

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills)

Ascentis Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills)

- Whole Numbers (Entry Level 2)
- Addition of Whole Numbers (Entry Level 2)
- Subtraction of Whole Numbers (Entry Level 2)
- Multiplication of Whole Numbers (Entry Level 2)
- Developing and Applying Fraction Skills (Entry Level 2)
- Understanding and Using Money (Entry Level 2)
- Understanding Time (Entry Level 2)
- Understanding Measure: Length (Entry Level 2)
- Understanding Measure: Weight, Capacity and Temperature (Entry Level 2)
- Understanding Shape and Space (Entry Level 2)
- Data Handling: Extracting and Sorting Data (Entry Level 2)
- Data Handling: Collecting and Representing Data (Entry Level 2)

Ascentis Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills)

Specification

Ofqual Number (See pages 5 & 6 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 2 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction

The Ascentis Entry Level 2 Awards and Extended Award in Mathematics (Stepping Stones to Functional Skills) and the Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 2. They are intended to aid progression to further study through Mathematics Functional Skills qualifications. The Ascentis Entry Level 2 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 – 12 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 2
- 4 To progress onto the Ascentis Entry Level 3 Awards/Certificate 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 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers – 610/0425/X
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers – 610/0426/1
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers – 610/0427/3
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers – 610/0428/5
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills – 610/0429/7
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money – 610/0430/3
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time – 610/0431/5

- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length – 610/0432/7
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature – 610/0433/9
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space – 610/0434/0
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data - 610/0435/2
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data – 610/0436/4

- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – 610/0437/6
- Ascentis Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills) - 610/0438/8
- Ascentis Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills) – 610/0439/X

Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry Level 2. These are single-unit qualifications and certification is given for achieving a pass in the Ascentis-designed assessment.

Learners who achieve a minimum of 12 credits using any combination of the Entry Level 2 Awards may wish to claim an Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills).

Rules of Combination

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Addition of Whole Numbers	E2	1	10	J/505/6024

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Subtraction of Whole Numbers	E2	1	10	H/505/6032

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Multiplication of Whole Numbers	E2	1	10	F/650/1303

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills				
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Fraction Skills	E2	1	10	K/650/1306

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money				
Title	Level	Credit Value	GLH	Unit Reference
Understanding and Using Money	E2	2	20	A/505/6022

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Time**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Time	E2	1	10	R/650/1309

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Measure: Length**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Measure: Length	E2	1	10	J/650/1314

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Measure: Weight, Capacity and Temperature**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Shape and Space**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Shape and Space	E2	1	10	L/650/1316

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data
Handling: Extracting and Sorting Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data
Handling: Collecting and Representing Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 3 Maximum credits: 5
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069
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 2 Extended Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 6 Maximum credits: 11
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069
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 2 Certificate in Mathematics (Stepping Stones to Functional Skills)				
				Credits: 12
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069
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 a level of mathematical skill to at least Entry Level 1 prior to studying these qualifications.

Guided Learning Hours (GLH)

The recommended guided learning hours are:

- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills): 120

Total Qualification Time (TQT)

The total qualification time is:

- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills): 120

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 Level 2 or Entry Level 3 or Mathematics Awards at Entry Level 3
- 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. All assessment papers may be enlarged, if required, with the exception of the **Understanding Measure: Length** assessment paper. If enlargement of this paper is required, please contact the Ascentis office prior to the assessment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the 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.

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.

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

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 Level 2 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.

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: **A/650/1301**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to work with numbers up to 200.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.1, N1/E2.2, N1/E2.6. 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 count reliably up to 100 items	1.1 Count up to 100 items
	1.2 Count in twos up to 100, starting from any whole number
	1.3 Count in tens up to 100
	1.4 Count on in tens up to 100, starting from any two-digit number
2 Recognise and sequence odd and even numbers up to 100	2.1 Recognise odd or even numbers up to 100
	2.2 Sequence odd or even numbers up to 100
3 Be able to read numbers up to 200	3.1 Read numbers from 0 up to 200
4 Be able to write numbers up to 200	4.1 Write numbers from 0 up to 200
5 Be able to order and compare numbers up to 200	5.1 Arrange numbers in order of size from 0 up to 200
	5.2 Identify when a number is lower or higher than another, using numbers up to 200
	5.3 Compare numbers from 0 up to 200 as being more than or less than another
	5.4 Identify what each digit in a two-digit number represents, including the use of zero as a place holder
6 Be able to approximate by rounding to the nearest 10	6.1 Identify place values for units and tens
	6.2 Round two-digit numbers to the nearest 10

Indicative Content

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

1. Be able to count reliably up to 100 items

1.1 Count up to 100 items

- Learners should develop confidence in counting practical sets of objects accurately up to 100.
- Counting should include recognising that the final number counted represents the total number of items.
- Counting may include everyday items such as counters, tickets, pencils, cups, books or coins.
- Learners may benefit from grouping objects into tens to support accurate counting.

1.2 Count in twos up to 100, starting from any whole number

- Learners should practice counting forwards in twos, including from odd and even starting points.
- Learners should recognise and use number patterns when counting in twos to support fluency and confidence with multiplication facts.

Examples may include 2, 4, 6, 8... or 15, 17, 19, 21...

1.3 Count in tens up to 100

- Learners should recognise counting in tens as a way of counting efficiently.
- Learners should notice the pattern created when counting in tens and use this to support confidence with the 10 times table.

Examples may include 10, 20, 30, 40...

1.4 Count on in tens up to 100, starting from any two-digit number

- Learners should practice adding ten mentally to a two-digit number.
- Learners should recognise that the tens digit changes while the units digit stays the same, where appropriate.
- Number tracks, hundred squares and place value grids may help learners identify number patterns and support their understanding of counting sequences.

Examples may include 23, 33, 43, 53... or 47, 57, 67, 77...

2. Recognise and sequence odd and even numbers up to 100

2.1 Recognise odd or even numbers up to 100

- Learners should identify patterns in number sequences to distinguish between odd and even numbers up to 100.
- Learners should recognise that counting in twos generates a sequence of even numbers and use this pattern to identify odd numbers.
- Learners should understand that even numbers can be grouped into pairs and odd numbers have one left over.
- Even numbers end in 0, 2, 4, 6 or 8.
- Odd numbers end in 1, 3, 5, 7 or 9.

2.2 Sequence odd or even numbers up to 100

- Learners should order or continue odd or even number sequences up to 100.
- Odd number sequences may include 1, 3, 5, 7...
- Even number sequences may include 2, 4, 6, 8...
- Learners may benefit from practising missing-number activities to support fluency in counting and pattern recognition.

3. Be able to read numbers up to 200

3.1 Read numbers from 0 up to 200

- Learners should be able to read numerals from 0 up to 200 and connect written numerals to spoken numbers or written number words.
- Examples may include 0, 9, 25, 104, 176 and 200.
- Learners may benefit from practice with numbers that include zero as a place holder, such as 105 and 120.

4. Be able to write numbers up to 200

4.1 Write numbers from 0 up to 200

- Learners should write numerals accurately from spoken or written number words.
- Examples may include writing 47, 103, 150 and 200.
- Learners should distinguish between numbers such as 13 and 30, 14 and 40, 15 and 50.
- Learners may benefit from practice with numbers that include zero as a place holder, such as 105 and 120.

5. Be able to order and compare numbers up to 200

5.1 Arrange numbers in order of size from 0 up to 200

Learners should arrange numbers in ascending or descending order.

- Learners should recognise the value of numbers up to 200 and compare them to determine which are larger or smaller.
- Learners may benefit from completing partially filled number sequences and ordering activities to reinforce their understanding of number size and position.
- Relevant vocabulary may include smallest, largest, increasing, decreasing, before and after.

5.2 Identify when a number is lower or higher than another, using numbers up to 200

- Learners should compare two numbers and identify which is higher or lower.

Examples may include 86 is higher than 68, 120 is lower than 150.

5.3 Compare numbers from 0 up to 200 as being more than or less than another

- Learners should compare the value of numbers up to 200 and identify which numbers are greater than or less than others.
- Learners should use comparison language accurately. This may include more than, less than, greater than, fewer than, equal to and the same as.

