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| **Maths Curriculum Overview: Functional Skill – Level 1**  The mathematics curriculum for Functional Skill students entails following the Edexcel Scheme of Work curriculum. Depending on their proficiency level in Functional Skills, they will either sit Entry level 1, 2 3 or Level 1 or 2 maths. The students based on their chosen career pathway, determined what exam they will sit. Some students are here for a short period of time so they will only have the opportunity to sit the functional skills exam. If they are successful they will be entered for the GCSE exam at the higher tier or foundation tier. For students who have a home schooled, they will adhere to their respective home school curriculum while concurrently participating in the Functional Skills Exam. Post-16 students in Year 12 or 13 who are retaking mathematics will adhere to the Edexcel mathematics curriculum. Furthermore, students who have obtained a pass in functional skills mathematics will transition to the GCSE syllabus. Mathematics qualifications such as financial money management will be available for students to pursue during their non-contact time who would benefit from an extra qualification in maths. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| **Using numbers and the number system – whole numbers, fractions, decimals and percentages**  L1.1 Read, write, order and compare large numbers (up to one million)  L1.2 Recognise and use positive and negative numbers  L1.3 Multiply and divide whole numbers and decimals by 10, 100, 1000  L1.4 Use multiplication facts and make connections with division facts  L1.5 Use simple formulae expressed in words for one or two-step operations  L1.6 Calculate the squares of one-digit and two-digit numbers L1.7 Follow the order of precedence of operators  L1.8 Read, write, order and compare common fractions and mixed  L1.9 Find fractions of whole number quantities or measurements  L1.10 Read, write, order and compare decimals up to three decimal places. | **Using common measures, shape and space**  L1.18 Calculate simple interest in multiples of 5% on amounts of money  L1.19 Calculate discounts in multiples of 5% on amounts of money  L1.20 Convert between units of length, weight, capacity, money and time, in the same system  L1.21 Recognise and make use of simple scales on maps and drawings  L1.22 Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles | **Using numbers and the number system – whole numbers, fractions, decimals and percentages**  L1.11 Add, subtract, multiply and divide decimals up to two decimal places  L1.12 Approximate by rounding to a whole number or to one or two decimal places L1 L1.13 Read, write, order and compare percentages in whole numbers  L1.14 Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof  L1.15 Estimate answers to calculations using fractions and decimals L1.16 Recognise and calculate equivalences between common fractions, percentages and decimals  L1.17 Work with simple ratio and direct proportions | **Handling information and data**  L1.27 Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs  L1.28 Group discrete data and represent grouped data graphically  L1.29 Find the mean and range of a set of quantities  L1.30 Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events | **Using common measures, shape and space**  L1.23 Calculate the volumes of cubes and cuboids  L1.24 Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles  L1.25 Interpret plans, elevations and nets of simple 3-D shapes L1.26 Use angles when describing position and direction, and measure angles in degrees | **Handling information and data**  L1.29 Find the mean and range of a set of quantities  L1.30 Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events  L1.31 Use equally likely outcomes to find the probabilities of simple events and express them as fraction |
| The teacher will administer a number of assessments to measure if learning has taken place over the term, such as:  **Formative Assessment**: This involves ongoing assessments during the learning process to provide feedback and guide instruction. Techniques include:  *Observations*: Watch students as they solve problems or explain concepts.  *Questioning:* Ask open-ended questions to probe understanding.  *Quizzes:* Short quizzes or exit tickets to check comprehension.  **Summative Assessment:** These assessments will be administered at the end of a unit to evaluate student learning. Examples include:  *Tests:* Standardized or teacher-created tests covering the material taught.  *Projects:* Assignments where students apply math concepts to real-world problems.  *Presentations:* Students explain their understanding of a concept to the class.  *Problem-Solving Tasks:* Provide students with math problems or scenarios that require critical thinking and application of concepts. Observe their approach and solutions.  *Performance Tasks:* Assign tasks that require students to demonstrate specific math skills or processes, such as graphing data, solving equations, or interpreting graphs.  **Self-Assessment:** Have students reflect on their own learning and progress. They can set goals, identify areas for improvement, and track their growth over time.  **Accreditations from:** Functional Skills (Entry levels and level 1 & 2). | | | | | |