Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills)

Ascentis Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills)

- Developing and Applying Number Skills (Entry Level 3)
- Developing and Applying Addition and Subtraction Skills (Entry Level 3)
- Multiplication of Whole Numbers (Entry Level 3)
- Division of Whole Numbers (Entry Level 3)
- Developing and Applying Fraction Skills (Entry Level 3)
- Developing and Applying Decimal Skills (Entry Level 3)
- Money: Adding and Subtracting (Entry Level 3)
- Time (Entry Level 3)
- Measuring and Estimating: Distance and Length (Entry Level 3)
- Measure: Capacity and Temperature (Entry Level 3)
- Developing and Applying Shape and Space Skills (Entry Level 3)
- Data Handling: Recording and Representing Data (Entry Level 3)
- Data Handling: Extracting and Interpreting Data (Entry Level 3)

Ascentis Entry Level 3 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

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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
October 2026 V3	Additional training information provided	Internal Verification

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 3 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction

The Ascentis Entry Level 3 Awards and Extended Award in Mathematics (Stepping Stones to Functional Skills) and the Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 3. They are intended to aid progression, either to further study through Mathematics Functional Skills or GCSE Mathematics qualifications. The Ascentis Entry Level 3 Awards in Mathematics (Stepping Stones to Functional Skills) are a range of small qualifications which have been designed to 'bridge the gaps' 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:

- Wide range of single unit Awards – 13 in total
- Unit certification is available for each of the units
- Relatively short qualifications of 10 guided learning hours, for most units, providing achievable learning goals
- Can be delivered either as a classroom-based course or as a blended learning programme
- 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 presented using everyday contexts
2. To bridge the gap in their mathematical knowledge
3. To prepare for the completion of the Functional Skills in Mathematics qualification at Level 1 or GCSE Mathematics
4. To progress onto the Ascentis Level 1 Award and 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

Ofqual Qualification Numbers:

- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills – 610/0440/6
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills – 610/0441/8
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers – 610/0442/X
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers – 610/0443/1
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills – 610/0444/3
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills – 610/0445/5

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- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) - Money: Adding and Subtracting - 610/0446/7
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time – 610/0447/9
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length – 610/0448/0
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature – 610/0449/2
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills – 610/0450/9
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data – 610/0451/0
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data – 610/0452/2
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – 610/0453/4
- Ascentis Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills) – 610/0454/6
- Ascentis Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills) – 610/0456/X

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Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry Level 3. These are single-unit qualifications and certification is given for achieving a pass in the Ascentis-designed assessment.

Learners who achieve a minimum of 13 credits using any combination of the Entry Level 3 Awards may wish to claim an Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills).

Rules of Combination

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills				
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills				
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Multiplication of Whole Numbers	E3	1	10	M/650/1308

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Division of Whole Numbers	E3	1	10	D/650/1311

Ascentis Entry Level 3 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	E3	1	10	F/650/1312

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills				
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Decimal Skills	E3	1	10	H/650/1313

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting				
Title	Level	Credit Value	GLH	Unit Reference
Money: Adding and Subtracting	E3	2	20	K/650/1315

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Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time				
Title	Level	Credit Value	GLH	Unit Reference
Time	E3	1	10	J/650/1323

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length				
Title	Level	Credit Value	GLH	Unit Reference
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature				
Title	Level	Credit Value	GLH	Unit Reference
Measure: Capacity and Temperature	E3	1	10	M/650/1335

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills				
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data				
Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336

Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data				
Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337

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Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 3 Maximum credits: 5
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337
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 3 Extended Award in Mathematics (Stepping Stones to Functional Skills)				
				Minimum credits: 6 Maximum credits: 12
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337
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 3 Certificate in Mathematics (Stepping Stones to Functional Skills)				
				Credits: 13
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337
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 2 prior to studying these qualifications.

Recommended Guided Learning Hours

The recommended guided learning hours are:

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills: 20
- Entry Level 3 in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting: 20
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data: 10

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- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills): 130

Total Qualification Time

The total qualification time is:

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Number Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Addition and Subtraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Fraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills: 10
- Entry level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Shape and Space Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data: 10

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills): 130

Age Range of Qualification

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 Level 1 or 2, Mathematics Awards at Level 2 or GCSE Mathematics
- 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 these qualifications. 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. 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 this qualification 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*.

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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 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 3 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.

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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 offers free refresher training in support of this role through an Ascentis Internal Quality Assurance webinar. The purpose of this 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. Additional webinars, bespoke to the delivery and quality assurance of English and Maths (Stepping Stones to Functional Skills), are also available throughout the academic year. To book your place on a webinar 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 qualification 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.

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

Unit Reference Number: **H/650/1304**

Credit Value of Unit 2	**GLH of Unit 20**	**Level of Unit E3**

Introduction

This unit will give learners an opportunity to recognise and work with whole numbers up to 1000 and patterns involving these numbers.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E3.1, N1/E3.5, N1/E3.7. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to recognise the written form of whole numbers up to 1000	1.1 Read whole numbers up to 1000 in digit form
	1.2 Read number names of whole numbers up to 1000
	1.3 Record whole numbers up to 1000 in digit form
	1.4 Record number names of whole numbers up to 1000
2 Understand the value of whole numbers up to 1000	2.1 Arrange whole numbers up to 1000 in order of size
	2.2 Identify HTU place value
3 Be able to recognise number patterns involving whole numbers up to 1000	3.1 Count on in 2s, 5s or 10s up to a maximum of 100 starting from any whole number
	3.2 Count on in 100s up to a maximum of 1000 starting from any whole number
4 Know how to approximate by rounding (to the nearest 10 or 100 for whole numbers up to 1000)	4.1 Round whole numbers up to 1000 to the nearest 10
	4.2 Round whole numbers up to 1000 to the nearest 100
5 Know how to use numbers up to 1000	5.1 Use numbers in two different everyday situations
6 Be able to recognise and continue linear sequences of numbers up to 100	6.1 Recognise linear sequences of numbers up to 100
	6.2 Continue linear sequences of numbers up to 100

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

Key Mathematical Vocabulary
digit, number names up to one thousand, place value, hundreds, tens, units, estimate, round, nearest, greater than, less than, ascending, descending, shortest, tallest, at least, explanation.

1 Be able to recognise the written form of whole numbers up to 1000

1.1 Read whole numbers up to 1000 in digit form

Learners should read and recognise whole numbers up to 1000 presented in digit form in a range of familiar contexts.

- Learners should become confident reading one-, two- and three-digit numbers accurately.
- Activities may include reading numbers shown on signs, timetables, tickets, forms, labels and price lists.
- Learners should recognise the value of each digit within a number and how this affects the number being read.
- Practical resources such as number cards, place value charts and number lines may support understanding.
- Examples may include reading numbers such as 124, 307, 580 and 999 aloud.
- Learners may benefit from matching written numbers to spoken numbers and pictorial representations.

1.2 Read number names of whole numbers up to 1000

Learners should read and recognise number names for whole numbers up to 1000.

- Learners should develop familiarity with number vocabulary relating to hundreds, tens and units.
- Activities may include matching number words to digit representations.
- Learners should practise reading numbers containing zeros, such as "four hundred and six" and "seven hundred and twenty".
- Learners may sort, group or pair corresponding number names and numerals.
- Examples may include three hundred and forty-two, six hundred and eight and nine hundred and ninety-nine.
- Practical activities may use number cards, matching games and sequencing activities.

1.3 Record whole numbers up to 1000 in digit form

Learners should record whole numbers up to 1000 accurately using digits.

- Learners should write numbers that are displayed or represented practically using digits.
- Activities may include recording quantities, scores, distances, prices and item numbers.
- Learners should be encouraged to check the order and placement of digits carefully.
- Practical resources such as HTU place value charts may help learners construct three-digit numbers accurately.
- Examples may include writing six hundred and fifty-four as 654 and three hundred and two as 302.
- Learners may benefit from completing partially completed exercises where missing digits need to be identified.

1.4 Record number names of whole numbers up to 1000

Learners should record whole numbers up to 1000 using number names.

- Learners should convert digit representations into written number names.
- Activities may include completing missing words within number names and matching numerals to written forms.
- Learners should develop confidence spelling common number words accurately.
- Examples may include writing 481 as four hundred and eighty-one and 905 as nine hundred and five in this exact form.
- Learners may benefit from using word banks and reference displays containing key number vocabulary.
- Practical activities may involve recording information from familiar everyday situations using number names.

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2 Understand the value of whole numbers up to 1000

2.1 Arrange whole numbers up to 1000 in order of size

Learners should compare and order whole numbers up to 1000 from smallest to largest and largest to smallest.

- Learners should identify which numbers are greater than, less than or equal to other numbers.
- Activities may include ordering sets of numbers, placing numbers on number lines and completing missing values.
- Learners should compare the hundreds digit first, followed by tens and units where necessary.
- Examples may include ordering 245, 425, 254 and 452.
- Practical resources such as place value counters and digit cards may support understanding.
- Learners may benefit from discussing and explaining how they know one number is larger or smaller than another and get used to using alternative wording in context such as taller and shorter.

2.2 Identify HTU place value

Learners should understand the value of digits within three-digit whole numbers.

- Learners should identify the hundreds, tens and units digits within numbers up to 1000 and be able to use the words hundreds, tens and units.
- Activities may include building, partitioning and representing numbers using practical equipment.
- Learners should recognise that the value of a digit changes according to its position within the number.
- Examples may include recognising that in 684, the 6 represents 6 hundreds, the 8 represents 8 tens and the 4 represents 4 units.
- Place value charts, Dienes equipment and place value counters may be beneficial in supporting understanding.
- Learners may benefit from exchanging ten units for one ten and ten tens for one hundred to reinforce place value concepts.

3 Be able to recognise number patterns involving whole numbers up to 1000

3.1 Count on in 2s, 5s or 10s up to a maximum of 100 starting from any whole number

Learners should recognise and continue counting patterns involving intervals of 2, 5 and 10.

- Learners should count forwards from different starting numbers rather than only from zero.
- Activities may include using number lines, hundred squares, counting sticks and number tracks.
- Learners should identify repeating patterns within sequences and use these patterns to support fluency.
- Examples may include counting in 2s from 17, in 5s from 23 and in 10s from 46.
- Learners should develop confidence with the 2, 5 and 10 times tables to support counting and pattern recognition.
- Learners may benefit from completing partially completed sequences and identifying missing numbers.

3.2 Count on in 100s up to a maximum of 1000 starting from any whole number

Learners should count forwards in hundreds from a given starting number up to a maximum of 1000.

- Learners should identify and continue patterns that increase by 100.
- Activities may include completing sequences and identifying missing numbers.
- Learners should recognise that the hundreds digit changes while the tens and units digits remain the same.
- Examples may include 235, 335, 435, 535 and 672, 772, 872, 972.
- Practical activities may involve counting quantities grouped into hundreds.
- Learners may benefit from using place value charts to visualise changes within the sequence.

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4 Know how to approximate by rounding (to the nearest 10 or 100 for whole numbers up to 1000)

4.1 Round whole numbers up to 1000 to the nearest 10

Learners should round whole numbers up to 1000 to the nearest 10.

- Learners should identify the nearest multiples of 10 surrounding a number.
- Activities may include using number lines to determine which multiple of 10 is closest.
- Learners should recognise that numbers ending in 5 or above round up and numbers ending in 4 or below round down.
- Examples may include rounding 243 to 240 and 247 to 250.
- Practical contexts may include rounding prices, scores and quantities.
- Learners may benefit from estimating before checking their answers.

4.2 Round whole numbers up to 1000 to the nearest 100

Learners should round whole numbers up to 1000 to the nearest 100.

- Learners should identify the nearest hundreds surrounding a number.
- Activities may include placing numbers on number lines between consecutive hundreds.
- Learners should decide whether a number is closer to the lower or higher multiple of 100.
- Examples may include rounding 348 to 300 and 765 to 800.
- Learners should recognise that rounding can be used to estimate and check whether answers are reasonable.
- Practical activities may involve rounding populations, distances or quantities in everyday contexts.

5 Know how to use numbers up to 1000

5.1 Use numbers in two different everyday situations

Learners should apply numbers up to 1000 in familiar and meaningful everyday situations.