5.4 Identify what each digit in a two-digit number represents, including the use of zero as a place holder

- Learners should understand that two-digit numbers are made up of tens and units.
- Learners should recognise that the value of a digit depends on its position within a number and understand how zero can be used to show an empty place value.
- Learners should use place value knowledge to identify the tens and units in two-digit numbers, including numbers that contain zero as a placeholder.
- Learners should explore how changing a digit or its position changes the value of a two-digit number.

Examples may include: In 47, the 4 represents 4 tens and the 7 represents 7 units; In 20, the 0 shows there are no units

6. Be able to approximate by rounding to the nearest 10

6.1 Identify place values for units and tens

- Learners should explore different two-digit numbers and identify the value of each digit according to its position.

Examples may include 36 has 3 tens and 6 units.

6.2 Round two-digit numbers to the nearest 10

- Learners should round two-digit numbers to the nearest 10 using the units digit to decide whether to round down or up.
- Numbers ending in 1, 2, 3 or 4 round down.
- Numbers ending in 5, 6, 7, 8 or 9 round up.

Examples may include 34 rounds to 30 and 67 rounds to 70.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use online hundred squares, number sequencing activities and place value games. • Use spreadsheets to organise and compare numbers.	• Build confidence through mastering larger numbers and place value concepts. • Develop resilience through problem-solving and pattern recognition. • Celebrate progress through practical number challenges.	• Count quantities, stock, resources and attendance figures accurately. • Estimate quantities when shopping or planning activities. • Read and interpret numbers in everyday situations e.g. addresses, prices and timetables.

UNIT SPECIFICATIONS

Unit Title: **Addition of Whole Numbers**

Unit Reference Number: **J/505/6024**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to add two-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8. 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 add two-digit whole numbers	1.1	Add together whole numbers with two digits
2	Be able to recall addition facts to 10	2.1	Align numbers for column addition
		2.2	Identify different strategies to help with mental addition
3	Be able to use and interpret + and = in solving problems	3.1	Write or copy the + and = signs
		3.2	Identify words that mean addition
		3.3	Work out given problems using + and =
4	Be able to use a calculator to check calculations using whole numbers	4.1	Enter a two-digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

Indicative Content

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

1. Be able to add two-digit whole numbers

1.1 Add together whole numbers with two digits

- Learners should add two-digit whole numbers using practical, written and mental strategies.
- Strategies may include counting on, partitioning numbers into tens and units, using number lines and column addition, and applying mental calculation strategies such as rounding and adjusting.

Examples may include $24 + 13$, $35 + 42$ and $58 + 21$.

2. Be able to recall addition facts to 10

2.1 Align numbers for column addition

- Learners should understand that numbers need to be aligned correctly by place value when using column addition.
- Place value grids may support correct alignment.

2.2 Identify different strategies to help with mental addition

- Learners should recognise and use simple mental strategies for addition.
- Strategies may include counting on, number bonds to 10, doubles, near doubles and adding tens first and applying mental calculation strategies such as rounding and adjusting.
- Learners should practice using different method to check their calculations.

3. Be able to use and interpret + and = in solving problems

3.1 Write or copy the + and = signs

- Learners should recognise and correctly write the addition and equals symbols.
- Learners should recognise the correct placement of the + and = signs within a number sentence and understand how they are used to show a calculation and its answer.

Example: + means add, plus or total and = means equal to or the same as.

3.2 Identify words that mean addition

- Learners should recognise common words and phrases that indicate addition and use these to help solve simple calculations and word problems.
- Relevant vocabulary may include add, plus, total, altogether, sum, more, increase and combined.

3.3 Work out given problems using + and =

- Learners should use addition symbols to set out and solve simple problems.
- Learners should recognise where the + and = signs should be placed within a number sentence to show the calculation and its answer correctly.
- Problems should use familiar everyday contexts
- Learners may benefit from interpreting simple word problems and recording these as number sentences using + and = signs.

4. Be able to use a calculator to check calculations using whole numbers

4.1 Enter a two-digit number into a calculator in the correct order

- Learners should practise entering numbers carefully and checking that the calculator display matches the intended number.
- Learners should recognise that the order of the digits is important and understand that reversing digits changes the value of a number.
- Learners may benefit from using place value knowledge to identify and enter the tens digit before the units digit when working with two-digit numbers.

Examples may include entering numbers such as 15, 24, 36 and 90

4.2 Key in numbers and operators in the correct order

- Learners should enter calculations into a calculator in the correct sequence to obtain accurate answers.
- Learners should recognise the importance of entering numbers and operators in the correct order and checking the display before calculating.
- Learners may benefit from practising simple calculations and identifying errors caused by entering keys in the wrong sequence.

Examples may include: $24 + 15 =$, $36 + 22 =$ and $47 + 31 =$

4.3 Use a calculator to check answers in given calculations

- Learners should use a calculator as a checking tool after attempting addition calculations using mental, written or practical methods.
- Learners should compare their answers with the calculator display and identify any differences.
- Learners should recognise that calculators can be used to confirm the accuracy of an answer rather than replace mathematical thinking.
- Learners may benefit from discussing and correcting mistakes where the calculator result differs from their original answer.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use interactive addition games and digital number lines or place value grids. • Enter calculations into spreadsheets.	• Build confidence through successful completion of practical tasks. • Develop perseverance when solving calculations. • Strengthen memory and recall through repeated practice.	• Calculate shopping totals and group costs. • Add scores, quantities and measurements in everyday situations. • Combine information from different sources accurately.

UNIT SPECIFICATIONS

Unit Title: **Subtraction of Whole Numbers**

Unit Reference Number: **H/505/6032**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to subtract two-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8. 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 subtract two-digit whole numbers	1.1	Subtract whole numbers with two digits
2	Be able to recall subtraction facts to 10	2.1	Identify that subtraction is the inverse of addition
		2.2	Identify different strategies to help with mental subtraction
3	Be able to use and interpret – and = in solving problems	3.1	Write or copy the – and = signs
		3.2	Identify words that mean subtraction
		3.3	Work out given problems using – and =
4	Be able to use a calculator to check calculations using whole numbers	4.1	Enter a two-digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

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

1. Be able to subtract two-digit whole numbers

1.1 Subtract whole numbers with two digits

- Learners should subtract two-digit whole numbers using practical, written and mental strategies.
- Learners should use place value knowledge to support subtraction and understand the value of the tens and units digits within a calculation.
- Strategies may include counting back, counting on to find the difference, partitioning numbers into tens and units, using number lines and column subtraction.
- Learners may use known number facts and number bonds to support mental subtraction.

Examples may include: $48 - 16$, $75 - 32$ and $60 - 25$

2. Be able to recall subtraction facts to 10

2.1 Identify that subtraction is the inverse of addition

- Learners should understand that subtraction and addition are linked operations.
- Learners should recognise that addition and subtraction facts can be used to check answers and solve related calculations.
- Learners may benefit from exploring fact families to strengthen understanding of the relationship between addition and subtraction.
- Example: if $6 + 4 = 10$, then $10 - 4 = 6$ and $10 - 6 = 4$.

2.2 Identify different strategies to help with mental subtraction

- Learners should recognise simple strategies for subtracting mentally.
- Learners should select appropriate mental strategies according to the numbers involved in a calculation.
- Strategies may include counting back, counting on to find the difference, using number bonds, using known addition facts and subtracting tens first.
- Learners may benefit from using number lines, hundred squares and practical resources to support mental calculations.
- Learners should practice checking their answers using alternative methods, including inverse operations.

3. Be able to use and interpret – and = in solving problems

3.1 Write or copy the – and = signs

- Learners should recognise and correctly write the subtraction and equals symbols.
- Learners should practise completing simple number sentences using the correct symbols.
- Learners should recognise the correct placement of the – and = signs within a number sentence and understand how they are used to show a calculation and its answer.

Example: – means subtract, take away or minus and = means equal to or the same as.

3.2 Identify words that mean subtraction

- Learners should recognise common words and phrases that indicate subtraction and understand that they signal amounts should be reduced, compared or taken away.
- Learners should identify subtraction vocabulary in spoken and written contexts and use this to help solve simple calculations and word problems.
- Relevant vocabulary may include: subtract, minus, take away, difference, fewer, less, left

3.3 Work out given problems using – and =

- Learners should use subtraction symbols to set out and solve simple problems.
- Learners should recognise where the – and = signs should be placed within a number sentence to show the calculation and its answer correctly.
- Problems should use familiar everyday contexts that are relevant and meaningful to learners.
- Learners may benefit from interpreting simple word problems and recording these as number sentences using – and = signs.

