placing objects in different positions and using positional vocabulary to describe where they are.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital images of real-life objects and ask learners to identify shapes. • Use simple interactive resources maps, images, room-layouts or drag-and-drop position activities.	• Shape and position activities can support learner wellbeing by promoting confidence, encouraging participation and helping learners recognise how mathematics is used in everyday life. • Learners may enjoy exploring shapes and positions in familiar environments	• Use shape and position vocabulary for room layouts, shopping, travel, following directions and organising objects.

UNIT SPECIFICATIONS

Unit Title: **Data Handling**

Unit Reference Number: **J/505/7223**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to extract information, sort and classify objects and represent data. This unit assumes that learners have prior skills in whole numbers, measures or shape and space at Entry 1. These skills may have been gained through the achievement of the Ascentis Whole Numbers, Understanding Measures unit or Understanding Shape and Space units at Entry 1 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in numbers, measures or shape and space through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E1.1, HD1/E1.2, HD1/E1.3. The unit reflects the requirements of the reformed Functional Skills qualifications.

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Be able to extract information from a list	1.1 Select information from lists that are ordered in different ways, e.g. alphabetically, numerically
2 Be able to sort objects using a single criterion	2.1 Sort objects using a single given criterion, e.g. colour, shape
	2.2 State the sorting criterion used
	2.3 Sort a set of objects using two different single criteria in turn, e.g. colour and then size
	2.4 State the different sorting criteria used
3 Be able to construct simple representations or diagrams	3.1 Identify different ways in which data can be represented, e.g. numbered list, simple pictogram, colour coding
	3.2 Represent data in different ways

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Be able to extract information from a list

Learners should select information from simple lists that are organised in different ways.

1.1 Select information from lists that are ordered in different ways

- Learners should develop confidence in locating and selecting information from lists
- Lists may include class names, shopping lists, fruit lists, attendance lists, number lists, birthdays or simple timetables.

Examples: find the third name on a list; find the item that costs 10p

2. Be able to sort objects using a single criterion

Learners should sort objects using one clear rule at a time and state the rule used.

2.1 Sort objects using a single given criterion

- Learners should develop confidence in sorting familiar objects into groups using one given criterion.
- Sorting criteria may include colour, shape, size or type or number
- Examples: separating objects based on type e.g. pens and pencils, sort everyday items such as clothing by type, sort a variety of familiar objects by colour e.g. green items and red items

2.2 State the sorting criterion used

Learners should develop confidence in identifying and stating the criterion used to sort familiar objects.

- Learners should explain how objects have been grouped
- Learners should say or write the criterion used for sorting.

Examples: “jumpers and trousers”, “blue pens and green pens”, “animals with two legs, animals with four legs”, “spotty and stripy”

2.3 Sort a set of objects using two different single criteria in turn

- Learners should sort the same set of objects more than once, using one criterion at a time.

Example: first sort shapes by colour, then sort the same shapes by size.

2.4 State the different sorting criteria used

- Learners should explain how objects have been grouped each time
- Learners should say or write the criterion used for sorting.

Example: Shapes sorted by colour “Blue shapes and red shapes”, red shapes sorted by size “big shapes and small shapes”

3. Be able to construct simple representations or diagrams

Learners should develop confidence in constructing simple representations and diagrams to organise and present information.

3.1 Identify different ways in which data can be represented

- Learners should develop confidence in recognising different ways that information and data can be presented.
- Representations may include numbered lists, picture lists, simple pictograms, tally marks, or simple charts.

Examples may include a pictogram showing favourite fruits, a list of names and favourite fruits, or a simple table showing the number of people who like each type of fruit.

3.2 Represent data in different ways

- Learners should develop confidence in representing information and data using simple representations and diagrams.
- Learners should use simple representations to organise and show information clearly.
- Learners should create simple representations and diagrams using familiar information.
- Learners should be supported to keep representations clear, accurate and easy to read.

Examples may include creating a picture list of favourite fruits, making a simple pictogram including a key, or organising information in a simple table.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use simple digital lists, pictograms or tables to show how information can be presented • Use interactive polling tools to collect favourite choices.	• Sorting and representing information can support decision-making and communication.	• Use lists for shopping, tasks, attendance. • Improve understanding of simple timetables,

APPENDIX 1

Summary Record of Achievement

Entry Level 1 Award / Extended Award / Certificate in Mathematics (Stepping Stones to Functional Skills)

Learner Name _____

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Whole Numbers	Entry 1	2			
Addition Skills	Entry 1	2			
Subtraction Skills	Entry 1	2			
Understanding Money and Time	Entry 1	2			
Understanding Measures	Entry 1	2			
Understanding Shape and Space	Entry 1	1			
Data Handling	Entry 1	2			

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____