- Learners should recognise how numbers are used to communicate information in everyday life.
- Activities should use realistic contexts that are relevant to learners.
- Examples may include reading house numbers, recording attendance figures, interpreting ticket numbers, reading distances or identifying quantities of items.
- Learners should discuss how numbers support everyday decision-making at home, in the community and in the workplace.
- Practical activities may include collecting and recording numerical information from familiar situations.
- Learners may benefit from opportunities to identify and use numbers encountered during day-to-day activities.

6 Be able to recognise and continue linear sequences of numbers up to 100

6.1 Recognise linear sequences of numbers up to 100

Learners should identify linear sequences and recognise the pattern or rule being followed.

- Learners should identify whether a sequence is increasing or decreasing.
- Activities may include finding the difference between consecutive numbers to determine the rule.
- Learners should recognise common patterns involving repeated addition or subtraction.
- Examples may include 10, 20, 30, 40; 7, 12, 17, 22; and 96, 86, 76, 66.
- Number lines and hundred squares may be beneficial in helping learners visualise sequence patterns.
- Learners may benefit from discussing how they identified the rule.

6.2 Continue linear sequences of numbers up to 100

Learners should continue linear sequences by applying the identified rule accurately.

- Learners should extend increasing and decreasing sequences by following a constant step pattern.
- Activities may include completing missing numbers and generating additional terms in a sequence.
- Learners should identify the difference between consecutive numbers before extending the sequence.
- Examples may include continuing 14, 18, 22, 26 and 90, 80, 70, 60.
- Number lines, number tracks and hundred squares may help learners visualise the size of each step.
- Learners may benefit from explaining how they continued the sequence and checking their answers using the identified rule.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use interactive number lines, place value tools and digital sequencing activities to reinforce number patterns and place value. • Use spreadsheets to order, sort and compare whole numbers. • Use online games or visual resources to practise rounding, ordering and sequence work.	• Build confidence when reading, recording and comparing numbers independently. • Encourage resilience through problem-solving and checking activities. • Promote discussion and use of accurate mathematical language. • Develop a positive attitude towards mathematics through practical activities that allow learners to experience success and build self-confidence.	• Develop confidence interpreting numerical information in everyday formats such as timetables, utility meter readings, invoices, receipts and appointment information. • Apply rounding skills to estimate costs when shopping, approximate distances when travelling. • Use number patterns and sequencing skills when following schedules, tracking progress towards goals, organising tasks.

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Unit Title: **Developing and Applying Addition and Subtraction Skills**

Unit Reference Number: **J/650/1305**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to add and subtract whole numbers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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: N1/E3.2, N1/E3.9.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to use addition involving whole numbers with up to three digits to give totals up to 1000	1.1 Decide appropriately when to use addition in at least two different practical situations
	1.2 Use an addition method appropriately in context
2 Be able to use subtraction involving numbers of up to three digits	2.1 Decide appropriately when to use subtraction in at least two different practical situations
	2.2 Use a subtraction method appropriately in context
3 Be able to use a combination of addition and subtraction calculations	3.1 Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations
	3.2 Use a combination of addition and subtraction appropriately in context

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

Key Mathematical Vocabulary
addition, add, sum, total, altogether, subtraction, difference, take away, remainder, left over, less, more, calculation, estimate, inverse, method, operation, lowest, highest, number names up to ten.

1 Be able to use addition involving whole numbers with up to three digits to give totals up to 1000

1.1 Decide appropriately when to use addition in at least two different practical situations

Learners should recognise situations where addition is needed to find a total or combine quantities in everyday contexts.

- Learners should identify keywords and language associated with addition, such as *add*, *plus*, *altogether*, *in total*, *combined* and *sum*.
- Activities may include discussing everyday scenarios and deciding whether addition is the most appropriate operation to use.
- Learners should recognise that addition is used when quantities are combined or increased.
- Examples may include finding the total cost of several items, calculating the total number of people attending an event or combining quantities of stock.
- Learners should explain why addition has been chosen before completing calculations.
- Practical resources such as real-life shopping examples, tickets, price lists and counting equipment may support understanding.

1.2 Use an addition method appropriately in context

Learners should use suitable addition methods to solve practical problems involving whole numbers with up to three digits.

- Learners should add numbers accurately using mental methods, practical resources, written methods or a calculator where appropriate.
- Activities may include solving problems involving money, quantities, scores, distances and attendance figures.
- Learners should develop confidence selecting an efficient method based on the numbers involved.
- Examples may include adding 235 and 142, combining quantities of items or calculating totals from lists of numbers.
- Learners should estimate answers before calculating and check whether their answers are reasonable.
- Practical resources such as number lines, place value charts, counters and base ten equipment may be beneficial in supporting understanding.
- Learners may benefit from partitioning numbers into hundreds, tens and units before calculating totals.

2 Be able to use subtraction involving numbers of up to three digits

2.1 Decide appropriately when to use subtraction in at least two different practical situations

Learners should recognise situations where subtraction is needed to find a difference, remainder or amount left.

- Learners should identify keywords and language associated with subtraction, such as subtract, take away, difference, less, and left or left over.
- Activities may include exploring practical situations and deciding whether subtraction is needed to solve the problem.
- Learners should recognise that subtraction is used when quantities are reduced,
- Examples may include calculating change from a purchase or finding how many items remain
- Learners should explain why subtraction has been chosen before completing calculations.
- Practical activities may involve money, stock control, attendance figures, distances travelled and simple budgeting contexts.

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2.2 Use a subtraction method appropriately in context
Learners should use suitable subtraction methods to solve practical problems involving numbers with up to three digits.

- Learners should subtract numbers accurately using mental methods and written methods
- Activities may include calculating change, comparing quantities or finding amounts remaining.
- Learners should estimate answers before calculating and check whether their answers are sensible.
- Number lines, place value charts and practical equipment may be used to support the subtraction process.

3 Be able to use a combination of addition and subtraction calculations

3.1 Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations
Learners should recognise situations that require both addition and subtraction to solve a problem.

- Learners should identify the information needed and decide which operations are required at different stages of a problem.
- Activities may include practical investigations, word problems and real-life scenarios involving more than one calculation.
- Learners should recognise that some problems require quantities to be combined and then reduced, or vice versa.
- Examples may include calculating the total number of items purchased and then subtracting damaged items, or finding a total cost before deducting a refund or discount.
- Learners should discuss the steps needed before attempting calculations.
- Practical contexts may include shopping, event planning, travel information and stock management.

3.2 Use a combination of addition and subtraction appropriately in context
Learners should use addition and subtraction together to solve practical problems involving whole numbers with up to three digits.

- Learners should complete multi-step calculations accurately and in a logical order.
- Activities may include solving everyday problems involving totals, differences and remaining amounts.
- Learners should record their working clearly to show how each stage of the calculation has been completed.
- Examples may include adding quantities together and then subtracting an amount used, lost or spent.
- Learners should estimate answers and check whether their final answers are reasonable within the context of the problem.
- Practical resources such as number lines, place value charts, counters and calculators may be used to support learning.
- Learners may benefit from breaking larger problems into smaller steps and identifying which operation is required at each stage.
- Opportunities should be provided for learners to explain their methods and compare different approaches to solving the same problem.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use calculators, spreadsheets and interactive arithmetic tools to explore calculation methods and number relationships. • Use digital resources to practise mental and written calculation strategies. • Use spreadsheets to organise numerical information, calculate totals and explore the relationship between different calculations.	• Develop confidence, resilience and independence when solving mathematical problems. • Encourage perseverance and reflection when checking answers and identifying errors. • Promote discussion and communication of mathematical reasoning encouraging learners to explain the methods they have chosen. • Support learners in making informed decisions by developing confidence in selecting appropriate operations and checking the reasonableness of answers.	• Apply addition skills when calculating the total cost of shopping, adding quantities of items or working out household expenses. • Use subtraction skills to calculate change from purchases, determine how much money remains within a budget or identify how many items are left after use. • Develop confidence interpreting numerical information on receipts, invoices, utility bills, shopping offers and account balances.

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Unit Title: **Multiplication of Whole Numbers**

Unit Reference Number: **M/650/1308**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to multiply whole numbers and check answers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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: N1/E3.3, N1/E3.4, N1/E3.5, N1/E3.8, N1/E3.9. 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 The learner will	**Assessment Criteria** The learner can
1 Be able to multiply two-digit whole numbers by single- and double-digit numbers	1.1 Recall multiplication facts (i.e. tables) for 2, 3, 4, 5 and 10
	1.2 Identify two-digit or three-digit multiples of 2, 5, 10, 50 or 100
	1.3 Multiply two-digit whole numbers by a single digit without a calculator
	1.4 Multiply two-digit whole numbers by a double digit without a calculator
	1.5 Multiply two-digit whole numbers by a single digit using a calculator
	1.6 Multiply two-digit whole numbers by a double digit using a calculator
	1.7 Use distributive law (concept not terminology) as a strategy for multiplication: e.g. 5 x 34 = (5 x 30) + (5 x 4)
	1.8 Use different strategies for multiplication: e.g. 2 x 26 = (2 x 25) + (2 x 1)
	1.9 Write down own multiplication calculations using symbols
2 Be able to multiply two-digit whole numbers by single- and double-digit numbers in everyday contexts	2.1 Identify the appropriate use of multiplication in different practical situations
	2.2 Select and use multiplication appropriately in at least two different practical situations: e.g. total number of items in batches
	2.3 Present results in context
3 Be able to check answers as required	3.1 Check answers appropriately using a different method

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

Key Mathematical Vocabulary
multiply, multiplication, times, multiple, equal groups, repeated addition, partition, estimate, calculation, quantity, method, symbol, notation, accurate, correct, calculator, key.

1 Be able to multiply two-digit whole numbers by single- and double-digit numbers

1.1 Recall multiplication facts (i.e. tables) for 2, 3, 4, 5 and 10

Learners should recall multiplication facts for the 2, 3, 4, 5 and 10 times tables and use these facts to support more complex calculations.

- Learners should practise recalling multiplication facts quickly and accurately.
- Activities may include chanting, matching games, number grids and quick-fire questioning.
- Learners should understand and use the fact that 8 x 2 is the same as 2 x 8.
- Learners should understand the relationship between multiplication facts and repeated addition.
- Learners may benefit from using number tracks, multiplication squares and visual representations.
- Examples may include 4 × … = 20, 8 × … = 24 and 10 × 7 = … .

1.2 Identify two-digit or three-digit multiples of 2, 5, 10, 50 or 100

Learners should identify multiples of common numbers and recognise patterns within number sequences.

- Learners should understand the term ‘multiples’ and explore how they are generated through repeated multiplication.
- Activities may include sorting numbers into groups, identifying missing multiples and completing sequences.
- Learners should recognise divisibility patterns, e.g. numbers ending in 0 or 5 being multiples of 5.
- Examples may include identifying 150, 200 and 350 as multiples of 50.
- Learners should connect multiplication facts to counting in 2s, 5s, 10s, 50s and 100s.
- Number lines and hundred squares may support understanding of number patterns.

1.3 Multiply two-digit whole numbers by a single digit without a calculator

Learners should multiply two-digit whole numbers by a single digit using appropriate mental and written methods.

- Learners should use multiplication facts to support calculations.
- Activities may include practical problems, grid methods and partitioning strategies.
- Learners should break numbers into tens and units to make calculations more manageable.
- Examples may include 24 × 3, 32 × 4 and 15 × 6.
- Practical resources such as place value counters may support understanding.
- Learners may benefit from discussing and comparing different calculation methods.

1.4 Multiply two-digit whole numbers by a double digit without a calculator

Learners should multiply two-digit whole numbers by a double-digit number using appropriate strategies.

- Learners should build upon their understanding of multiplication by a single digit.
- Activities may include using partitioning, grid methods and repeated addition strategies.
- Learners should break calculations into smaller, more manageable steps.
- Examples may include 12 × 12, 14 × 15 and 20 × 11.
- Learners should record working clearly and accurately.
- Practical representations may help learners visualise how multiplication calculations are constructed.

1.5 Multiply two-digit whole numbers by a single digit using a calculator

Learners should use a calculator accurately to multiply two-digit numbers by a single digit.

- Learners should enter numbers and operators in the correct order in a non-scientific calculator.
- Activities may include checking answers obtained using mental or written methods.
- Learners should recognise the multiplication symbol on a calculator.
- Examples may include 34 × 4 and 28 × 5.
- Learners should read calculations carefully before entering them.
- Learners may benefit from estimating answers before using a calculator to help identify keying errors.