4. Be able to use a calculator to check calculations using whole numbers

4.1 Enter a two-digit number into a calculator in the correct order

- Learners should practise entering numbers accurately and checking that the calculator display matches the intended number.
- Learners should identify which number should be entered first in a subtraction calculation and recognise that changing the order of the numbers will change the answer.
- Learners should recognise that changing the order of digits changes the value of a number.
- Learners may use place value knowledge to identify and enter the tens digit before the units digit.

Examples may include entering: 10, 42, 57 and 80

4.2 Key in numbers and operators in the correct order

- Learners should practise entering numbers accurately and checking that the calculator display matches the intended number.
- Learners should identify which number should be entered first in a subtraction calculation and recognise that changing the order of the numbers will change the answer.
- Learners should recognise that changing the order of digits changes the value of a number.
- Learners may use place value knowledge to identify and enter the tens digit before the units digit.

Examples may include entering: 10, 42, 57 and 80

4.3 Use a calculator to check answers in given calculations

- Learners should use a calculator to check subtraction answers after attempting the calculation using mental, written or practical methods.
- Learners should compare their answers with the calculator display and identify any differences.
- Learners should recognise that a calculator can be used to confirm the accuracy of an answer rather than replace mathematical thinking.
- Learners may benefit from discussing and correcting mistakes where the calculator result differs from their original answer.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital number lines, calculators and interactive subtraction activities to practise and check calculations. • Explore online games and learning activities that support mental subtraction and number facts. • Develop confidence using digital tools to support accuracy and mathematical understanding.	• Develop confidence in checking and correcting mistakes independently. • Encourage resilience and perseverance when solving mathematical problems.	• Calculate change from money transactions and purchases. • Work out remaining quantities, balances and available resources after items have been used or removed. • Compare costs, identify savings and calculate how much less one item costs than another. • Use subtraction to solve everyday problems involving budgeting, shopping and simple financial decisions.

UNIT SPECIFICATIONS

Unit Title: **Multiplication of Whole Numbers**

Unit Reference Number: **F/650/1303**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to multiply single- and double-digit whole numbers and check answers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.5, N1/E2.7, N1/E2.8.

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 multiply using single- and double-digit whole numbers	1.1 Identify that multiplication is the same as repeated addition, e.g. $3 \times 5 = 5 + 5 + 5$
	1.2 Identify that multiplication is commutative, e.g. $2 \times 4 = 4 \times 2$
	1.3 Halve and double whole numbers
	1.4 Multiply single-digit whole numbers
	1.5 Multiply two-digit by single-digit whole numbers
2 Be able to use and interpret x and = in solving problems	2.1 Write or copy the x and = signs
	2.2 Identify words that mean multiplication
	2.3 Work out given problems using x and =
3 Be able to use a calculator to check calculations using whole numbers	3.1 Enter a two-digit number into a calculator in the correct order
	3.2 Key in numbers and operators in the correct order
	3.3 Use a calculator to check answers in given calculations

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

1. Be able to multiply using single- and double-digit whole numbers

1.1 Identify that multiplication is the same as repeated addition

- Learners should understand that multiplication can represent equal groups and repeated addition.
- Learners should recognise that repeated addition can be used to work out multiplication calculations e.g. $3 \times 5 = 5 + 5 + 5$
- Practical contexts may include groups of objects, rows, packs, sets and equal quantities.
- Learners may benefit from using arrays, counters and pictorial representations to visualise equal groups.

1.2 Identify that multiplication is commutative

- Learners should understand that numbers can be multiplied in either order and give the same answer.
- Learners should recognise that changing the order of the numbers does not change the product e.g. $2 \times 4 = 4 \times 2$
- Learners may benefit from exploring arrays and grouping activities to demonstrate that multiplication is commutative.

1.3 Halve and double whole numbers

- Learners should practise finding half and double of whole numbers.
- Learners should recognise the relationship between doubling and halving and use this to support multiplication facts.
- Visual grouping, sharing objects and practical activities may support understanding.
- Learners should recognise patterns in doubling and halving calculations to support fluency with multiplication and division facts.

Examples may include: half of 12 is 6, double 6 is 12; half of 100 is 50, double 50 is 100

1.4 Multiply single-digit whole numbers

- Learners should multiply single-digit numbers using times-table facts and repeated addition.
- Learners may benefit from using arrays, grouping activities and number lines to support understanding of multiplication.
- Learners should recognise number patterns within multiplication tables to support recall of multiplication facts from 0×0 to 12×12

Examples may include: 3×4 , 5×6 and 9×2

1.5 Multiply two-digit by single-digit whole numbers

- Learners should multiply a two-digit number by a single-digit number using practical, written or mental methods.
- Learners should use place value knowledge to support multiplication calculations by recognising the value of tens and ones within a number.
- Strategies may include partitioning, repeated addition, arrays, equal groups and known multiplication facts and written multiplication methods.
- Learners should recognise number patterns and use multiplication facts to help calculate answers efficiently.
- Learners may use practical resources, pictorial representations and arrays to develop understanding of multiplication calculations.

2. Be able to use and interpret x and = in solving problems

2.1 Write or copy the x and = signs

- Learners should recognise and correctly write multiplication and equals symbols.
- Learners should identify the correct position of the x and = signs within a number sentence and understand their purpose.
- Learners may practise completing simple multiplication number sentences using the correct symbols.
- Example: x means multiply, times or groups of and = means equal to or the same as.

2.2 Identify words that mean multiplication

- Learners should recognise common words and phrases that indicate multiplication.
- Learners should identify multiplication vocabulary in spoken and written contexts and use this to help solve simple calculations and word problems.
- Relevant vocabulary may include: multiply, times, lots of, groups of, each and equal groups.
- Learners may benefit from engaging in discussions about how multiplication vocabulary is used in everyday situations.

2.3 Work out given problems using x and =

- Learners should use multiplication symbols to set out and solve simple problems.
- Learners should recognise where the x and = signs should be placed within a number sentence to show the calculation and its answer correctly, e.g. $6 \times 4 = 24$
- Problems should use familiar everyday contexts.
- Learners may benefit from interpreting simple word problems and recording these as multiplication number sentences.

3. Be able to use a calculator to check calculations using whole numbers

3.1 Enter a two-digit number into a calculator in the correct order

- Learners should enter numbers accurately and check that the calculator display matches the intended number.
- Learners should recognise that the order of digits affects the value of a number.
- Learners may use place value knowledge to identify and enter the tens digit before the units digit.

Examples may include entering: 12, 24, 36 and 60

3.2 Key in numbers and operators in the correct order

- Learners should enter multiplication calculations into a calculator in the correct sequence to obtain accurate answers.
- Learners should recognise that multiplication is commutative, meaning that the numbers can be entered in either order and will produce the same answer e.g. $12 \times 3 = 36$ or $3 \times 12 = 36$
- Learners may benefit from identifying and correcting errors caused by entering keys in the wrong sequence.

3.3 Use a calculator to check answers in given calculations

- Learners should use a calculator to check multiplication answers after attempting the calculation using mental, written or practical methods.
- Learners should compare their answers with the calculator display and identify any differences.
- Learners may benefit from discussing and correcting mistakes where the calculator result differs from their original answer.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use multiplication apps, online times-table activities and interactive games to practise multiplication facts. • Use digital arrays and grouping activities to explore multiplication as repeated addition.	• Encourage logical thinking, problem-solving and perseverance when working through calculations. • Build confidence through practical investigations and collaborative learning activities. • Develop independence by selecting and applying appropriate multiplication strategies.	• Calculate quantities in equal groups, sets and collections. • Work out totals for tickets, packs, boxes and other grouped items. • Solve everyday problems involving repeated amounts and equal groups.

