



Linking resources to delivery: numeracy

Key to paper resources:

- Emb – Skills for Life Embedded Learning Materials

	Page	Develop the skill	Contextualised examples
Whole numbers – Entry Level 3			
N1/E3.1: Count, read, write, order and compare numbers up to 1000 <ul style="list-style-type: none"> • Understand that the position of a digit signifies its value. • Know what each digit in a three-digit number represents, including the use of zero as a place holder. • Recognise odd and even numbers. • Count on or back in 10s or 100s starting from any two-digit or three-digit number, up to 1000. 	28		<ul style="list-style-type: none"> • Emb, e2e, Filing Ee3:7-3:8
N1/E3.2: Add and subtract using three-digit whole numbers	28		<ul style="list-style-type: none"> • Emb, Get On in the community, Financial skills and budgeting – GO1:1–1:11
N1/E3.3: Recall addition and subtraction facts up to 20 <ul style="list-style-type: none"> • Understand that there are different strategies for adding and subtracting. • Know how to align numbers in column addition. • Understand that there are different methods of checking answers, e.g. adding in a different order, using inverses, using a calculator. 	28		

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N1/E3.4: Multiply two-digit whole numbers by single-digit whole numbers	28		<ul style="list-style-type: none">• Emb, e2e, Getting fit Ee2:35–2:36• *Emb (P), Horticulture pp. 125–9
N1/E3.5: Recall multiplication facts (e.g. multiples of 2, 3, 4, 5, 10) <ul style="list-style-type: none">• Recognise two-digit and three-digit multiples of 2, 5 or 10 and three-digit multiples of 50 and 100.• Understand how the distributive law can be used in multiplication (the concept, not the terminology).• Understand that there are different strategies for multiplying.	28		<ul style="list-style-type: none">• Emb (P), Teacher’s notes p. 125 (Horticulture)
N1/E3.6: Divide two-digit whole numbers by single-digit whole numbers and interpret remainders <ul style="list-style-type: none">• Understand division as repeated subtraction.• Understand that division is the inverse of multiplication.• Understand that division is not commutative, i.e. $8 \div 4$ is not the same as $4 \div 8$.• Understand the concept of remainder and that remainders need to be interpreted in context when solving problems.	30		
N1/E3.7: Approximate by rounding numbers less than 1000 to the nearest 10 or 100 <ul style="list-style-type: none">• Understand place value for units, tens, hundreds.	30		

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<p>N1/E3.8: Estimate answers to calculations</p> <ul style="list-style-type: none"> Know how to approximate numbers by rounding and using approximate calculations. Understand that a knowledge of context enables 'guessing' at answers (e.g. <i>it should be about</i>), or judging if answers are sensible (e.g. <i>that's far too big; it doesn't make sense to have an answer less than 1</i>, etc.) 	30		
<p>N1/E3.9: Use and interpret +, −, ×, ÷, and = in practical situations for solving problems</p> <ul style="list-style-type: none"> Understand that +, −, ×, ÷ represent operations. 	30		
Fractions, decimals and percentages – Entry Level			
<p>N2/E3.1: Read, write and understand common fractions (e.g. $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$)</p> <ul style="list-style-type: none"> Understand that the bottom number (denominator) indicates the number of equal parts in the whole. Understand that a unit fraction is one part of a whole divided into equal parts. Understand that non-unit fractions are several equal parts of a whole, indicated by the top number (numerator). 	32	Maths4Life: Fractions → Sharing Cakes www.maths4life.org/content.asp?CategoryID=1072	
<p>N2/E3.2: Recognise and use equivalent forms (e.g. $\frac{5}{10} = \frac{1}{2}$)</p> <ul style="list-style-type: none"> Understand that equivalent fractions look different but have the same value. Understand that when the top and bottom number of a fraction are the same, this is equivalent to 1. 	32	Maths4Life: Fractions → Classifying fractions www.maths4life.org/content.asp?CategoryID=1072	