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1.6 Multiply two-digit whole numbers by a double digit using a calculator
Learners should use a calculator accurately to multiply two-digit numbers by double-digit numbers.

- Learners should enter calculations in a non-scientific calculator correctly and interpret calculator displays accurately.
- Activities may include solving practical problems involving larger quantities.
- Examples may include 24 × 12 and £58 × 15.
- Learners may benefit from estimating answers before calculating to judge whether their answers are reasonable.
- Learners should be able to write down exactly which keys to press in their calculators to gain the correct answer
- Learners may benefit from checking calculations by repeating the entry process.
- Learners may benefit from creating instructions detailing which keys to press, then exchanging them with another learner to check their accuracy and usability.
- Opportunities should be provided to compare calculator methods with written methods.

1.7 Use distributive law (concept not terminology) as a strategy for multiplication:
Learners should use partitioning strategies to break multiplication calculations into simpler parts.

- Learners should recognise that numbers can be separated into tens and units before multiplying.
- Activities may include using place value charts and grid methods.
- Learners should explore different ways of partitioning numbers while obtaining the same answer.
- Examples may include: 4 × 23 = (4 × 20) + (4 × 3)
- Practical resources may be used to represent calculations visually.
- Learners should recognise how known multiplication facts can help solve larger calculations.

1.8 Use different strategies for multiplication
Learners should explore different strategies for solving multiplication calculations efficiently.

- Learners should recognise that there may be more than one way to solve a multiplication problem and be able to demonstrate different methods clearly.
- Activities may include comparing methods and discussing which strategy is most efficient.
- Learners should build upon known number facts to calculate unfamiliar multiplication questions.
- Learners may benefit from using number lines and visual models to support strategy development.
- Opportunities should be provided for learners to explain their chosen methods.

1.9 Write down own multiplication calculations using symbols
Learners should write multiplication calculations accurately using mathematical symbols.

- Learners should recognise and use the multiplication symbol correctly.
- Activities may include creating calculations from pictures, groups of objects and practical situations.
- Learners should record calculations clearly using appropriate mathematical notation.
- Examples may include writing 4 groups of 6 as 4 × 6 = 24.
- Learners should connect pictorial representations with multiplication number sentences.
- Practical activities may involve generating multiplication calculations from real-life contexts.

2 Be able to multiply two-digit whole numbers by single- and double-digit numbers in everyday contexts

2.1 Identify the appropriate use of multiplication in different practical situations
Learners should recognise situations where multiplication is the most appropriate operation to use.

- Learners should identify when equal groups or repeated quantities are involved.
- Activities may include sorting practical scenarios by operation.
- Learners should recognise keywords such as *each*, *every*, *groups of*, *lots of* and *altogether*.
- Examples may include finding the total number of items in boxes or calculating the number of seats arranged in equal rows.
- Learners should explain why multiplication is appropriate in a given situation.
- Real-life examples should be used wherever possible.

2.2 Select and use multiplication appropriately in at least two different practical situations
Learners should apply multiplication skills to solve practical problems involving equal groups or repeated quantities.

- Activities may include shopping, packaging, stock control and event-planning scenarios.
- Learners should identify the information required before selecting a multiplication strategy.
- Examples may include calculating:
    - the total number of items in packs or boxes
    - the number of seats in rows
    - the number of tickets sold across several groups
- Learners should decide whether mental methods, written methods or a calculator are most appropriate.
- Learners should explain how they arrived at their answer and be able to write their method clearly.

2.3 Present results in context
Learners should present answers clearly and appropriately for the situation being considered.

- Learners should include relevant units, labels or descriptions where appropriate.
- Activities may include interpreting questions and communicating answers in spoken and written formats.
- Learners should check that answers make sense within the context of the problem.
- Examples may include presenting answers as numbers of items, tickets, people, seats, packs or products.
- Learners should be encouraged to write complete statements when communicating results.
- Opportunities should be provided to discuss and compare answers.

3 Be able to check answers as required

3.1 Check answers appropriately using a different method
Learners should check completed multiplication calculations using an alternative strategy.

- Learners should recognise the importance of checking answers for accuracy.
- Activities may include estimating answers before calculating and comparing answers obtained using different methods.
- Learners should use inverse operations, repeated addition, mental calculation or a calculator to verify answers where appropriate.
- Learners should be able to write down the method have used clearly.
- Examples may include checking a written calculation using a calculator or checking a calculator answer using an estimation strategy.
- Learners should identify and correct errors when results appear unreasonable.
- Opportunities should be provided for learners to explain how they checked their work verbally to help them to understand how to the progress to writing their method on paper.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital multiplication tools, spreadsheets and interactive number resources to explore multiplication strategies and number relationships • Use digital visual models to explore multiplication patterns. • Use digital visual models, such as arrays, grouping diagrams and place value models, to support understanding of multiplication concepts. • Encourage learners to use online games and quizzes to reinforce times table recall and receive immediate feedback on their progress.	• Build confidence and resilience through successful problem-solving and pattern recognition. • Encourage perseverance when working through multi-step calculations and trying different approaches to find a solution.. • Promote discussion and communication of mathematical reasoning by encouraging learners to explain how they worked out answers and selected methods. • Support learners in developing confidence when tackling unfamiliar problems and checking solutions using alternative methods.	• Apply multiplication skills in everyday situations, such as shopping, e.g. by calculating the total cost of multiple items. • Use multiplication to calculate quantities needed for events, recipes or activities, such as the number of drinks, ingredients or resources required for groups of people. • Develop confidence interpreting and using numerical information in everyday situations, including shopping, budgeting, comparing quantities

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Unit Title: **Division of Whole Numbers**

Unit Reference Number: **D/650/1311**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to divide whole numbers and check answers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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: N1/E3.6.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to divide two-digit whole numbers by single- and double-digit numbers	1.1 Divide two-digit numbers by single digits by repeated subtraction
	1.2 Divide two-digit numbers by double digits by repeated subtraction
	1.3 Divide two-digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10
	1.4 Divide two-digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using number squares
	1.5 Divide two-digit whole numbers by single digits using a calculator
	1.6 Divide two-digit whole numbers by double digits using a calculator
	1.7 Identify that division is not commutative (concept not terminology): e.g. 8 ÷ 4 is not the same as 4 ÷ 8
2 Be able to use division of two-digit whole numbers by single- and double-digit numbers	2.1 Select and use division appropriately in everyday contexts
	2.2 Present results and interpret remainders in context: e.g. four cars needed for 18 people with 5 people per car
3 Be able to check answers as required	3.1 Check answers using a different method appropriately

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Indicative Content

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

Key Mathematical Vocabulary
division, divide, remainder, equal groups, sharing, grouping, multiple, inverse, repeated subtraction, calculation, estimate, method, strategy, number square, calculator, keys, left over, whole, per, each, split.

1 Be able to divide two-digit whole numbers by single- and double-digit numbers

1.1 Divide two-digit numbers by single digits by repeated subtraction

Learners should understand repeated subtraction as one method of division and recognise that division can be viewed as repeatedly taking away equal groups.

- Learners should subtract the divisor repeatedly until no further groups can be removed.
- Activities may include sharing practical resources into equal groups and recording each subtraction step.
- Learners should count the number of subtraction steps taken to determine the answer.
- Examples may include 72 ÷ 9.
- Number lines may be used to support repeated subtraction strategies.
- Learners should recognise the relationship between repeated subtraction and division.

1.2 Divide two-digit numbers by double digits by repeated subtraction

Learners should extend repeated subtraction methods to calculations involving double-digit divisors.

- Learners should subtract equal groups systematically and record their working clearly.
- Activities may include practical grouping and sharing activities using larger numbers.
- Learners should track the number of subtraction steps taken to determine the quotient.
- Examples may include 48 ÷ 12, 60 ÷ 15 and 72 ÷ 18.
- Learners should identify when a remainder remains after repeated subtraction.
- Number lines and practical equipment may support understanding of the process.

1.3 Divide two-digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10

Learners should use knowledge of multiplication facts and multiples to solve division calculations.

- Learners should recognise division as the inverse of multiplication.
- Activities may include matching multiplication and division facts.
- Learners should identify which multiple of the divisor gives the required dividend.
- Examples may include 40 ÷ 5, 36 ÷ 4, 24 ÷ 3 and 50 ÷ 10.
- Multiplication tables and number patterns may be used to support calculations.
- Learners should explore the connection between factors, multiples and division.

1.4 Divide two-digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using number squares

Learners should use number squares, multiplication tables and known number facts to solve division calculations.

- Learners should identify multiples of 6, 7, 8 and 9 within number squares.
- Activities may include locating multiples and using them to solve division questions.
- Learners should identify the multiplication fact that relates to a division calculation.
- Examples may include 42 ÷ 6, 56 ÷ 8, 63 ÷ 7 and 72 ÷ 9.
- Learners should use patterns within multiplication tables to support recall.
- Practical activities may involve matching multiplication and division number sentences.

1.5 Divide two-digit whole numbers by single digits using a calculator

Learners should use a calculator accurately to complete division calculations involving single-digit divisors.

- Learners should enter numbers and operators in the correct order in a non-scientific calculator.
- Activities may include checking answers obtained through mental or written methods.
- Learners should recognise and use the division symbol on a calculator.
- Examples may include 91 ÷ 6 and 72 ÷ 9.
- Learners should estimate answers before calculating to help identify keying errors.
- Learners may benefit from comparing calculator answers with answers obtained using other methods.

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1.6 Divide two-digit whole numbers by double digits using a calculator
Learners should use a calculator accurately to solve division calculations involving double-digit divisors.

- Learners should enter calculations in a non-scientific calculator correctly and interpret calculator displays accurately.
- Activities may include practical problem-solving involving sharing and grouping situations.
- Examples may include 84 ÷ 12 and 96 ÷ 16.
- Learners should estimate answers before calculating and assess whether answers are reasonable.
- Learners may benefit from checking calculations more than once to ensure accuracy.
- Opportunities should be provided to compare calculator methods with non-calculator methods.

1.7 Identify that division is not commutative (concept not terminology)
Learners should recognise that changing the order of numbers in a division calculation changes the answer.

- Learners should compare calculations where the numbers are reversed.
- Activities may include exploring division calculations using practical equipment and diagrams.
- Examples may include: 12 ÷ 3 and 3 ÷ 12
- Learners should discuss why the answers are different.
- Practical sharing activities may be used to demonstrate the concept visually.
- Learners should recognise that the order of numbers in a division calculation is important.

2 Be able to use division of two-digit whole numbers by single- and double-digit numbers

2.1 Select and use division appropriately in everyday contexts
Learners should recognise situations where division is the most appropriate operation to use.

- Learners should identify situations involving sharing equally or grouping items.
- Activities may include sorting practical scenarios according to the operation required.
- Learners should recognise key vocabulary such as share, divide, group, each, equal, split and per.
- Examples may include sharing items between people, organising resources into groups or determining how many groups can be made.
- Learners should explain why division has been selected before completing a calculation.
- Real-life examples should be used wherever possible.

2.2 Present results and interpret remainders in context
Learners should present division answers appropriately and understand how remainders affect practical situations.

- Learners should recognise that some division calculations do not result in a whole number answer and understand how to interpret remainders.
- Activities may include solving practical problems where a remainder must be interpreted.
- Examples may include:
    - seating people on coaches or in cars
    - packing items into boxes
    - sharing resources between groups
- Learners should decide whether a remainder should be rounded up, ignored or recorded, depending on the context.
- Learners should present answers using appropriate units or descriptions.
- Learners should explain what the remainder means within the context of the problem.

3 Be able to check answers as required

3.1 Check answers using a different method appropriately
Learners should check completed division calculations using an alternative method.