UNIT SPECIFICATIONS

Unit Title: **Developing and Applying Fraction Skills**

Unit Reference Number: **K/650/1306**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to read, write and understand halves, quarters and tenths. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E2.1, N2/E2.2.
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 read and write halves, quarters and tenths of quantities	1.1 Read the numbers and symbols for half, quarter and tenth
	1.2 Write or copy the numbers and symbols for half, quarter and tenth
2 Be able to compare halves, quarters and tenths of quantities	2.1 State the number of halves it takes to make one whole
	2.2 State the number of quarters it takes to make one whole
	2.3 State that two quarters and one half are equivalent
	2.4 State the number of tenths it takes to make one whole
	2.5 Compare halves, quarters or tenths of amounts of given quantities
3 Be able to find halves, quarters and tenths of shapes	3.1 Find halves of shapes
	3.2 Find quarters of shapes
	3.3 Find tenths of shapes
4 Be able to find halves, quarters and tenths of small numbers of items	4.1 Work out halves of given amounts
	4.2 Work out quarters of given amounts
	4.3 Work out tenths of given amounts
5 Read, write and use decimals to one decimal place	5.1 Read decimals to one decimal place
	5.2 Write decimals to one decimal place
	5.3 Use decimals to one decimal place

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

1. Be able to read and write halves, quarters and tenths of quantities

1.1 Read the numbers and symbols for half, quarter and tenth

- Learners should recognise common fraction words and symbols and understand that fractions represent equal parts of a whole.
- Learners may benefit from matching fraction words, symbols and visual representations.
- Learners should identify half, quarter and tenth in spoken and written contexts, e.g.
Half: $\frac{1}{2}$
Quarter: $\frac{1}{4}$
Tenth: $\frac{1}{10}$

1.2 Write or copy the numbers and symbols for half, quarter and tenth

- Learners should practise writing or copying common fraction symbols accurately.
- Learners may also benefit from practising matching fraction words to symbols and pictorial representations.
- Learners should recognise the importance of writing the numerator and denominator correctly e.g.
Half: $\frac{1}{2}$
Quarter: $\frac{1}{4}$
Tenth: $\frac{1}{10}$

2. Be able to compare halves, quarters and tenths of quantities

2.1 State the number of halves it takes to make one whole

- Learners should know that two halves make one whole.
- Learners should recognise that a half is one of two equal parts.
- Practical activities may include folding or shading shapes or dividing objects into two equal parts or sharing items between two equal groups.

2.2 State the number of quarters it takes to make one whole

- Learners should know that four quarters make one whole.
- Learners should recognise that a quarter is one of four equal parts.
- Practical activities may include folding or shading shapes or dividing objects into four equal parts or sharing items between four equal groups.

2.3 State that two quarters and one half are equivalent

- Learners should understand that two quarters are the same amount as one half.
- Learners should explore these equivalent fractions using shapes, diagrams and practical resources.
- Learners may benefit from comparing visual representations to recognise that these different fractions can represent the same quantity.

2.4 State the number of tenths it takes to make one whole

- Learners should know that ten tenths make one whole.
- Learners should recognise that a tenth is one of ten equal parts.
- Learners may use strips or grids to explore tenths.
- Learners may benefit from engaging in practical activities to strengthen understanding, such as shading shapes or dividing objects into 10 parts or sharing items between 10 equal groups.

2.5 Compare halves, quarters or tenths of amounts of given quantities

- Learners should compare simple fractions of quantities and identify which fractions represent larger or smaller amounts.
- Learners should recognise that the size of the fraction depends on how many equal parts the whole has been divided into.
- Learners may compare whether $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{1}{10}$ of the same quantity is greater or smaller.
- Practical examples may include sharing food, objects, money or shaded shapes.

3. Be able to find halves, quarters and tenths of shapes

3.1 Find halves of shapes

- Learners should identify when a shape has been divided into two equal parts.
- Learners should recognise that both parts must be equal in size to represent one half.

3.2 Find quarters of shapes

- Learners should identify when a shape has been divided into four equal parts.
- Learners should recognise that each part must be equal in size to represent a quarter.

3.3 Find tenths of shapes

- Learners should identify when a shape has been divided into ten equal parts.
- Learners should recognise one tenth as one of ten equal sections.

Examples may include bars, strips and grids divided into tenths.

4. Be able to find halves, quarters and tenths of small numbers of items

4.1 Work out halves of given amounts

- Learners should recognise that halving is the same as dividing by two.
- Learners may use simple calculations, such as $12 \div 2 = 6$, to find one half of a given amount.
- Learners may benefit from exploring halves through practical sharing activities, dividing even numbers of items into two equal groups

Examples may include: half of 8, half of 10 and half of 20.

4.2 Work out quarters of given amounts

- Learners should recognise that one quarter can be found by dividing a quantity by four or by finding one half and then halving again and should explore different calculation strategies to check their answers.
- Learners may benefit from exploring quarters through practical sharing activities, dividing even numbers of items into four equal groups; or use counters, objects or drawings to support calculations.

Examples may include: one quarter of 8, 12, 16 and 20.

4.3 Work out tenths of given amounts

Learners should recognise that one tenth can be found by dividing a quantity by ten or by sharing a quantity into ten equal groups.

- Learners should recognise that finding a tenth involves dividing by ten.
- Learners should explore different strategies for finding one tenth, including sharing quantities into ten equal groups and dividing multiples of 10 by 10.
- Learners should recognise that one tenth represents one of ten equal parts of a whole quantity.
- Learners may benefit from exploring quarters through practical sharing activities, dividing even numbers of items into ten equal groups; or use counters, objects or drawings to support calculations.

Examples may include: one tenth of 10, 20, 30 and 100.

5. Read, write and use decimals to one decimal place

5.1 Read decimals to one decimal place

- Learners should read decimals with one digit after the decimal point (one decimal place).
- Learners should recognise the decimal point and understand that it separates whole numbers from parts of a whole.
- Learners should practice reading aloud the numbers, recognising that the digit after the decimal point represents tenths and should be read accordingly. For example, 1.2 is read as 'one point two' and represents one whole and two tenths.
- Learners should recognise that a zero can be used after the decimal point to show that there are no tenths; for instance, numbers such as 7 and 7.0 have the same value, although 7.0 explicitly shows zero tenths.
- Learners may benefit from linking tenths fractions to decimal notation.

Examples may include: 1.2, 3.5 and 7.0.

5.2 Write decimals to one decimal place

- Learners should write decimal numbers to one decimal place accurately.
- Learners should place the decimal point correctly and read back their numbers to check accuracy, recognising that the digit after the decimal point represents tenths and should be read accordingly. For example, 1.2 is read as 'one point two' and represents one whole and two tenths.
- Learners should recognise that a zero can be used after the decimal point to show that there are no tenths, for instance, numbers such as 7 and 7.0 have the same value, although 7.0 explicitly shows zero tenths.
- Learners may benefit from practising matching decimals to spoken numbers and visual representations.

Examples may include writing: 2.4, 5.6 and 10.0

5.3 Use decimals to one decimal place

- Learners should use decimals to one decimal place in familiar contexts.
- Contexts may include money, measures and simple data values where appropriate.
- Learners should recognise that decimals can be used to represent parts of whole quantities.
- Learners may explore the relationship between tenths fractions and decimals, e.g. $\frac{1}{10} = 0.1$

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use interactive fraction walls, fraction strips and decimal activities to explore relationships between fractions and decimals. • Use online fraction games, matching activities and digital models to identify halves, quarters, tenths and equivalent values. • Use digital representations of fractions, shapes and quantities to explore equal parts and fraction equivalence. • Use interactive decimal activities to reinforce the relationship between tenths and decimals to one decimal place.	• Develop reasoning and decision-making skills when comparing fractions and selecting appropriate methods to solve problems. • Encourage collaborative learning through discussion, sharing and problem-solving activities. • Develop independence by checking answers and explaining mathematical thinking. Build confidence through the use of visual representations and practical activities that support understanding of fractions and decimals.	• Share quantities fairly by dividing items into equal parts. • Follow recipes and divide ingredients or items into equal portions. • Understand and use fractions and decimals in everyday contexts, such as shopping, measuring and sharing.