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<p>N2/E3.3: Read, write and understand decimals up to two decimal places in practical contexts – such as common measures to one decimal place, e.g. 1.5 m, and money in decimal notation, e.g. £2.37</p> <ul style="list-style-type: none"> • Understand that the decimal point separates pounds and pence, or m and cm. • Understand the use of zero as a place holder, e.g. £1.05 is £1 and 5p. • Understand the use of a leading zero, e.g. 35p = £0.35; 0.5 m = 50 cm. • Recognise 0.5 as a half, e.g. 2.5 m as 2¹/₂ m. 	32		<ul style="list-style-type: none"> • Emb, e2e Budgeting Ee2.1–2.2
<p>N2/E3.4: Use a calculator to calculate using whole numbers and decimals to solve problems in context, and to check calculations</p> <ul style="list-style-type: none"> • Know how to key in and interpret money calculations, e.g. key in 85p as 0.85, interpret 8.2 as £8.20. • Understand that a calculator will sometimes display a string of digits after the decimal point, and that it is only necessary (at this level) to read the first two, e.g. 1.33333333 is 1.33. • Know and use strategies to check answers obtained with a calculator. 	32		<ul style="list-style-type: none"> • Emb, e2e Budgeting Ee2.1–2.2 • Emb, e2e Driving Ee2:17–2:18 • Emb, Get On in the community, Financial skills and budgeting GO1:1–1:11 and 1:12–1:20
Common measures – Entry Level 3			

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<p>MSS1/E3.1: Add and subtract sums of money using decimal notation</p> <ul style="list-style-type: none"> • Know how to align decimal points and figures in column addition and subtraction. • Know how to enter sums of money in a calculator. 	58		<ul style="list-style-type: none"> • Emb, e2e Budgeting Ee2:1–2:2 • Emb, e2e Debt management Ee2:7–2:8 • Emb, e2e Driving Ee2:17–2:18 • Emb, e2e Giving change Ee4:13–4:14 • Emb, Get On in the community, Financial skills and budgeting GO1:12–1:20
<p>MSS1/E3.2: Round sums of money to the nearest £ and 10p and make approximate calculations</p> <ul style="list-style-type: none"> • Recognise when to round up to the nearest £, e.g. £1.99 is approximately £2. 	58		<ul style="list-style-type: none"> • Emb, e2e Driving Ee2:17–2:18
<p>MSS1/E3.3: Read, measure and record time</p> <ul style="list-style-type: none"> • Understand and use a.m. and p.m. • Understand and use common date formats. • Know how to use a calendar. • Read analogue and 12-hour digital clocks to the nearest five minutes. 	58		<ul style="list-style-type: none"> • Emb, e2e Right on time Ee3:9–3:10 • Emb, e2e Booking appointments Ee4:11–4:12 • Emb, e2e It happened like this Ee5:3–5:4 • Emb, Get On in the community, Education and employment – time keeping GO2:1–2:11; Fitness plan GO5:7–5:9

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MSS1/E3.4: Read and interpret distance in everyday situations <ul style="list-style-type: none"> • Know the units used for measuring longer distances, e.g. kilometres, miles. • Have an idea of distance in miles, e.g. know what is in walking distance when following directions. 	58		
MSS1/E3.5: Read, estimate, measure and compare length using non-standard and standard units (as imperial units are phased out, understanding of imperial units should be developed according to need) <ul style="list-style-type: none"> • Read scales to the nearest labelled or unlabelled division. • Know that 10 mm = 1 cm; 1000 mm=1 m. 	58		<ul style="list-style-type: none"> • Emb, e2e Measuring accurately Ee5:7–5:8 • Emb, e2e Units of measure Ee6:10–6:11
MSS1/E3.6: Read, estimate, measure and compare weight using non-standard and standard units <ul style="list-style-type: none"> • Read scales to the nearest labelled or unlabelled division. • Know that 1000 g = 1 kg. 	60	NRDC measures project resources metric volume and weight – www.nrdc.org.uk/content.asp?CategoryID=518	<ul style="list-style-type: none"> • Emb, e2e The post room Ee3:15–3:16
MSS1/E3.7: Read, estimate, measure and compare capacity using non-standard and standard units <ul style="list-style-type: none"> • Read scales to the nearest labelled or unlabelled division. • Know that 1000 ml = 1 litre. 	60	NRDC measures project resources metric volume and weight – www.nrdc.org.uk/content.asp?CategoryID=518	