- Learners should recognise the importance of checking answers for accuracy.
- Activities may include comparing answers obtained using different methods.
- Learners should use multiplication facts to check division calculations.
- Examples may include checking 48 ÷ 6 = 8 by calculating 8 × 6 = 48.
- Learners may use a calculator to verify answers obtained through written or mental methods.
- Opportunities should be provided for learners to identify and correct errors and explain how they checked their work.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use calculators, interactive division tools and digital number resources to explore division strategies. • Use digital resources to investigate the relationship between multiplication and division. • Use visual digital models, including arrays, grouping diagrams and number lines, to explore division patterns and support conceptual understanding. • Use online quizzes and learning platforms to practise division facts, receive immediate feedback and monitor progress.	• Build confidence and resilience when solving multi-step calculations • Encourage perseverance when checking and refining answers. • Promote communication and mathematical reasoning by encouraging learners to explain their methods and justify their answers. • Support learners in developing confidence when tackling unfamiliar problems and checking solutions using alternative methods. • Develop independence through selecting appropriate methods and deciding whether answers are reasonable within a given context.	• Apply division skills when sharing costs equally between people, such as splitting the cost of meals, activities or group purchases. • Use division when organising items into equal groups, such as packing items into boxes, arranging resources or distributing materials fairly. • Develop confidence interpreting remainders in real-life situations, such as determining how many boxes are needed. • Strengthen everyday decision-making skills by using division to calculate equal shares, compare quantities and solve practical problems involving money, resources and time.

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UNIT SPECIFICATIONS

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

Unit Reference Number: **F/650/1312**

Credit Value of Unit 1 **GLH of Unit 10** **Level of Unit E3**

Introduction

This unit will give learners an opportunity to read, write and understand common fractions. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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: N2/E3.1, N2/E3.2.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to read, write and understand common fractions such as 3/4, 2/3, 1/10	1.1 Identify and record a unit fraction for common fractions: e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{11}$
	1.2 Identify and record a non-unit fraction for common fractions: e.g. $\frac{2}{3}$, $\frac{3}{11}$
	1.3 Read and record common-unit and non-unit fraction names: e.g. thirds, quarters, tenths
2 Be able to recognise and use equivalent fraction forms such as 5/10 = ½, 5/5 = 1	2.1 Identify equivalent fractions for common fractions: e.g. halve, quarter, $\frac{1}{5}$, $\frac{1}{10}$
	2.2 Identify a fraction which is equivalent to a whole one
3 Be able to recognise common fractions	3.1 Use common fractions in two different everyday situations

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Indicative Content

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

Key Mathematical Vocabulary
fraction, numerator, denominator, equal parts, same, whole, half, third, quarter, fifth, sixth, eighth, tenth, equivalent fraction, shaded, shape, taken, whole number names up to nine, discount, off, lowest, highest.

1 Be able to read, write and understand common fractions such as $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$

1.1 Identify and record a unit fraction for common fractions
Learners should identify, read and record unit fractions where the numerator is one.

- Learners should understand that a unit fraction represents one equal part of a whole.
- Activities may include shading one part of a shape that has been divided into equal sections.
- Learners should identify unit fractions using practical equipment, diagrams and everyday objects.
- Examples may include $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{10}$ or any unit fraction with a denominator from 2 to 20.
- Practical resources such as fraction circles, fraction strips and paper-folding activities may support understanding.
- Learners may benefit from sharing objects into equal groups and identifying one part of the whole.

1.2 Identify and record a non-unit fraction for common fractions
Learners should identify, read and record non-unit fractions where the numerator is greater than one.

- Learners should understand that a non-unit fraction represents more than one equal part of a whole.
- Activities may include identifying fractions represented by shaded sections of shapes and diagrams.
- Learners should distinguish between unit and non-unit fractions.
- Examples may include $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$ and $\frac{5}{10}$ or any fraction with a denominator from 2 to 20.
- Learners should use practical resources to build and compare fractions.
- Learners may benefit from discussing the meaning of the numerator and denominator within common fractions.

1.3 Read and record common-unit and non-unit fraction names
Learners should read and write common fraction names correctly.

- Learners should recognise and use vocabulary associated with common fractions.
- Activities may include matching fraction symbols with their written and spoken names.
- Learners should practise reading and writing fraction names in a variety of contexts.
- Examples may include half, third, quarter, fifth, sixth, eighth and tenth.
- Learners should identify the connection between fraction notation and fraction names.
- Practical activities may involve labelling diagrams and recording fractions from real-life examples.

2 Be able to recognise and use equivalent fraction forms such as $\frac{5}{10} = \frac{1}{2}$, $\frac{5}{5} = 1$

2.1 Identify equivalent fractions for common fractions:
Learners should recognise that some fractions have the same value even though they are written differently.

- Learners should explore equivalent fractions using diagrams, fraction strips and practical resources.
- Activities may include matching equivalent fractions and completing sorting activities.
- Learners should compare fractions by considering the proportion of the whole represented.
- Examples may include fractions that will simplify to fractions with denominators from 2 to 10:
  - $\frac{15}{20} = \frac{3}{4}$
- Learners should use visual representations to support understanding of equivalence.
- Learners may benefit from folding paper shapes into equal parts to compare equivalent fractions.

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2.2 Identify a fraction which is equivalent to a whole one

Learners should understand that some fractions are equal to one whole.

- Learners should recognise that when the numerator and denominator are the same, the fraction represents one whole.
- Activities may include matching fractions to whole shapes and complete objects.
- Examples may include:
  - $\frac{10}{10} = 1$
- Learners should use practical and visual representations to demonstrate complete wholes.
- Fraction strips, circles and pictorial models may help learners develop understanding.
- Learners may benefit from comparing fractions less than one whole with fractions equal to one whole.

3 Be able to recognise common fractions

3.1 Use common fractions in two different everyday situations

Learners should recognise and use common fractions in familiar everyday contexts.

- Learners should identify fractions used in daily life and understand their practical purpose.
- Activities should use realistic and meaningful examples that are relevant to learners.
- Examples may include:
  - recognising half-price or quarter-price offers when shopping
  - sharing food equally between people
  - measuring ingredients in simple recipes
  - identifying fractions of a journey completed
  - interpreting portions of quantities or collections
- Learners should discuss how fractions are used to describe parts of a whole in everyday situations.
- Practical activities may involve cutting shapes, sharing objects and measuring quantities.
- Learners may benefit from opportunities to identify fractions encountered at home, in the community and in workplace-related settings.

Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital fraction walls, interactive fraction diagrams and fraction matching activities. • Use interactive tools to compare fractions visually and explore the relationships between halves, quarters, fifths and tenths. • Use digital fraction strips and visual models to investigate equivalent fractions and fractions that represent one whole • Use online games and quizzes to practise recognising fraction notation and fraction names.	• Build confidence through secure understanding of part-whole relationships. • Promote discussion and the use of accurate mathematical vocabulary when describing fractions and explaining reasoning.	• Apply fraction skills when sharing food fairly, such as dividing a pizza, cake or packet of snacks into halves, quarters or other equal parts. • Use fractions in shopping situations, such as recognising half-price offers, understanding "buy one and get half price" promotions or comparing fractional amounts. • Apply fraction knowledge when following recipes and measuring ingredients, including identifying halves, quarters and tenths of quantities.

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UNIT SPECIFICATIONS

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

Unit Reference Number: **H/650/1313**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to read, write and understand decimals and place value. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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: N2/E3.3.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to read numbers with up to two decimal places	1.1 Read numbers with up to two decimal places
2 Be able to write numbers with up to two decimal places	2.1 Write numbers with up to two decimal places including money
3 Understand that the position of a digit signifies its value	3.1 Identify place value in numbers with up to two decimal places
	3.2 Identify that the decimal point separates whole numbers from decimal numbers
	3.3 Identify the use of zero as a place holder
	3.4 Identify the use of a leading zero
4 Be able to recognise and continue decimal sequences	4.1 Identify a decimal sequence
	4.2 Continue a decimal sequence

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

Key Mathematical Vocabulary
decimal, decimal point, place value, hundreds, tens, units, tenths, hundredths, whole number, decimal number, place holder, leading zero, sequence, pattern, increase, decrease, notation, value, digit, whole number names up to one hundred.

1 Be able to read numbers with up to two decimal places

1.1 Read numbers with up to two decimal places

Learners should develop confidence reading decimal numbers correctly using mathematical vocabulary.

- Learners should read decimal numbers with one decimal place and two decimal places.
- Learners should recognise the whole number part and decimal part of a number.
- Activities may include reading numbers from price labels, receipts, measuring equipment and simple data displays.
- Learners should understand that digits after the decimal point are read individually.
- Examples may include reading 4.5 as "four point five", 3.68 as "three point six eight" and 26.72 as "twenty-six point seven two".
- Learners should read decimal numbers greater than one whole and less than one whole.
- Examples may include 12.45, 0.8, 0.25 and 105.54.
- Practical resources such as place value charts and decimal place value grids may support understanding.
- Learners may benefit from matching spoken decimals to written decimal notation.

2 Be able to write numbers with up to two decimal places

2.1 Write numbers with up to two decimal places including money

Learners should record decimal numbers accurately using correct decimal notation and place value understanding.

- Learners should write decimal numbers with one decimal place and two decimal places.
- Activities may include writing numbers from dictation, recording measurements and recording prices.
- Learners should place the decimal point accurately and read back their numbers to check for errors.
- Learners should understand that money is commonly represented using two decimal places and be able to record using the appropriate units and notation.
- Examples may include recording four pounds and twenty pence using digits as £4.20 and understand the errors in recording it as £4.2 or £4.20p.
- Learners should record decimals less than one whole correctly, for example 0.4, 0.58 or 0.07.
- Practical activities may involve creating shopping lists, recording costs or writing decimal measurements.
- Learners may benefit from completing partially completed decimal numbers and correcting incorrectly written examples.

3 Understand that the position of a digit signifies its value

3.1 Identify place value in numbers with up to two decimal places

Learners should develop a secure understanding of decimal place value and how digit position affects value.

- Learners should identify hundreds, tens, units, tenths and hundredths within decimal numbers.
- Activities may include labelling place value charts and partitioning decimal numbers.
- Learners should understand that the same digit can have different values depending on its position.
- Examples may include identifying the value of each digit in 12.76 as one ten, two units, seven tenths and six hundredths.
- Learners should compare digits in different positions and discuss their values.
- Place value counters, decimal grids and partitioning activities may support understanding.
- Learners should be able to complete a table to show the place values of digits in a number.

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3.2 Identify that the decimal point separates whole numbers from decimal numbers
Learners should understand the role of the decimal point within a number.

- Learners should identify that the decimal point separates whole numbers from tenths and hundredths.
- Activities may include highlighting the decimal point within numbers and describing the value of digits on either side.
- Learners should recognise that numbers to the left of the decimal point represent whole quantities.
- Learners should recognise that numbers to the right of the decimal point represent parts of a whole.
- Examples may include knowing that the whole part of 14.57 is 14.
- Practical activities may involve reading scales, prices and measurements containing decimals.

3.3 Identify the use of zero as a place holder
Learners should understand that zero can be used to hold a position within a number when no value exists in that place.

- Learners should identify zeros within whole numbers and decimal numbers.
- Activities may include exploring numbers where zero occupies different place value positions.
- Learners should recognise that removing a placeholder zero can change the value of a number.
- Examples may include 9.05, 32.03, 105 and 10.02.
- Place value charts may help learners understand the purpose of placeholder zeros.
- Learners may benefit from creating and comparing numbers with and without placeholder zeros.

3.4 Identify the use of a leading zero
Learners should understand when a leading zero is required before a decimal point.

- Learners should recognise that decimal numbers less than one whole are often written with a leading zero.
- Activities may include reading, writing and comparing decimal numbers less than one.
- Examples may include 0.2, 0.43, 0.58 and 0.75.
- Learners should understand that the leading zero helps make the decimal point more visible and improves accuracy.
- Practical activities may involve recording measurements, prices and quantities less than one whole unit.

4 Be able to recognise and continue decimal sequences

4.1 Identify a decimal sequence
Learners should recognise patterns within simple decimal sequences.

- Learners should identify whether a sequence is increasing or decreasing.
- Activities may include finding the difference between consecutive decimal numbers.
- Learners should recognise common decimal intervals such as 0.1, 0.2, 0.5 and 0.01.
- Examples may include:
    - 1.0, 1.2, 1.4, 1.6
    - 3.5, 3.7, 3.9, 4.1
    - 5.0, 5.5, 6.0, 6.5
- Learners should describe the rule used within the sequence.
- Number lines and decimal grids may be used to support understanding.

4.2 Continue a decimal sequence
Learners should continue decimal sequences by applying the identified pattern accurately.