UNIT SPECIFICATIONS

Unit Title: **Understanding and Using Money**

Unit Reference Number: **A/505/6022**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to add, subtract and use money. This unit assumes that learners have prior skills in addition and subtraction at Entry 2. These skills may have been gained through the achievement of the Ascentis Addition of Whole Numbers and Subtraction of Whole Numbers units at Entry 2 or equivalent units. Alternatively, learners may be asked to demonstrate the skills of addition and subtraction through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.1, MSS1/E2.2. 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 make up amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	1.1	Add together coins to make amounts of money up to £1
2	Be able to calculate the cost of more than one item in pence	2.1	Apply the same strategies used with numbers to practical situations using money
		2.2	Calculate the cost in pence of more than one item
3	Be able to calculate the change from a transaction in pence	3.1	Calculate the change from a transaction in pence
4	Be able to calculate the cost of more than one item in whole pounds	4.1	Calculate the cost in whole pounds of more than one item
5	Be able to calculate the change from a transaction in whole pounds	5.1	Calculate the change from a transaction in whole pounds

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

1. Be able to make up amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins

1.1 Add together coins to make amounts of money up to £1

- Learners should recognise, select and combine coins to make amounts up to £1.
- Learners should identify the value of individual coins and use this knowledge to calculate totals.
- Coins may include 1p, 2p, 5p, 10p, 20p and 50p.
- Learners should explore that the same amount can be made in different ways using different combinations of coins.
- Examples may include making 20p, 35p, 50p and £1.
- Learners may benefit from handling coins and discussing the value of different coin combinations.

2. Be able to calculate the cost of more than one item in pence

2.1 Apply the same strategies used with numbers to practical situations using money

- Learners should apply addition strategies to money calculations involving pence.
- Learners should recognise that the same methods used to add numbers can be used to calculate the total cost of items.
- Strategies may include counting on, number bonds, partitioning and column addition.
- Learners may use number lines, coins and practical shopping activities to support understanding.

2.2 Calculate the cost in pence of more than one item

- Learners should add item costs given in pence to find a total amount.
- Learners should use appropriate addition strategies to calculate costs accurately.
- Examples may include: $25p + 30p = 55p$.
- Learners should record pence values using the symbol p.
- Practical activities may include shopping lists, price labels and simple purchasing scenarios.

3. Be able to calculate the change from a transaction in pence

3.1 Calculate the change from a transaction in pence

- Learners should subtract the cost from the amount paid to find the correct change in pence.
- Learners should recognise that change is the amount remaining after a payment has been made.
- Examples may include paying 50p for an item costing 35p.
- Strategies may include counting on, counting back and practical money activities.
- Learners should record pence values using the symbol p.
- Learners may use coins and role-play shopping activities to develop confidence when calculating change

4. Be able to calculate the cost of more than one item in whole pounds

4.1 Calculate the cost in whole pounds of more than one item

- Learners should add item costs given in whole pounds to find a total amount.
- Learners should use addition strategies to calculate the combined cost of two or more items.
- Examples may include: $£3 + £4 = £7$.
- Learners should record whole-pound amounts using the £ symbol.
- Practical activities may include adding prices from catalogues, menus or shopping lists.

5. Be able to calculate the change from a transaction in whole pounds

5.1 Calculate the change from a transaction in whole pounds

- Learners should subtract the cost from the amount paid to find change in whole pounds.
- Learners should recognise that calculating change involves finding the difference between two amounts.
- Examples may include paying £10 for an item costing £6.
- Strategies may include counting on to find the difference and using known number facts.
- Learners should record whole-pound amounts using the £ symbol.
- Learners may use practical shopping scenarios to practice calculating and checking change.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use online shopping websites or digital catalogues to compare prices. • Use budgeting templates or spreadsheets.	• Build confidence in handling money independently. • Support financial awareness and independence. • Support learners to make informed financial decisions and manage money with increasing independence.	• Calculate totals and change accurately. • Manage spending in everyday situations. • Compare costs and identify value for money. • Apply money skills in familiar contexts such as shopping, budgeting and planning purchases.

UNIT SPECIFICATIONS

Unit Title: **Understanding Time**

Unit Reference Number: **R/650/1309**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to read time in several formats and read and record dates.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.3, MSS1/E2.4.
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 read and record time in common date formats	1.1 State the months of the year in words
	1.2 State the months of the year in abbreviated forms
	1.3 Match the month of the year to its numerical position
	1.4 Read dates in different formats
	1.5 Write dates in different formats
2 Be able to read time displayed on analogue clocks	2.1 Read time displayed on different analogue clock faces in hours
	2.2 Read time displayed on different analogue clock faces in half-hours
	2.3 Read time displayed on different analogue clock faces in quarter-hours
3 Be able to read time displayed on 12-hour digital clocks	3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours
4 Be able to read time displayed on 24-hour digital clocks	4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours
5 Know the structure of days and years	5.1 State how many hours are in a day
	5.2 State the number of weeks in a calendar year

Indicative Content

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

1. Be able to read and record time in common date formats

Understanding dates is an important everyday skill. Learners should become familiar with the names of months, common month abbreviations, the order of months in the year and different ways dates may be written or displayed.

1.1 State the months of the year in words

- Learners should recognise and state the full names of the twelve months of the year.
- Learners should identify the correct order of the months and relate them to familiar events and occasions.
- Activities may include matching month cards, sequencing months, calendar activities and identifying months linked to familiar events such as birthdays and holidays.

1.2 State the months of the year in abbreviated forms

- Learners should recognise common abbreviated forms of the months of the year.
- Abbreviations may include: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep/Sept, Oct, Nov and Dec.
- Learners should identify where abbreviations are commonly used, such as calendars, appointment cards, forms, timetables and notices.
- Learners may benefit from practising matching abbreviated month names to their full forms.

1.3 Match the month of the year to its numerical position

- Learners should match each month to its position in the year e.g. January = 1, June = 6 and December = 12.
- Learners should recognise the relationship between month names and the month number shown in a date format.
- Activities may include month-number matching, missing-month sequences and calendar activities.

1.4 Read dates in different formats

- Learners should read dates written using numbers, words or a combination of both.
- Common formats may include:
 - 01/03/2026,
 - 1/3/26,
 - 01 March 2026,
 - 1st March 2026
- Learners should identify the day, month and year when these are shown.
- Practical activities may include reading calendars, appointment cards, forms and timetables.

1.5 Write dates in different formats

- Learners should write dates using commonly used UK date formats.
- Learners should recognise that dates can be recorded in different ways while representing the same date.
- Learners may practise recording dates taken from calendars, forms and everyday documents.
Formats may include:
 - DD/MM/YYYY
 - D/M/YY
 - DD Month YYYY
 - D Month YYYY

2. Be able to read time displayed on analogue clocks

2.1 Read time displayed on different analogue clock faces in hours

- Learners should read o'clock times on a range of analogue clock faces.
- Learners should identify the hour hand and minute hand and recognise that the minute hand points to 12 for o'clock times.
- Practical clock activities may support understanding of how the hands move around the clock face.

Examples may include: 2 o'clock, 6 o'clock and 11 o'clock.

2.2 Read time displayed on different analogue clock faces in half-hours

- Learners should read half-past times on a range of analogue clock faces.
- Learners should recognise that the minute hand points to 6 for half-past times.
- Learners should identify that the hour hand sits between two numbers at half past the hour.

Examples may include: half past 2, half past 6 and half past 11.

2.3 Read time displayed on different analogue clock faces in quarter-hours

- Learners should read quarter-past and quarter-to times on a range of analogue clock faces.
- Learners should recognise that the minute hand points to 3 for quarter past and 9 for quarter to.
- Learners should use the position of both clock hands to determine the correct time.

Examples may include: quarter past 4, quarter to 8 and quarter past 10.

3. Be able to read time displayed on 12-hour digital clocks

3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours

- Learners should read 12-hour digital clock times and make connections between digital displays, spoken times and written time phrases.

Examples may include: 3:00, 6:30, 8:15 and 9:45.

- Learners should recognise that :00 represents o'clock, :30 represents half past, :15 represents quarter past and :45 represents quarter to.
- Learners should match digital times to analogue clock faces where appropriate.
- Practical contexts may include lesson times, appointments, breaks and daily routines.

4. Be able to read time displayed on 24-hour digital clocks

4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours

- Learners should recognise and read 24-hour digital clock times used in everyday situations.
- Learners should understand that 24-hour times show morning, afternoon and evening times without the use of am or pm.
- Learners may compare equivalent 12-hour and 24-hour times to build understanding.
- Practical activities may include reading timetables, appointment cards, work schedules and travel information.