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MSS1/E3.8: Choose and use appropriate units and measuring instruments <ul style="list-style-type: none"> Know metric units of length, weight and capacity. Know which instrument is appropriate for measuring length, weight and capacity of differing magnitude. 	60	NRDC measures project resources metric volume and weight – www.nrdc.org.uk/content.asp?CategoryID=518	<ul style="list-style-type: none"> Emb, e2e Units of measure Ee5:5–5:6 Emb, e2e Measuring accurately Ee5:7–5:8 Emb, e2e Units of measure Ee6:10–6:11
MSS1/E3.9: Read, measure and compare temperature using common units and instruments <ul style="list-style-type: none"> Know how to read a thermometer. Understand that temperature can be measured on different scales, but that Celsius is the standard scale in the UK. 	60		<ul style="list-style-type: none"> Emb, e2e Units of measure Ee6:10–6:11 *Emb (P), Family health p. 4.22
Shape and space – Entry Level 3			
MSS2/E3.1: Sort 2-D and 3-D shapes to solve practical problems using properties, e.g. lines of symmetry, side length, angles <ul style="list-style-type: none"> Understand and use vocabulary related to shape, e.g. side length, angle, line of symmetry. Identify right angles in 2-D shapes and in the environment. Recognise that a straight line is equivalent to two right angles. 	60		<ul style="list-style-type: none"> Emb, Get On in the community, Planning a room HO3:13

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Data and statistical measures – Entry Level 3			
HD1/E3.1: Extract numerical information from lists, tables, diagrams and simple charts <ul style="list-style-type: none"> Understand that the title, labels, key, etc. provide information. Use a scale to extract numerical values. 	78		<ul style="list-style-type: none"> Emb, e2e Getting fit Ee2:35–2:36 (table) Emb, e2e Don't be late Ee2:39–2:40 (timetable) Emb, e2e The post room Ee3:15–3:16 (table) Emb, e2e Using maps and plans Ee6:16–6:17 (plan) Emb, Get On in the community, Financial skills and budgeting (payslip) GO1:21–1:34
HD1/E3.2: Make numerical comparisons from bar charts and pictograms <ul style="list-style-type: none"> Understand that comparisons can be made from the height or length of bars, or the number of pictures. Understand that a picture or icon in a pictogram can represent more than one, but that each picture or icon represents the same number. 	78		
HD1/E3.3: Make observations and record numerical information using a tally <ul style="list-style-type: none"> Understand the importance of defining categories prior to collecting data. Know what is meant by a tally. Know that tally marks have to be counted up to give a frequency. 	78		

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HD1/E3.4: Organise and represent information in different ways so that it makes sense to others <ul style="list-style-type: none"> • Know how to present data in tables, charts and diagrams. • Know how to use a simple scale to represent data in a bar chart or pictogram. • Understand the different elements in charts, e.g. the title, axis, scale, key. • Label diagrams and charts. 	78		

* All resources marked with an asterisk are available at www.dfes.gov.uk/readwriteplus/embeddedlearning/searchinteractive.cfm.

Some activities found at www.maths4life.org.uk have been included in the above table. However there are many more excellent activities on the web site which cover more than one curriculum reference or are multi-level. Do explore what is available.

Web sites used

www.nationalrail.co.uk – rail timetables, times

www.met-office.gov.uk/weather/europe/europeforecast.html – temperature, range, etc.

www.diy.com – half price, furniture sizes

www.amazon.co.uk – price reductions, costs, comparing

www.streetmap.co.uk – positional vocabulary, scales

www.lottery.co.uk – probability, big numbers

www.bbc.co.uk/tv – times

www.worldclimate.com – tables, range

www.sainsburys.co.uk/recipe – measures, adjusting recipes

www.theaa.com/travelwatch/planner_main.jsp – route planning

www.321know.com/dec51bx2.htm – decimal place value to ten thousandths