- Learners should identify the step size before extending a sequence.
- Activities may include filling in missing decimal numbers and generating additional terms.
- Learners should check that the same amount is added or subtracted each time.
- Examples may include:
    - 2.1, 2.3, 2.5, 2.7...
    - 7.9, 8.1, 8.3, 8.5...
    - 1.00, 1.25, 1.50, 1.75...
- Learners should explain how they identified and applied the rule.
- Decimal number lines may support learners in visualising the interval between numbers.
- Learners may benefit from creating their own decimal sequences and challenging others to continue them.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital place value resources, decimal grids and interactive number tools to explore decimal notation. • Use digital visual representations of tenths and hundredths to reinforce understanding of the value of digits after the decimal point. • Use online games, quizzes and interactive activities to practise reading, writing and sequencing decimal numbers.	• Build confidence through secure understanding of decimal numbers and place value relationships. • Encourage resilience when working with unfamiliar decimal notation and correcting errors through checking activities. • Develop independence by selecting appropriate methods to read, record and check decimal numbers accurately. • Support learners in recognising the importance of accuracy when reading, recording and communicating decimal information.	• Apply decimal skills when using money, including reading prices, checking receipts and understanding pounds and pence. • Develop confidence interpreting decimal values on bills, invoices, price labels and financial statements. • Develop confidence using decimals in home, community and workplace-related contexts, such as shopping, budgeting, recording measurements and interpreting numerical information.

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Unit Title: **Money: Adding and Subtracting**

Unit Reference Number: **K/650/1315**

Credit Value of Unit 2	GLH of Unit 20	Level of Unit E3

Introduction

This unit will give learners an opportunity to add, subtract and use money in decimal notation. This unit assumes that learners have prior skills in addition, subtraction and decimals at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Addition and Subtraction Skills and Developing and Applying Decimal Skills units at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills of addition, subtraction and decimals through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E3.4, MSS1/E3.1, MSS1/E3.2.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to add and subtract money in decimal notation	1.1 Add up to three amounts of money in decimal notation
	1.2 Add up to three amounts of money in decimal notation using a calculator
	1.3 Subtract amounts of money in decimal notation
	1.4 Subtract amounts of money in decimal notation using a calculator
2 Be able to use money in decimal notation in everyday contexts	2.1 Read and record prices in decimal notation in two practical situations
	2.2 Compare prices in decimal notation in two practical situations
	2.3 Calculate using money in pounds and pence in at least two different practical situations
	2.4 Use appropriate methods to check answers

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Indicative Content

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

Key Mathematical Vocabulary
money, pounds, pence, pound sign, decimal notation, decimal point, price, cost, value, amount, total, altogether, change, difference, addition, subtraction, estimate, calculate, compare, budget, accurate, calculator, keys, spend, most expensive, cheapest, left, names of days of the week, buy, spend,

1 Be able to add and subtract money in decimal notation

1.1 Add up to three amounts of money in decimal notation

Learners should develop confidence adding money amounts written in pounds and pence using appropriate mental and written methods.

- Learners should recognise and use money written in decimal notation.
- Activities may include finding the total cost of two or three items when shopping.
- Learners should align decimal points correctly when using written methods.
- Examples may include adding £2.45, £13.20 and 15p.
- Learners should understand the relationship between pounds and pence when calculating totals.
- Practical resources such as price labels, menus, shopping lists and catalogues may support understanding.
- Learners may benefit from estimating totals before completing calculations.

1.2 Add up to three amounts of money in decimal notation using a calculator

Learners should use a calculator accurately to add money amounts written in decimal notation.

- Learners should enter decimal amounts correctly using a non-scientific calculator keypad.
- Activities may include finding the total cost of purchases from shopping scenarios.
- Learners should interpret calculator displays accurately and record answers using correct money notation.
- Examples may include calculating the total of three items from a receipt or price list.
- Learners should estimate answers before calculating to check that results are reasonable.
- Learners may benefit from comparing calculator answers with mental or written methods.

1.3 Subtract amounts of money in decimal notation

Learners should develop confidence subtracting money amounts written in decimal notation.

- Learners should recognise subtraction as finding a difference or calculating an amount remaining and present their workings clearly.
- Activities may include calculating change from purchases and comparing costs.
- Learners should align decimal points correctly when using written subtraction methods.
- Examples may include finding the change from £10 after spending £6.45.
- Learners should understand that subtraction can be used to compare prices and identify the total amount of savings.
- Practical activities may involve receipts, shopping scenarios, budgets and financial statements.
- Learners may benefit from estimating answers before carrying out calculations.

1.4 Subtract amounts of money in decimal notation using a calculator

Learners should use a calculator accurately to subtract money amounts written in decimal notation.

- Learners should enter calculations correctly using a non-scientific calculator and check entries before writing the answer.
- Activities may include calculating discounts, change and remaining balances.
- Learners should record answers using correct money notation.
- Examples may include subtracting £12.75 from £20.00 or £5.40 from £15.00.
- Learners should compare estimated and calculated answers to check accuracy.
- Opportunities should be provided for learners to identify and correct calculator entry errors.

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2 Be able to use money in decimal notation in everyday contexts

2.1 Read and record prices in decimal notation in two practical situations

Learners should read and record prices accurately in realistic contexts involving pounds and pence.

- Learners should recognise common formats used for prices.
- Activities may include reading prices from supermarket advertisements, menus, websites and catalogues.
- Learners should record prices accurately using the £ symbol and correct decimal notation and understand why £3.4 and £3.40p are not valid formats.
- Examples may include £3.50, £12.99, £0.99 and £105.45.
- Learners should understand that two digits are generally used to represent pence.
- Practical activities may involve creating shopping lists and recording prices from real-world sources.

2.2 Compare prices in decimal notation in two practical situations

Learners should compare prices and identify which amounts are greater, smaller or offer better value.

- Learners should compare money amounts by considering pounds first, then pence.
- Activities may include comparing prices from different shops or suppliers.
- Learners should identify the most expensive and least expensive items within a selection.
- Examples may include comparing £4.95 and £5.40 or identifying the cheaper of two products.
- Learners should discuss the reasons for their decisions using appropriate mathematical language.
- Practical contexts may include shopping, budgeting and choosing between products or services.

2.3 Calculate using money in pounds and pence in at least two different practical situations

Learners should use money confidently to solve practical problems involving addition and subtraction.

- Learners should identify the information needed before selecting a calculation method.
- Activities may include shopping, budgeting and calculating change.
- Learners should choose whether mental methods, written methods or calculators are most appropriate.
- Examples may include:
  - calculating the total cost of several items
  - working out the change received from a purchase
  - comparing the costs of different products
  - calculating how much money remains after spending
- Learners should use correct money notation throughout their calculations.
- Practical activities should reflect situations learners are likely to encounter in everyday life.

2.4 Use appropriate methods to check answers

Learners should check money calculations using suitable methods to improve accuracy and confidence.

- Learners should recognise the importance of checking answers when working with money.
- Activities may include estimating before calculating and checking completed calculations using a different method.
- Learners should compare answers obtained through mental, written and calculator methods.
- Examples may include using addition to check a subtraction calculation or using estimation to judge whether an answer is reasonable.
- Learners should identify errors and correct them where necessary.
- Opportunities should be provided for learners to explain how they checked their answers and why their answers are appropriate within the context.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use calculators, spreadsheets and digital budgeting tools to explore monetary calculations and decimal notation. • Use digital shopping and budgeting resources to reinforce decimal calculations. • Use interactive decimal and money activities to support fluency.	• Build confidence when working with financial information and making numerical decisions • Encourage independence through accurate checking and verification of calculations. • Develop a positive attitude towards managing money by providing opportunities to make informed financial decisions. • Support learners in developing confidence when interpreting financial information and assessing whether answers are reasonable.	• Develop confidence reading, recording and comparing monetary values. • Apply money skills when calculating the total cost of multiple items, checking receipts and confirming that the correct amount has been charged. • Use subtraction skills to calculate change from purchases, determine remaining balances. • Strengthen everyday money-management skills by interpreting bills, invoices, bank balances and making informed purchasing decisions.

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Unit Title: **Time**

Unit Reference Number: **J/650/1323**

Credit Value of Unit 1	**GLH of Unit 10**	**Level of Unit E3**

Introduction

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

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E3.3.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to read and record time in five minute intervals using am and pm	1.1 Tell the time in five-minute intervals on analogue clocks.
	1.2 Tell the time in five-minute intervals on 12-hour digital clocks
	1.3 Tell the time in five-minute intervals using am and pm
	1.4 Record the time in five-minute intervals using am and pm
2 Be able to record common date formats	2.1 Recognise day, month and year in common date formats
	2.2 Read the date on a calendar
	2.3 Record the date in common formats
3 Be able to use time in practical situations	3.1 Use time and date in two different everyday situations

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

Key Mathematical Vocabulary
time, clock, analogue, digital, hour, minute, second, duration, interval, estimate, approximate, nearest five minutes, o'clock, half past, quarter past, quarter to, am, pm, 24-hour clock, calendar, date, day, week, month, year, earlier, later, display, number names up to thirty, forty-five, day notations such as 21st, 2nd, 4th names of the days of the week and months of the year, exactly.

1 Be able to read and record time in five-minute intervals using am and pm

1.1 Tell the time in five-minute intervals on analogue clocks.

Learners should develop confidence reading time from analogue clock faces to the nearest five minutes.

- Learners should identify the hour hand and minute hand and understand their different functions.
- Activities may include reading times shown on classroom clocks, clock models and interactive clock faces.
- Learners should recognise o'clock, half past, quarter past and quarter to times before progressing to all five-minute intervals.
- Examples may include 2:05, 4:20, 7:45 and 10:55.
- Learners should understand that each numbered interval on an analogue clock represents five minutes and be able to round times on analogue clocks to the nearest five minutes
- Practical clock faces and moveable hands may support understanding.
- Learners may benefit from matching analogue times to corresponding digital times.

1.2 Tell the time in five-minute intervals on 12 hour digital clocks

Learners should develop confidence reading digital times displayed in a 12-hour format.

- Learners should recognise the relationship between hours and minutes in digital displays.
- Activities may include reading times shown on clocks, phones, tablets, microwaves and alarm clocks.
- Learners should identify times presented at five-minute intervals.
- Examples may include 3:15, 6:40, 9:25 and 11:55.
- Learners should compare analogue and digital representations of the same time.
- Practical activities may involve matching cards showing analogue and digital times.
- Learners may benefit from reading times linked to familiar daily routines.

1.3 Tell the time in five-minute intervals using am and pm

Learners should understand and use am and pm correctly when describing time.

- Learners should recognise that am refers to morning and pm refers to afternoon and evening.
- Activities may include sorting times into morning and afternoon/evening categories.
- Learners should relate times to familiar events throughout the day.
- Examples may include:
    - 8:15 am for arriving at college or work
    - 1:30 pm for lunch
    - 7:45 pm for an evening activity
- Learners should discuss the difference between times that occur in the morning and afternoon.
- Daily schedules and timetables may support understanding.

1.4 Record the time in five-minute intervals using am and pm

Learners should record times accurately using am and pm notation.

- Learners should write times using correct hour and minute notation.
- Activities may include recording appointment times, lesson times and daily routines.
- Learners should use am and pm appropriately to distinguish between morning and afternoon/evening events.
- Examples may include 7:20 am, 12:05 pm, 3:45 pm and 8:55 pm.
- Learners should check that recorded times match the context provided.
- Practical activities may involve completing diaries, schedules and timetables.
- Learners may benefit from correcting incorrectly recorded examples.
- Learners should understand that each numbered interval on an analogue clock represents five minutes and be able to round times on analogue clocks to the nearest five minutes.

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2 Be able to record common date formats

2.1 Recognise day, month and year in common date formats

Learners should recognise the different parts of a date and understand how dates are presented in common formats.

- Learners should identify the day, month and year within numerical and written dates.
- Activities may include matching dates presented in different formats.
- Learners should become familiar with the names and order of the months of the year.
- Examples may include:
  - 01/09/2026
  - 1 September 2026
  - September 1, 2026
  - 5.6.26
  - 21-09-2026
- Learners should recognise that dates can be written in different ways while representing the same date and that in the UK we write the day then the month then the year when using number formats.
- Calendar activities may support understanding of date formats.