Examples may include: 09:00, 12:30, 15:15, 18:45 and 21:00.

5. Know the structure of days and years

5.1 State how many hours are in a day

- Learners should know that there are 24 hours in one day.
- Learners should recognise that a day runs from midnight to midnight.
- Examples may include linking 24 hours to daily routines, activities and sleep patterns.
- Learners may benefit from using timelines and schedules to explore the structure of a day.

5.2 State the number of weeks in a calendar year

- Learners should know that there are 52 weeks in one calendar year.
- Learners should recognise the relationship between weeks, months and years.
- Practical activities may include using calendars to identify holidays, birthdays, appointments and significant events throughout the year.
- Learners may benefit from using annual calendars to support planning and organisation skills.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital calendars and clocks to identify dates, times and upcoming events • Explore online diary, reminder and scheduling tools to support time management and planning. • Use timetable software and calendar apps to record events, set reminders and organise daily schedules. • Develop confidence using digital tools to organise time, appointments and important dates.	• Develop organisational skills and independence through planning and managing daily activities. • Manage routines effectively by recognising and preparing for planned activities and commitments. • Reduce anxiety through planning, preparation and increased awareness of upcoming events and deadlines. • Build confidence in managing time independently	• Read schedules, appointment times and timetables accurately. • Arrive on time for activities, appointments and commitments. • Understand and use dates, events and deadlines in everyday situations. • Use calendars and timetables to plan activities, organise commitments and meet deadlines.

UNIT SPECIFICATIONS

Unit Title: **Understanding Measure: Length**

Unit Reference Number: **J/650/1314**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to estimate, measure and compare length. This unit assumes that learners have prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.5, MSS1/E2.9. 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 read length using common standard and non-standard units	1.1 Recognise that 1 m = 100 cm
	1.2 Read m and cm divisions on simple scales
	1.3 Record measurements using metre and centimetre in full and abbreviated to m and cm
2 Be able to estimate length using common standard and non-standard units	2.1 Estimate the lengths of familiar items using common standard units
	2.2 Estimate the lengths of familiar items using non-standard units
3 Be able to measure and compare lengths using common standard and non-standard units	3.1 Measure lengths with reasonable accuracy in common standard units
	3.2 Compare lengths in common standard and non-standard units

Indicative Content

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

1. Be able to read length using common standard and non-standard units

1.1 Recognise that 1 m = 100 cm

- Learners should know that metres and centimetres are metric units of length and that 1 metre is equal to 100 centimetres.
- Learners should recognise that metres are used to measure longer lengths and centimetres are used to measure shorter lengths.
- Learners may benefit from using rulers, metre sticks and tape measures to explore the relationship between metres and centimetres.

1.2 Read m and cm divisions on simple scales

- Learners should read simple rulers, metre sticks, tape measures and drawn scales labelled in metres and centimetres.
- Learners should identify the correct starting point and read measurements to the nearest labelled division.
- Scales should use clearly labelled divisions.
- Learners may benefit from comparing measurements taken from different scales.

1.3 Record measurements using metre and centimetre in full and abbreviated to m and cm

- Learners should record lengths using both words and standard abbreviations.
- Learners should recognise when to use m and cm when recording measurements and use these accurately, e.g. 1 metre, 2 metres, 30 centimetres, 1 m and 30 cm.
- Learners may benefit from practical activities that involve measuring, comparing and recording the lengths of everyday objects to develop confidence and accuracy.

2. Be able to estimate length using common standard and non-standard units

2.1 Estimate the lengths of familiar items using common standard units

- Learners should estimate the lengths of familiar objects using metres and centimetres.
- Learners should develop an awareness of the approximate size of a metre and a centimetre.
- Learners may compare estimates with actual measurements to improve accuracy.

2.2 Estimate the lengths of familiar items using non-standard units

- Learners should estimate lengths using non-standard units.
- Non-standard units may include hand spans, footsteps, strides, paperclips, pens, books etc.
- Learners should recognise that non-standard units may vary in size and may not produce consistent measurements.
- Learners may benefit from comparing estimations made using different non-standard units and discussing the results.

3. Be able to measure and compare lengths using common standard and non-standard units

3.1 Measure lengths with reasonable accuracy in common standard units

- Learners should measure lengths using suitable measuring equipment e.g. rulers, tape measures, metre sticks and measuring wheels.
- Learners should line up the starting point carefully and read the nearest appropriate division.
- Learners should select suitable units and measuring tools for different objects and distances.
- Practical activities may include measuring classroom objects, furniture and simple distances.

3.2 Compare lengths in common standard and non-standard units

- Learners should compare lengths using suitable mathematical vocabulary.
- Relevant vocabulary may include: longer, shorter, taller, smaller, same length.
- Learners may compare objects measured in cm, m or non-standard units such as footsteps, hand spans or paperclips.

- Learners should use actual measurements and estimates to explain and justify comparisons.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use digital measuring tools, virtual rulers and interactive measurement activities to explore length in metres and centimetres. • Explore online scale-reading activities to practise identifying and interpreting measurements. • Record measurements and results using spreadsheets, digital forms or simple data tables. • Use digital tools to collect, record and compare measurement data.	• Encourage problem-solving skills through estimation, measuring and comparison tasks. • Develop attention to detail by recording measurements carefully and checking answers. • Develop independence by selecting appropriate measuring tools and units for different tasks.	• Measure materials and resources required for everyday tasks and activities. • Measure spaces, objects and distances accurately in familiar environments. • Compare lengths in practical situations and decide which objects are longer, shorter or the same length. • Apply measurement skills when organising spaces, planning activities and completing practical tasks.

UNIT SPECIFICATIONS

Unit Title: **Understanding Measure: Weight, Capacity and Temperature**

Unit Reference Number: **M/505/6034**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to estimate, measure and compare weight, capacity and temperature. This unit assumes that learners have prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.6, MSS1/E2.7, MSS1/E2.8, MSS1/E2.9. 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 read weights using common standard units	1.1 Read kilogram divisions on simple scales 1.2 Record measurements using kilogram in full and abbreviated to kilo and kg
2 Be able to estimate weights using common standard units.	2.1 Estimate the weights of familiar items using common standard units
3 Be able to compare weights using common standard units	3.1 Compare the weights of familiar items in common standard units
4 Be able to read capacities using common standard and non-standard units	4.1 Read litre divisions on simple scales 4.2 Record measurements using litre in full and abbreviated to L
5 Be able to estimate capacities using common standard and non-standard units	5.1 Estimate the capacities of familiar items using common standard units 5.2 Estimate the capacities of familiar items using non-standard units
6 Be able to compare capacities using common standard and non-standard units	6.1 Compare the capacities of familiar items in common standard and non-standard units
7 Be able to read and compare positive temperatures in an everyday situation	7.1 Identify the units used for measuring temperature 7.2 Write the units used for measuring temperature 7.3 Compare temperatures in an everyday situation

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

1. Be able to read weights using common standard units

1.1 Read kilogram divisions on simple scales

- Learners should read and interpret simple weighing scales using kilograms (kg) and grams (g).
- Learners should recognise that grams and kilograms are standard units used to measure weight.
- Learners should identify the correct value shown on clearly labelled scales and read measurements to the nearest marked division.
- Practical activities may include reading kitchen scales, bathroom scales and weighing items commonly found at home or in the classroom.

1.2 Record measurements using kilogram in full and abbreviated form

- Learners should record weights using both words and standard abbreviations.
- Learners may benefit from practical activities such as weighing and recording the weights of everyday objects.
- Learners should recognise when to use kilogram, kilograms, kilo, kilos and kg when recording measurements and record these accurately.

Examples may include: 1 kilogram, 5 kilograms, 1 kilo, 5 kilos, 1 kg and 5 kg.

2. Be able to estimate weights using common standard units

2.1 Estimate the weights of familiar items using common standard units

- Learners should estimate the weights of familiar everyday items using grams (g) or kilograms (kg).
- Learners should develop an awareness of the approximate weight of common objects and select appropriate units of measurement, e.g. a bag of sugar, school bag, and a loaf of bread.
- Learners may benefit from comparing estimations with actual measurements to improve accuracy and confidence.