2.2 Read the date on a calendar

Learners should develop confidence locating and interpreting dates on calendars.

- Learners should identify days, weeks and months on a calendar.
- Activities may include finding important dates, appointments and events.
- Learners should recognise the relationship between dates and days of the week.
- Examples may include identifying birthdays, holidays, meetings or appointment dates.
- Learners should use calendars to locate past, present and future dates.
- Practical activities may involve planning events or identifying dates from monthly calendars.

2.3 Record the date in common formats

Learners should record dates accurately using common written and numerical formats.

- Learners should write dates using day, month and year correctly.
- Activities may include completing forms, diaries, logs and calendars.
- Learners should recognise commonly used UK date formats.
- Examples may include:
  - 03/05/2027
  - 3/5/27
  - 3 May 2027
- Learners should check that dates are recorded clearly and accurately.
- Practical activities may involve recording appointment dates, event dates and deadlines.

3 Be able to use time in practical situations

3.1 Use time and date in two different everyday situations

Learners should apply time and date skills in realistic everyday contexts.

- Learners should use clocks, calendars and schedules to obtain and record information.
- Examples of writing time using numbers may include:
  - 7:20
  - 07:20
  - 0720
  - 1920
  - 19:20
- Activities should involve practical situations that learners are likely to encounter in everyday life.
- Examples may include:
  - identifying appointment times and dates
  - reading bus, train or lesson timetables
  - recording work shifts or college sessions
  - planning daily routines and events
  - checking opening and closing times
- Learners should identify relevant time and date information before making decisions.
- Practical activities may involve creating schedules, planning journeys or organising appointments.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital clocks, calendars and time-planning tools to develop confidence reading, recording and managing time accurately. • Use interactive analogue and digital clock resources to explore the relationship between different time formats and practise reading times in five-minute intervals. • Use calendar software and scheduling tools to reinforce date notation, chronology and the organisation of events • Use digital timetables, reminder applications and diary tools to explore practical uses of time and date information.	• Build confidence using time information independently and accurately. Encourage organisational skills through the effective use of dates, schedules and time-management strategies. • Promote independence and self-management by encouraging learners to monitor and plan their own time effectively.	• Develop confidence interpreting and recording time and date information. • Strengthen understanding of common date and time formats. • Use calendars to record important dates such as appointments, birthdays, deadlines, examinations and social events. • Apply time skills when planning journeys, arriving on time for appointments and managing daily routines.

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Unit Title: **Measuring and Estimating: Distance and Length**

Unit Reference Number: **L/650/1334**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to estimate, measure and interpret distance and length. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 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/E3.4, MSS1/E3.5, MSS1/E3.8. 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 The learner will	**Assessment Criteria** The learner can
1 Be able to read and interpret distance in everyday situations	1.1 Identify the units for measuring distances
	1.2 Read and record distances on road signs
	1.3 Estimate distance in miles when following and giving directions
2 Be able to estimate, measure and compare lengths	2.1 Read and record lengths in decimal notation using metric measurements
	2.2 Recognise that 100 cm = 1 m
	2.3 Recognise that 10 mm = 1 cm
	2.4 Recognise that 1000 mm = 1 m
	2.5 Recognise that 50 cm = 0.5 m
	2.6 Order lengths in decimal notation (with up to 2 decimal places)
	2.7 Select appropriate units of length to measure in everyday/practical situations
	2.8 Estimate lengths to a reasonable degree of accuracy in everyday/practical situations
	2.9 Select appropriate instruments to measure items in everyday/practical situations
	2.10 Measure items using labelled or unlabelled divisions on measuring instruments and record measurements in decimal notation

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

Key Mathematical Vocabulary
measure, measurement, length, distance, estimate, accurate, scale, unit, millimetre, centimetre, metre, kilometre, mile, feet, inches, compare, greater than, less than, equal to, record, whole number names from zero to ten, hour, minute, second, shortest, tallest, biggest, smallest, ruler, tape measure, map, road signs, stop watch

1 Be able to read and interpret distance in everyday situations

1.1 Identify the units for measuring distances

Learners should develop confidence identifying common units used to measure distance and length in everyday situations.

- Learners should recognise millimetres (mm), centimetres (cm), metres (m) and kilometres (km).
- Learners should be aware of commonly used imperial units encountered in the UK, including miles, feet and inches.
- Activities may include matching units to appropriate real-life examples.
- Learners should discuss which units are suitable for measuring different distances or lengths.
- Examples may include measuring the length of a pencil in centimetres, a room in metres and a journey in miles or kilometres.
- Practical resources such as rulers, tape measures and road maps may support understanding.

1.2 Read and record distances on road signs

Learners should develop confidence reading and recording distances presented on road signs.

- Learners should recognise that road signs commonly display distances in miles.
- Activities may include interpreting photographs of road signs and recording the distances shown.
- Learners should read whole-number and simple decimal distances where appropriate.
- Examples may include signs showing distances to towns, cities, services and destinations.
- Learners should record distances accurately using the correct unit.
- Practical activities may involve route-planning exercises and map-reading tasks.

1.3 Estimate distance in miles when following and giving directions

Learners should estimate distances when interpreting or giving directions in familiar contexts.

- Learners should recognise what reasonable distances look like in everyday travel situations.
- Activities may include planning journeys and discussing distances between local landmarks.
- Learners should estimate distances before comparing them with actual distances.
- Examples may include estimating the distance between home and work, shops or stations.
- Learners should use distance information to support route planning and decision-making.
- Maps, route planners and local area information may support understanding.

2 Be able to estimate, measure and compare lengths

2.1 Read and record lengths in decimal notation using metric measurements

Learners should read and record metric measurements accurately using decimal notation.

- Learners should recognise measurements displayed in millimetres, centimetres and metres.
- Activities may include reading scales, rulers and measuring tapes.
- Learners should record measurements using appropriate units and decimal notation.
- Examples may include 1.25 m, 0.75 m and 2.40 m.
- Learners should develop confidence interpreting measurements presented in decimal form.
- Practical measuring activities may involve classroom objects and everyday items.

2.2 Recognise that 100 cm = 1 m

Learners should understand the relationship between centimetres and metres.

- Learners should recognise that 100 centimetres are equal to 1 metre.
- Activities may include measuring lengths in both centimetres and metres.
- Learners should compare measurements expressed in different units.
- Examples may include recognising that 200 cm equals 2 m.
- Practical measuring tasks may reinforce understanding of this conversion.

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2.3 Recognise that 10 mm = 1 cm
Learners should understand the relationship between millimetres and centimetres.

- Learners should recognise that 10 millimetres are equal to 1 centimetre.
- Activities may include reading rulers marked with centimetre and millimetre divisions.
- Learners should compare measurements recorded in millimetres and centimetres.
- Examples may include recognising that 50 mm equals 5 cm.
- Practical activities may involve measuring small objects accurately.

2.4 Recognise that 1000 mm = 1 m
Learners should understand the relationship between millimetres and metres.

- Learners should recognise that 1000 millimetres are equal to 1 metre.
- Activities may include comparing measurements expressed in different metric units.
- Learners should discuss which units are most suitable for particular situations.
- Examples may include recognising that 2000 mm equals 2 m.
- Practical measurement investigations may support understanding.

2.5 Recognise that 50 cm = 0.5 m
Learners should understand the connection between metric measurement and decimal notation.

- Learners should recognise that 50 centimetres is equal to half a metre.
- Activities may include using measuring tapes and metre sticks to identify equivalent measurements.
- Learners should identify and record measurements using decimal notation.
- Examples may include 50 cm = 0.5 m and 750 cm = 7.5 m.
- Practical activities may support understanding of decimal measurements and place value.

2.6 Order lengths in decimal notation (with up to 2 decimal places)
Learners should compare and order measurements presented in decimal notation.

- Learners should identify which measurements of the same units are longer or shorter without having to do any conversions.
- Activities may include sorting and ordering measurements from smallest to largest and largest to smallest.
- Learners should compare decimal values accurately.
- Examples may include ordering 0.75 m, 1.20 m, 0.95 m and 2.10 m.
- Number lines and measurement scales may support understanding.
- Learners should explain how they determined the order.

2.7 Select appropriate units of length to measure in everyday/practical situations
Learners should choose suitable units for measuring objects and distances.

- Learners should consider the size of the object being measured before selecting a unit.
- Activities may include matching objects with appropriate units of measurement of their choice which can be metric, imperial or a mixture of both.
- Examples may include:
    - mm for the thickness of a coin
    - cm for the length of a pencil
    - m for the height of a door
    - km or miles for journey distances
- Learners should justify their choice of unit using appropriate mathematical language.

2.8 Estimate lengths to a reasonable degree of accuracy in everyday/practical situations
Learners should make sensible estimates before measuring.

- Learners should develop awareness of common lengths and dimensions.
- Activities may include estimating and then measuring classroom objects.
- Learners should compare estimated and actual measurements.
- Examples may include estimating the length of a desk, book, wall or room.
- Learners should discuss why some estimates are more accurate than others.
- Practical activities should encourage learners to refine estimation skills.

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2.9 Select appropriate instruments to measure items in everyday/practical situations
Learners should select suitable measuring instruments for different tasks.

- Learners should recognise the purpose of common measuring equipment.
- Examples may include:
  - Rulers
  - Tape measures
- Activities may include matching instruments to measuring tasks.
- Examples may include rulers, tape measures, metre sticks and trundle wheels.
- Learners should explain why a particular measuring instrument is appropriate.
- Practical activities should provide opportunities to use a range of measuring tools.

2.10 Measure items using labelled or unlabelled divisions on measuring instruments and record measurements in decimal notation
Learners should accurately measure and record lengths using appropriate equipment.

- Learners should read both labelled and unlabelled divisions on measuring instruments.
- Activities may include measuring classroom items, everyday objects and practical materials.
- Learners should record measurements accurately using decimal notation where appropriate.
- Examples may include recording measurements such as 0.35 m, 1.25 m and 2.40 m.
- Learners should check measurements for accuracy and reasonableness.
- Practical measuring tasks should encourage careful observation and accurate recording.

Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital rulers, interactive measurement tools and mapping software to explore units of length and distance. • Use online maps and distance tools to investigate measurement notation. • Use digital simulations and visual models to explore the relationships between millimetres, centimetres and metres.	• Build confidence interpreting measurement information and selecting appropriate units for different tasks and situations. • Encourage reasoning and comparison skills when estimating, measuring and evaluating the accuracy of measurements. • Promote independence through accurate measurement, recording and checking of results • Support learners in developing confidence when making decisions based on measurement information.	• Develop confidence reading and interpreting distances on road signs, maps and navigation systems. • Apply measurement skills when measuring items for practical tasks. • Use measuring tools confidently when completing DIY tasks, crafts or gardening activities • Strengthen understanding of both metric and imperial measurements commonly encountered

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Unit Title: **Measure: Capacity and Temperature**

Unit Reference Number: **M/650/1335**

Credit Value of Unit 1 **GLH of Unit 10** **Level of Unit E3**

Introduction

This unit will give learners an opportunity to measure capacity and temperature. This unit assumes that learners have prior skills in using numbers and decimals at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills and Developing and Applying Decimal Skills units at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers and decimals through an initial assessment
.
This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E3.7, MSS1/E3.9.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to estimate, measure and compare capacity	1.1 Read and record capacity in decimal notation using metric measurements
	1.2 Identify that 1000 ml = 1 litre
	1.3 Select appropriate units of capacity for familiar items
	1.4 Match familiar items with given capacities
	1.5 Estimate the capacity of containers
	1.6 Measure the capacity of containers by filling them using containers of known capacity
	1.7 Measure capacity by reading labelled divisions on a measuring jug
	1.8 Compare estimated and actual capacities of containers
2 Be able to read and measure temperature	2.1 Read a thermometer
	2.2 Identify that temperature can be measured in different scales

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

Key Mathematical Vocabulary
capacity, volume, litre, millilitre, centilitre, estimate, actual, compare, measure, scale, temperature, thermometer, degree, Celsius, Fahrenheit, °C, °F, positive, negative, bottles, cups, jugs, storage containers, glass, bowl, jar, can, bag, box, basket, bucket, pan, watering can, fish tank, spoon, kettle, mug, flask, vase, teapot, bath, sink, amount.

1 Be able to estimate, measure and compare capacity

1.1 Read and record capacity in decimal notation using metric measurements

Learners should develop confidence reading and recording capacity measurements using decimal notation.

- Learners should read capacity measurements written in millilitres (ml), centilitres (cl) or litres (l).
- Activities may include reading measurements from measuring jugs, containers and product labels.
- Learners should record capacity accurately using decimal notation where appropriate.
- Examples may include 0.5 l, 1.25 l, 2.3 l, 250 ml and 50 cl.
- Learners should understand the importance of accurate recording when measuring liquids.
- Practical activities may involve measuring and recording capacities of familiar containers.

1.2 Identify that 1000 ml = 1 litre

Learners should understand the relationship between millilitres and litres.

- Learners should recognise that 1000 millilitres is equal to 1 litre.
- Activities may include matching equivalent measurements expressed in millilitres (ml) and litres (l).
- Learners should compare different capacities and identify equivalent values.
- Examples may include:
    - 3000 ml = 3 l
    - 500 ml = 0.5 l
    - 1500 ml = 1.5 l
- Practical measuring activities may reinforce understanding of this relationship.
- Learners may benefit from using measuring containers marked in both millilitres and litres.

1.3 Select appropriate units of capacity for familiar items

Learners should choose suitable units when describing the capacity of everyday items.

- Learners should recognise when litres or millilitres are most appropriate.
- Activities may include matching familiar items with suitable units of measurement.
- Examples may include:
    - litres for bottles of milk, fuel containers and watering cans
    - millilitres or centilitres for medicine, perfume and small drink cartons
- Learners should explain why a particular unit is suitable.
- Practical activities should encourage learners to make realistic choices based on the size of the container.

1.4 Match familiar items with given capacities

Learners should identify realistic capacities for familiar containers and items.

- Learners should compare the size of containers and match them with appropriate capacities.
- Activities may include sorting and matching exercises using pictures and real objects.
- Examples may include matching:
    - a can of drink with 330 ml
    - a bottle of water with 500 ml
    - a carton of milk with 1 litre
- Learners should discuss how they determined the most appropriate capacity.
- Practical investigations using real containers may support understanding.

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1.5 Estimate the capacity of containers
Learners should develop the ability to make sensible estimates of capacity.

- Learners should estimate the amount a container can hold before measuring.
- Activities may include comparing different containers and predicting their capacities.
- Examples may include estimating the capacity of bottles, cups, jugs, storage containers, glass, bowl, jar, can, bag, box, basket, bucket, pan, watering can, fish tank, spoon, kettle, mug, flask, vase, teapot, bath or sink.
- Learners should discuss the reasons for their estimates.
- Practical activities should allow learners to compare estimated and actual capacities.
- Learners may benefit from regular opportunities to refine their estimation skills.

1.6 Measure the capacity of containers by filling them using containers of known capacity
Learners should measure capacity using containers with known measurements.

- Learners should use measuring containers to determine the capacity of unknown containers.
- Activities may include filling larger containers using cups, bottles or jugs of known capacity.
- Learners should count the number of containers used and calculate the total capacity.
- Examples may include using a 500 ml container to determine the capacity of a larger jug.
- Practical activities should encourage accurate measurement and recording.
- Learners should discuss the effectiveness of different measuring methods.

1.7 Measure capacity by reading labelled divisions on a measuring jug
Learners should read and interpret capacity measurements shown on measuring jugs.

- Learners should identify litres and millilitres marked on measuring equipment.
- Activities may include reading liquid levels from measuring jugs containing different amounts.
- Learners should develop confidence reading labelled divisions accurately.
- Examples may include recording capacities such as 250 ml, 750 ml, 1.2 l and 1.5 l.
- Learners should understand the importance of reading scales carefully.
- Practical measuring activities should provide regular opportunities to practise this skill.

1.8 Compare estimated and actual capacities of containers
Learners should compare estimated capacities with measured capacities.

- Learners should identify whether estimates were higher, lower or close to the actual measurement.
- Activities may include recording estimates before measuring and discussing the results.
- Learners should reflect on how accurate their estimates were and consider how they could improve.
- Examples may include comparing estimated and actual capacities of bottles, jugs and storage containers.
- Practical activities should promote reasoning and discussion.
- Learners may benefit from recording their findings in tables or charts.

2 Be able to read and measure temperature

2.1 Read a thermometer
Learners should develop confidence reading temperatures from a thermometer.

- Learners should identify the scale and read temperatures accurately.
- Activities may include reading indoor, outdoor and weather-related temperatures.
- Learners should recognise temperatures above and below zero.
- Examples may include reading temperatures such as -2°C, 8°C, 15°C and 22°C.
- Learners should understand that thermometers are used in a variety of everyday situations.
- Practical activities may include recording and comparing temperatures over time.

2.2 Identify that temperature can be measured in different scales
Learners should recognise that different temperature scales are used.

- Learners should identify Celsius (°C) and Fahrenheit (°F) as common temperature scales.
- Activities may include comparing temperature displays from weather reports, appliances and thermometers.
- Learners should recognise that temperatures can be recorded using different units.
- Examples may include weather forecasts displaying temperatures in Celsius and Fahrenheit.
- Learners should discuss where different temperature scales may be encountered.
- Practical activities may involve identifying and recording temperatures from a range of sources.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital measuring jugs, virtual capacity activities and interactive simulations to develop understanding of millilitres, litres and capacity measurement. • Use virtual thermometers and temperature simulations to practise reading, recording and comparing temperatures. • Use digital graphing and recording tools to compare estimated and measured capacities and identify patterns in results.	• Build confidence using measurement information and interpreting scales accurately. • Encourage accuracy and attention to detail when measuring and recording information.	• Apply capacity skills when measuring ingredients for cooking, following recipes and preparing drinks. • Develop confidence selecting appropriate container sizes for storing, carrying or transporting liquids. • Strengthen understanding of metric units commonly used in everyday life, including litres, millilitres and degrees Celsius, to support confidence at home, in the community and in workplace settings. • Apply temperature knowledge when making decisions about clothing, travel, food storage and health-related situations. • Use capacity measurements when purchasing drinks, household products and other items sold in litres or millilitres.

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UNIT SPECIFICATIONS

Unit Title: **Developing and Applying Shape and Space Skills**

Unit Reference Number: **M/650/1317**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to identify and use the properties of 2D and 3D shapes and to develop positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas MSS2/E3.1.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to identify and use the properties of 2D and 3D shapes to solve practical problems using appropriate vocabulary	1.1 Use appropriate vocabulary related to shape: e.g. side, length, angle, line of symmetry
	1.2 Identify right angles on familiar items
	1.3 Sort 2D and 3D items into those with or without right angles
	1.4 Find lines of symmetry of paper cut-outs of shapes by folding
	1.5 Identify and sketch lines of symmetry in shapes and images
	1.6 Sort 2D shapes: e.g. by the number of sides, number of angles, number of equal sides, number of equal angles or number of lines of symmetry
	1.7 Identify which 2D shapes fit together without leaving gaps
	1.8 Investigate ways of stacking 3D shapes of the same size: e.g. cans on a shop shelf
2 Be able to use appropriate positional vocabulary to describe position and direction	2.1 Identify position from a set point using the four main compass directions (N, S, E or W)
	2.2 Describe a movement of turn using positional vocabulary

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

Key Mathematical Vocabulary
2D shape, 3D shape, side, edge, corner, face, angle, right angle, symmetry, line of symmetry, symmetrical, square, rectangle, triangle, circle, pentagon, hexagon, cube, cuboid, sphere, cylinder, cone, pyramid, pattern, position, direction, north (N), south (S), east (E) west (W), clockwise, anticlockwise, quarter turn, half turn, full turn, item, diagram, height, length, sort, groups, exactly, description, gap, compass,

1 Be able to identify and use the properties of 2D and 3D shapes to solve practical problems using appropriate vocabulary

1.1 Use appropriate vocabulary related to shape:
Learners should develop confidence in recognising, describing and comparing common 2D and 3D shapes using appropriate mathematical vocabulary.

- Learners should identify and name common 2D shapes, including triangles, squares, rectangles, pentagons, hexagons and circles.
- Learners should identify and name common 3D shapes, including cubes, cuboids, cylinders, cones, pyramids and spheres.
- Learners should use mathematical vocabulary such as side, length, angle, right angle, face, edge, vertex and line of symmetry when describing shapes.
- Learners should compare shapes by discussing similarities and differences in their properties.
- Learners should recognise shape properties in everyday objects and real-life contexts.
- Learners may benefit from sorting and matching activities that require them to group shapes according to their properties.
- Learners may benefit from practical investigations using shape sets, construction materials and everyday objects to reinforce mathematical vocabulary.
- Learners should be encouraged to explain their reasoning verbally using correct mathematical language

.

1.2 Identify right angles on familiar items
Learners should identify right angles within common 2D shapes such as squares and rectangles.

- Learners should identify right angles on familiar items including books, tables, windows, doors, televisions and packaging.
- Learners should recognise when an angle is larger or smaller than a right angle through comparison.
- Learners may use right-angle checkers or corner templates to investigate angles in the classroom and wider environment.
- Learners should discuss where right angles are commonly found in everyday life.
- Learners may benefit from shape hunts in which they identify and record examples of right angles around the setting.
- Learners should develop confidence in explaining why an angle is a right angle using appropriate vocabulary.

1.3 Sort 2D and 3D items into those with or without right angles
Learners should apply their understanding of shape properties to classify shapes and objects according to whether they contain right angles.

- Learners should identify right angles within a range of 2D and 3D shapes.
- Learners should sort shapes into groups with right angles and without right angles.
- Learners should sort familiar objects according to whether they contain right angles.
- Learners should explain the criteria used for sorting activities.
- Learners may benefit from practical classification tasks using shape cards, photographs and physical objects.
- Learners should use mathematical vocabulary when justifying their sorting decisions.
- Learners should recognise that some shapes contain multiple right angles while others contain none.

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1.4 Find lines of symmetry of paper cut-outs of shapes by folding

- Learners should fold paper cut-outs to determine whether a shape has a line of symmetry.
- Learners should recognise that symmetrical shapes produce matching halves when folded.
- Learners should explore a range of regular and irregular shapes to identify lines of symmetry.
- Learners should compare shapes that have one, several or no lines of symmetry.
- Learners may benefit from practical folding activities using paper shapes and images.
- Learners should discuss how the folded line creates equal mirrored sections of a shape.
- Learners should use the terms symmetry, symmetrical and line of symmetry accurately.
- Learners should be able to draw a straight line on a shape to show where it can be folded symmetrically.

1.5 Identify and sketch lines of symmetry in shapes and images

- Learners should build on practical folding activities by identifying and drawing lines of symmetry independently.
- Learners should identify lines of symmetry in common 2D shapes.
- Learners should identify symmetry in patterns, pictures and everyday images.
- Learners should accurately sketch lines of symmetry onto shapes and simple diagrams.
- Learners should recognise shapes that have multiple lines of symmetry.
- Learners should recognise shapes and images that have no lines of symmetry.
- Learners may benefit from completing symmetrical drawings and patterns.
- Learners should check their work by considering whether both sides of the shape or image are mirror images.

1.6 Sort 2D shapes:

- Learners should explore and compare the properties of 2D shapes using a range of sorting criteria.
- Learners should identify the number of sides and angles within common 2D shapes.
- Learners should recognise shapes with equal sides and equal angles.
- Learners should identify shapes according to the number of lines of symmetry.
- Learners should sort shapes using one or more properties.
- Learners should explain similarities and differences between groups of shapes.
- Learners may benefit from Venn diagrams, Carroll diagrams and sorting hoops to organise shapes.
- Learners should use shape properties to justify how and why shapes have been grouped.

1.7 Identify which 2D shapes fit together without leaving gaps

- Learners should investigate how shapes can be arranged to cover a surface completely without overlapping or leaving spaces.
- Learners should explore shapes that tessellate, such as squares, rectangles and some triangles.
- Learners should identify arrangements that leave gaps and explain why they occur.
- Learners should create repeating patterns using shape tiles and cut-outs.
- Learners should investigate how angles and side lengths help shapes fit together.
- Learners may benefit from practical activities using pattern blocks, geometry tiles and grids.
- Learners should discuss patterns they observe when shapes fit together successfully.
- Learners should relate tessellation to examples found in flooring, tiling and brickwork.