3. Be able to compare weights of familiar items in common standard units

3.1 Compare the weights of familiar items in common standard units

- Learners should compare the weights of familiar everyday items using appropriate mathematical vocabulary.
- Relevant vocabulary may include: heavier, lighter, weighs more than, weighs less than and the same weight as.
- Learners should identify and describe differences in weight, using appropriate mathematical vocabulary to explain their comparisons.
- Practical activities may include comparing classroom objects, food items and household products.

4. Be able to read capacities using common standard units

4.1 Read litre divisions on simple scales

- Learners should read and interpret simple capacity scales using litres (l) and millilitres (ml).
- Learners should recognise that litres and millilitres are standard units used to measure capacity.
- Learners should read measurements from jugs, measuring containers and other marked scales.
- Practical activities may involve filling, pouring and measuring liquids in different containers.

4.2 Record measurements using litre in full and abbreviated form

- Learners should record capacity measurements using both words and standard abbreviations.
- Learners should recognise that measurements may be written as litre, litres or l.
- Learners may practise measuring and recording capacities using everyday containers.

Examples may include: 1 litre, 2 litres, 1 l and 2 l.

5. Be able to estimate capacities of familiar items using common standard units

5.1 Estimate the capacities of familiar items using common standard units

- Learners should estimate the capacities of familiar everyday items using litres (l) and millilitres (ml).
- Learners should develop an awareness of the approximate capacities of common containers e.g. drinks bottles, milk cartons, water jugs, buckets and kettles.
- Learners may benefit from practical investigations and discussion activities, e.g. discussing whether capacities are most appropriately measured in litres or millilitres.
- Learners may benefit from comparing estimates with actual capacities to develop accuracy and confidence.

5.2 Estimate the capacities of familiar items using non-standard units

Learners should develop an understanding of capacity by estimating and comparing how much familiar containers can hold using non-standard units such as cups, scoops, spoons etc.

- Learners should estimate the capacity of everyday items, including cups, bottles, jugs and buckets, before checking their predictions through practical measuring activities.
- Activities should involve measuring and comparing capacities using the same non-standard unit to identify which containers hold more or less.
- Learners should order familiar containers by capacity and discuss their reasoning using appropriate mathematical language.
- Practical tasks should encourage learners to make sensible estimates based on the size and purpose of a container and compare these with actual results.

6. Be able to compare the capacities of familiar items

6.1 Compare the capacities of familiar items

- Learners should compare the capacities of familiar everyday items using appropriate mathematical vocabulary.
- Learners should identify which containers hold more or less and describe the differences between them.
- Relevant vocabulary may include: holds more, holds less, larger capacity, smaller capacity, full and empty.
- Practical activities may include comparing capacities of bottles, containers, jugs and measuring vessels.

7. Be able to identify and use units for measuring temperature

7.1 Identify the units used for measuring temperature

- Learners should recognise that temperature is commonly measured in degrees Celsius (°C).
- Learners should identify the °C symbol when reading temperatures in everyday situations.

Examples may include: weather forecasts, room temperatures

7.2 Write the units used for measuring temperature

- Learners should write temperatures using the correct format, including the degree symbol (°) and a capital C for Celsius.
- Learners should record temperatures accurately using the correct notation e.g. 5°C
- Learners should practise reading and recording temperatures from simple scales, thermometers and weather charts.

7.3 Compare temperatures in an everyday situation

- Learners should compare temperatures in familiar everyday contexts.
- Learners should identify which temperatures are warmer, cooler, hotter or colder than others.
- Relevant vocabulary: warmer, cooler, hotter, colder, higher temperature and lower temperature.
- Practical activities may include comparing temperatures shown on simple weather forecasts, temperature charts and seasonal comparisons.
- Learners may benefit from linking knowledge to relevant and practical activities, such as using temperature information to make decisions about clothing, activities and daily routines.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use weather websites and apps to compare temperatures. • Use online weighing and capacity simulations. • Record and compare measurements digitally.	• Encourage awareness of personal wellbeing and weather conditions. • Develop confidence using everyday units of measure. • Improve observation and recording skills.	• Read temperatures and measurements accurately in everyday situations such as reading weather forecasts or preparing food and drink safely.

UNIT SPECIFICATIONS

Unit Title: **Understanding Shape and Space**

Unit Reference Number: **L/650/1316**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to recognise common 2D and 3D shapes and use positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS2/E2.1, MSS2/E2.2, MSS2/E2.3. 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 recognise and name 2D and 3D shapes	1.1	Identify common 2D shapes e.g. pentagons and hexagons, in a range of orientations and sizes
		1.2	Identify common 3D shapes e.g. spheres, in a range of orientations and sizes
2	Be able to describe the properties of common 2D and 3D shapes	2.1	Describe the properties of common 2D shapes, e.g. number of sides, corners, angles
		2.2	Describe the properties of common 3D shapes, e.g. shape of faces, number of faces, edges, corners
3	Be able to use positional vocabulary	3.1	Write words which describe position, e.g. above, below, behind
		3.2	Give directions using positional vocabulary, e.g. on the left, on the right

Indicative content

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

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

1.1 Identify common 2D shapes in a range of orientations and sizes

- Learners should recognise and identify common 2D shapes in different sizes, positions and orientations.
- Common 2D shapes may include: circle, square, rectangle, triangle, pentagon and hexagon.
- Learners should understand that a shape remains the same even when it is rotated, reflected or resized.
- Learners should use properties such as the number of sides and corners to identify and describe shapes.
- Learners may benefit from sorting, matching and drawing activities that involve identifying shapes in everyday objects and images.

1.2 Identify common 3D shapes, including spheres, in a range of orientations and sizes

- Learners should recognise and identify common 3D shapes in different sizes, positions and orientations.
- Common 3D shapes may include: cube, cuboid, cylinder, cone, sphere and pyramid.
- Learners should use properties such as faces, edges and corners to identify and describe 3D shapes.
- Learners may benefit from handling real objects and matching them to corresponding 3D shapes.

Examples may include: dice, cereal boxes, tin cans, ice cream cones, footballs and pyramid structures.

2. Be able to describe the properties of common 2D and 3D shapes

2.1 Describe the properties of common 2D shapes

- Learners should describe common 2D shapes using their properties.
- Properties may include the number of sides, corners and angles.
- Examples may include: a triangle has 3 sides and 3 corners; a square has 4 equal sides and 4 corners; a pentagon has 5 sides; a hexagon has 6 sides.
- Learners should compare shapes and identify similarities and differences between them.
- Learners may benefit from engaging in sorting and classification activities to develop understanding of shape properties.

2.2 Describe the properties of common 3D shapes

- Learners should describe common 3D shapes using their properties.
- Properties may include the shape and number of faces, edges and corners.
- Examples may include: a cube has square faces; a cuboid has rectangular faces; a cylinder has circular faces; a sphere has one curved surface
- Learners should recognise the differences between flat faces and curved surfaces.
- Learners may benefit from exploring shape properties through practical investigations using everyday objects and models.

3. Be able to use positional vocabulary

3.1 Write words which describe position

- Learners should recognise, read and write common words used to describe position and location.
- Learners should use positional vocabulary to describe where objects are placed in relation to one another.
- Positional vocabulary may include: above, below, behind, in front, between, inside, outside, middle, under, over, next to, beside, near, far, left and right.
- Learners may practise using positional language through practical activities, pictures, maps and classroom objects.

3.2 Give directions using positional vocabulary

- Learners should use positional vocabulary to give simple directions from one place to another.
- Directions should be clear, sequenced and based on familiar settings such as a classroom, map, room plan, corridor or local area.
- Direction vocabulary may include: forwards, backwards, left, right, turn left, turn right, straight on, next to, between, inside, outside, middle, below, above, on top, in front of and behind.
- Learners should use positional language to follow and give instructions accurately.
- Learners may benefit from using simple grids, floor plans, classroom layouts and practical movement activities to develop confidence with direction and position.

Examples may include: turn left, turn right, go past the table, stop next to the door etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use interactive shape identification activities. • Explore simple mapping and navigation tools. • Use digital drawing and design activities.	• Build confidence in recognising patterns and structures. • Encourage spatial awareness and independence. • Develop visualisation and problem-solving skills.	• Recognise shapes in the home, workplace and community. • Follow directions and routes accurately. • Interpret layouts, plans and maps.