1.8 Investigate ways of stacking 3D shapes of the same size:

- Learners should explore how the properties of 3D shapes affect their ability to stack, store and organise items.
- Learners should investigate which 3D shapes stack securely and which do not.
- Learners should compare shapes with flat faces and curved surfaces.
- Learners should recognise why cuboids and cubes are commonly used for storage and packaging.
- Learners should investigate practical examples such as stacking cans, boxes and cartons.
- Learners should be able to work out how may boxes fit on a shelf which may involve leaving a gap without the use of a calculator
- Learners should explain how the properties of shapes influence stacking, storage and efficiency in everyday situations.

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2 Be able to use appropriate positional vocabulary to describe position and direction

2.1 Identify position from a set point using the four main compass directions (N, S, E or W)

Learners should develop an understanding of the four main compass directions and use them to describe locations and routes from a given starting point.

- Learners should identify north, south, east and west on simple maps and diagrams.
- Learners should use compass directions to describe the position of objects and locations from a set point.
- Learners should follow and give simple directions using compass points.
- Learners should interpret symbols and locations on straightforward maps and plans.
- Learners may benefit from treasure hunts, route-finding activities and classroom map exercises.
- Learners should apply compass directions to familiar contexts such as local areas, school layouts and transport routes.
- Learners should communicate positional information clearly using directional vocabulary.

2.2 Describe a movement of turn using positional vocabulary

Learners should use positional language to describe and interpret movement, direction and rotation in practical contexts.

- Learners should identify and describe left and right turns.
- Learners should recognise and use the terms quarter turn, half turn and full turn.
- Learners should use the terms clockwise and anti-clockwise appropriately.
- Learners should describe movements and routes using positional vocabulary.
- Learners may benefit from physically performing turns and following directional instructions.
- Learners should interpret simple routes and explain changes in direction.
- Learners should apply turning and directional skills to familiar situations such as following maps, navigating buildings and giving directions.

Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use digital shape-sorting activities, virtual manipulatives and interactive geometry tools to explore the properties of 2D and 3D shapes. • Use online symmetry and pattern-building activities to identify lines of symmetry and investigate how shapes fit together without leaving gaps. • Use digital mapping tools, navigation apps and interactive maps to develop understanding of positional language, compass directions and routes.	• Build confidence through visual exploration and classification of shapes • Encourage communication and reasoning through discussion of shape properties. • Promote problem-solving and logical thinking through shape investigations.	• Apply knowledge of shape properties when organising, storing or packaging items at home, in education or in the workplace, such as stacking boxes, arranging shelves or selecting suitable containers. • Use an understanding of symmetry when recognising patterns, logos, signs, designs and layouts commonly seen in everyday environments. • Apply positional vocabulary and compass directions when following directions, reading maps, navigating unfamiliar locations, locating places in shopping centres or finding destinations when travelling. • Recognise and compare shapes and angles in everyday objects, buildings, packaging or road signs

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

Unit Reference Number: **R/650/1336**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to understand how to observe, record and represent information.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E3.3, HD1/E3.4.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to observe and record numerical information	1.1 Identify appropriate categories for different collections of data: e.g. number of people in a household, month of birthday
	1.2 Collect data in a tally chart
	1.3 Translate the tally into a frequency table by totalling the tallies
2 Be able to organise and represent information	2.1 Display data collected in a suitable table, bar chart or pictogram, with appropriate labelling
	2.2 Display given data sets in a table, bar chart or pictogram

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

Key Mathematical Vocabulary
data, information, category, categorise, group, sort, tally, tally chart, frequency, frequency table, record, organise, represent, table, bar chart, pictogram, title, heading, label, axis, scale, key, symbol, questions, collect,

1 Be able to observe and record numerical information

1.1 Identify appropriate categories for different collections of data:

- Learners should develop their ability to recognise, organise and classify information into appropriate categories before collecting data.
- Learners should identify suitable categories when collecting information
- Learners should recognise that categories must be clear, relevant and non-overlapping
- Learners should sort information into simple groups, such as favourite colour, method of travel etc
- Learners should identify categories from real-life contexts, such as colour preferences etc.
- Learners may benefit from practical activities involving surveys, questionnaires and class investigations.
- Learners should be able to create their own questions to gather the data they require.

1.2 Collect data in a tally chart

- Learners should develop confidence in collecting and recording information accurately using tally charts. Learning should focus on practical methods of gathering and recording data in a structured format.
- Learners should understand that a tally chart is used to record and organise information efficiently.
- Learners should record data using tally marks, including the convention of grouping tallies in fives.
- Learners should collect information from observations, surveys and simple investigations.
- Learners should gather data from familiar contexts such as favourite foods, modes of transport, weather conditions or attendance records.
- Learners should check tally entries carefully to ensure information is recorded accurately.
- Learners may benefit from conducting class surveys and recording responses in a tally chart.
- Learners should compare completed tally charts and discuss any differences in results.
- Learners should recognise that tally charts provide an efficient way of recording larger quantities of information.

1.3 Translate the tally into a frequency table by totalling the tallies

- Learners should understand how tally marks can be converted into numerical totals and presented in a frequency table.
- Learners should count groups of tally marks to determine the frequency of each category.
- Learners should transfer information from a tally chart into a frequency table accurately.
- Learners should check that totals in the frequency table match the tally chart.
- Learners should compare frequencies and identify which categories have the highest and lowest values.
- Learners should use frequency tables to summarise information clearly and efficiently.
- Learners may benefit from using data collected through class surveys and investigations to complete frequency tables.
- Learners should discuss what the information shows and draw simple conclusions from the data collected.
- Learners should recognise how frequency tables support the creation of graphs and charts.

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2 Be able to organise and represent information

2.1 Display data collected in a suitable table, bar chart or pictogram, with appropriate labelling

- Learners should develop their ability to present information clearly using tables, bar charts and pictograms.
- Learners should present collected data in a clearly organised table.
- Learners should construct simple bar charts using appropriate scales, labels and titles.
- Learners should create pictograms using a clear key where appropriate.
- Learners should label categories and frequencies accurately when producing charts and diagrams.
- Learners should choose a suitable method of displaying data depending on the information collected.
- Learners may benefit from creating charts using both paper-based and digital tools.
- Learners should compare different methods of data presentation and discuss the advantages of each.
- Learners should identify the most and least common categories from completed charts and tables.
- Learners should draw simple conclusions from the information they have displayed.

2.2 Display given data sets in a table, bar chart or pictogram

- Learners should organise and represent information that has already been collected
- Learners should transfer given information accurately into tables, bar charts and pictograms.
- Learners should follow given scales, categories and keys when constructing charts.
- Learners should check that all data has been represented correctly.
- Learners should recognise the importance of titles, labels and keys in helping others understand information.
- Learners should compare information across categories and identify patterns within the data.
- Learners may benefit from using real-life data sets such as weather records, sports results, shopping surveys or travel preferences.

Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use spreadsheets and digital charting tools to create frequency tables, bar charts and pictograms. • Use online graphing tools to explore different forms of data representation. • Use digital surveys and polls to generate simple data sets.	• Build confidence collecting, organising and presenting information accurately. Encourage communication and teamwork through collaborative surveys and investigations. • Strengthen problem-solving and decision-making skills through interpreting data and drawing conclusions.	• Collect and analyse information when planning events, organising household tasks or monitoring personal budgets. • Use data-handling skills to compare travel options, monitor attendance, record stock levels or organise information in education, home and work settings. • Develop the confidence to gather and interpret information to support everyday decisions.

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UNIT SPECIFICATIONS

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

Unit Reference Number: **T/650/1337**

Credit Value of Unit 1	GLH of Unit 10	Level of Unit E3

Introduction

This unit will give learners an opportunity to extract and interpret information from data.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E3.1, HD1/E3.2.
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 The learner will	**Assessment Criteria** The learner can
1 Be able to extract and interpret information	1.1 Extract and interpret information from lists, tables, diagrams or simple charts
2 Be able to make numerical comparisons from bar charts and pictograms	2.1 Identify categories on a bar chart or pictogram
	2.2 Use a bar chart or pictogram to read the frequencies of categories
	2.3 Make comparisons between categories using a bar chart or pictogram

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Indicative Content

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

Key Mathematical Vocabulary
data, information, category, frequency, frequency table, chart, bar chart, pictogram, key, symbol, scale, title, heading, label, row, column, value, extract, compare, highest, lowest, most, least, greater than, less than, difference, map, route.

1 Be able to extract and interpret information

1.1 Extract and interpret information from lists, tables, diagrams or simple charts

- Learners should identify relevant information from lists, tables, diagrams, bar charts or pictograms.
- Learners should understand how information is organised within different formats and recognise the purpose of headings, labels, categories and keys.
- Learners should compare information presented in different formats and recognise that the same information can be displayed in a variety of ways.
- Learners should interpret information from familiar contexts such as timetables or price lists.
- Learners may benefit from practical activities involving information from real-life documents.

2 Be able to make numerical comparisons from bar charts and pictograms

2.1 Identify categories on a bar chart or pictogram

- Learners should recognise how information is grouped into categories and understand how categories are represented on bar charts and pictograms.
- Learners should identify categories displayed on bar charts and pictograms.
- Learners should recognise that categories represent the different groups being compared.
- Learners should use titles, labels and keys to determine what information is being displayed.
- Learners should identify categories from familiar contexts such as favourite foods, modes of transport, animals, hobbies or weather conditions.
- Learners may benefit from discussing what each category represents before interpreting the data.
- Learners should recognise the importance of accurate labelling when presenting information.

2.2 Use a bar chart or pictogram to read the frequencies of categories

- Learners should be able to read and interpret numerical information displayed in charts.
- Learners should read values from bar charts using clearly marked scales.
- Learners should use keys to interpret pictograms accurately.
- Learners should identify the frequency represented by each category.
- Learners should know that each symbol within a pictogram may represent more than one item.
- Learners should compare frequencies across different categories.
- Learners may benefit from using practical examples based on classroom surveys and familiar data sets.
- Learners should check their interpretations to ensure they have read scales and keys correctly.
- Learners should explain how they determined the frequency of a category using evidence from the chart or pictogram.

2.3 Make comparisons between categories using a bar chart or pictogram

- Learners should use information presented in charts and pictograms to compare quantities and draw simple conclusions.
- Learners should identify which categories have the greatest and smallest frequencies.
- Learners should compare categories using vocabulary such as more, less, most, least, greater than and fewer than.
- Learners should identify differences between categories by interpreting information shown on charts and pictograms.
- Learners should answer comparison questions using evidence from the data presented.
- Learners should draw simple conclusions from information displayed in charts and pictograms.
- Learners may benefit from discussing trends and patterns identified within the data.
- Learners should compare information from familiar contexts such as shopping preferences, travel choices, sports participation or leisure activities.

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Suggested Opportunities to Develop Wider Awareness, Learning and Skills

Digital	Well-being	Everyday Life Skills
• Use spreadsheets, digital charts and graphing tools to explore different methods of presenting information. • Use interactive bar chart and pictogram activities to strengthen interpretation skills. • Use digital survey and charting tools to explore frequency information and comparisons.	• Build confidence interpreting information independently and communicating mathematical understanding. • Encourage discussion, reasoning and explanation when comparing information. • Strengthen problem-solving and critical-thinking skills through the interpretation of information presented in different formats.	• Develop confidence understanding information presented visually in a range of formats. • Strengthen understanding of how data is used to communicate information clearly. • Compare information presented in utility bills, household budgets, surveys and reports to make informed decisions at home. • Interpret timetables, transport information, appointment schedules and event information to plan journeys and manage time effectively.

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Summary Record of Achievement
Entry Level 3 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)
Developing and Applying Number Skills	Entry 3				
Developing and Applying Addition and Subtraction Skills	Entry 3				
Multiplication of Whole Numbers	Entry 3				
Division of Whole Numbers	Entry 3				
Developing and Applying Fraction Skills	Entry 3				
Developing and Applying Decimal Skills	Entry 3				
Money: Adding and Subtracting	Entry 3				
Time	Entry 3				
Measuring and Estimating: Distance and Length	Entry 3				
Measure: Capacity and Temperature	Entry 3				
Developing and Applying Shape and Space Skills	Entry 3				
Data Handling: Recording and Representing Data	Entry 3				
Data Handling: Extracting and Interpreting Data	Entry 3				

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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