UNIT SPECIFICATIONS

Unit Title: **Data Handling: Extracting and Sorting Data**

Unit Reference Number: **R/650/1318**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to extract information from lists, tables, diagrams and bar charts, and to sort objects using two criteria.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E2.1, HD1/E2.2, HD1/E2.3. 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 lists and tables	1.1	Extract numeric or written information from lists
		1.2	Extract numeric or written information from tables
2	Be able to extract information from simple diagrams and block graphs	2.1	Extract information from simple diagrams, e.g. room plans
		2.2	Extract information from block graphs, e.g. hours of sunshine, rainfall and temperature
3	Be able to make numerical comparisons from bar charts	3.1	Select numerical information from bar charts
		3.2	Compare numerical information obtained from bar charts
4	Be able to sort and classify objects using two criteria	4.1	Sort given objects using two criteria, e.g. books by subject and author, clothes by size and colour

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

1. Be able to extract information from lists and tables

1.1 Extract numeric or written information from lists

- Learners should locate and extract information from simple lists.
- Examples of lists may include: shopping lists, price lists, class lists, sports results, timetables, menus etc.
- Information to extract may include: names, numbers, prices, dates, times, quantities etc.
- Learners should understand that lists can be used to organise information so it can be found quickly and accurately.

1.2 Extract numeric or written information from tables

- Learners should locate and extract information from simple tables by reading across rows and down columns.
- Learners should use headings, labels and categories to identify the information needed.
- Examples of tables may include: bus timetables, simple calendars, sports tables, price tables, lunch menus etc.
- Information to extract may include: a value in a cell, a category heading, a total, a time, a price, a score, a quantity etc.
- Learners may benefit from frequent practice in following rows and columns carefully to reduce errors when finding information.

2. Be able to extract information from simple diagrams and block graphs

2.1 Extract information from simple diagrams

- Learners should extract information from clear diagrams that show objects, places or simple arrangements.
- Learners should use labels and positional information to understand what is shown in a diagram.
- Examples may include: room plans, seating plans, classroom layouts, simple maps etc.
- Information to extract may include: location, number of objects, position of items etc.
- Learners may benefit from using familiar diagrams and discussing what each part represents to develop confidence in locating and interpreting information.

2.2 Extract information from block graphs

- Learners should extract information from simple block graphs.
- Learners should understand that each block usually represents one item, unless there is a key that shows a different value.
- Block graphs should be presented clearly with equal-sized blocks arranged in rows or columns, using squares or rectangles
- Information to extract may include: the number represented by a row or column, the most or least popular option, whether one category has more or fewer than another, or the difference between categories.
- Examples may include: hours of sunshine, rainfall, temperature, books read, transport used or lunch choices etc.

3. Be able to make numerical comparisons from bar charts

3.1 Select numerical information from bar charts

- Learners should read numerical values from simple bar charts using the chart title, labelled axes and scale.
- Learners should identify what each bar represents and use the scale to find the correct value.
- Numerical information may include: frequency, total, quantity, amount, score, number of people, number of items, temperature, rainfall, time etc.
- Bar charts may show categories such as: days of the week, months, favourite items, types of transport, scores, weather data etc.
- Learners should practice reading values where the top of a bar meets a labelled scale division.
- Learners may benefit from comparing bar heights visually before reading the exact values from the scale.

3.2 Compare numerical information obtained from bar charts

- Learners should compare values shown in a bar chart and use appropriate mathematical vocabulary to describe the comparison.
- Learners should identify which categories have higher or lower values and explain what the chart shows.
- Relevant vocabulary may include: more than, less than, fewer than, difference between.
- Examples may include identifying which category has the highest value, which has the lowest value, and how many more or fewer one category has than another.
- Learners may practice using simple subtraction to find the difference between two values shown on a bar chart.

4. Be able to sort and classify objects using two criteria

4.1 Sort given objects using two criteria

- Learners should sort and classify objects using two clear criteria.
- Learners should understand that objects can be grouped in different ways depending on the features being considered.
- Examples may include: books by subject and author, clothes by size and colour, shapes by colour and number of sides, food by type and price, or objects by material and size.
- Learners may explain why objects have been placed in each group and check that each item matches the chosen criteria.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use spreadsheets to organise data. • Use digital tables, charts and sorting activities. • Sort and filter information using simple software tools.	• Encourage confidence when working with information. • Develop logical thinking and attention to detail. • Promote independence when reviewing information.	• Read and interpret information presented in different formats. • Make informed choices using available information. • Organise and compare information effectively.

UNIT SPECIFICATIONS

Unit Title: **Data Handling: Collecting and Representing Data**

Unit Reference Number: **J/505/6069**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to collect and represent information.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E2.4, HD1/E2.5.
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 collect simple numerical information	1.1 Collect simple numerical information
	1.2 Record simple numerical information e.g. tallies, totals
2 Be able to represent information	2.1 Complete a simple table of information, e.g. a simple timetable
	2.2 Complete a simple diagram, e.g. a simple room plan
	2.3 Complete a simple bar chart

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

1. Be able to collect simple numerical information

1.1 Collect simple numerical information

- Learners should collect simple numerical information from familiar situations and everyday contexts e.g. number of learners choosing each lunch option, preferred day for an activity, number of books read, number of pets, transport used or favourite sports etc.
- Learners should understand that numerical information can be gathered by counting, asking questions, observing or recording responses.
- Learners may benefit from practical activities, such as class surveys or counting objects, to develop confidence in collecting information accurately.

1.2 Record simple numerical information

- Learners should record collected information clearly and accurately.
- Learners should use appropriate recording methods to show the information they have collected.
- Recording methods may include: tallies, totals, or simple tables.
- Learners should understand that tallies can be grouped in fives to support accurate counting and checking.
- Learners may practise checking their recorded information to make sure totals match the information collected.

2. Be able to represent information

2.1 Complete a simple table of information

- Learners should complete a simple table using given or collected information.
- Learners should recognise that tables help to organise information so it can be read and understood more easily.
- Tables may include row and column headings to show where information should be placed.
- Examples may include: simple timetables, classroom surveys, lunch choices etc.
- Learners should practise placing information in the correct row or column and checking that the table is complete.
- Learners may benefit from using familiar information, such as class survey results or everyday choices, to complete simple tables accurately.

2.2 Complete a simple diagram, e.g. a simple room plan

- Learners should develop an understanding that diagrams can be used to represent real objects, places and layouts.
- Learners should practise completing simple diagrams by adding missing labels, symbols or objects to familiar layouts.
- Activities may include room plans, classroom layouts, seating plans, maps of familiar places and simple floor plans.
- Learners should identify the position of objects using language such as next to, between, above, below, left and right.
- Practical tasks should encourage learners to compare a real environment with its diagrammatic representation.

2.3 Complete a simple bar chart

- Learners should understand that bar charts are used to display and compare information visually.
- Learners should practise reading information from simple bar charts before completing missing bars or values.
- Activities may involve collecting and recording information from familiar contexts such as favourite foods, pets, colours, weather or class activities.
- Learners should identify the category and frequency shown on a simple bar chart and use this information to complete missing sections.
- Practical tasks should encourage learners to compare quantities shown on different bars and identify which represent the most or least.
- Learners should be given opportunities to transfer information from simple lists, tally charts or tables into a bar chart.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Everyday Life Skills
• Use spreadsheets and chart tools to create simple graphs. • Use online survey tools and polling activities. • Create digital bar charts and tables.	• Build confidence through presenting findings. • Encourage participation and communication. • Develop teamwork and communication skills through collaborative data collection.	• Collect and record information accurately. • Present information clearly for others to understand. • Support evidence-based decision making.

APPENDIX 1

Summary Record of Achievement

Entry Level 2 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 2	2			
Addition of Whole Numbers	Entry 2	1			
Subtraction of Whole Numbers	Entry 2	1			
Multiplication of Whole Numbers	Entry 2	1			
Developing and Applying Fraction Skills	Entry 2	1			
Understanding and Using Money	Entry 2	2			
Understanding Time	Entry 2	1			
Understanding Measure: Length	Entry 2	1			
Understanding Measure: Weight, Capacity and Temperature	Entry 2	2			
Understanding Shape and Space	Entry 2	1			
Data Handling: Extracting and Sorting Data	Entry 2	2			
Data Handling: Collecting and Representing Data	Entry 2	2			

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____