

Counting and using money

Name _____ Date _____

100 Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

You can use this table to help you answer the questions on the following pages.

Counting and using money

Name _____ Date _____

Counting in twos

Complete the following sequences:

2 4 6 8 10 12 _____

1 3 5 7 9 11 _____

16 18 _____ 22 24 26 _____

13 _____ 17 19 21 23 25 _____ 29 _____

8 10 _____ 14 16 _____ 20 _____

12 14 16 18 20 22 _____

22 _____ 26 28 30 32 _____

_____ 34 36 38 40 42 _____

_____ _____ _____ 47 49 51 53 _____

_____ _____ _____ 10 12 14 _____
















Now, make your own sequence **counting in twos**

Counting and using money

Name _____ Date _____

Counting money:

How much money do I have?




	2p
 	
  	
   	
    	

Counting and using money

Name _____ Date _____

Counting in twos - money

Draw a line around the 2p coins that you need to make the following amounts

6p		
10p		
4p		

Counting and using money

Name _____ Date _____

Counting in fives

Complete the following sequences:

5 10 15 20 25 30 _____ _____ _____ 50

2 7 12 17 22 27 _____ _____ _____ 47

15 20 _____ 30 35 40 _____ _____ _____ 60

13 18 23 28 _____ 38 43 _____ 53 _____

6 11 16 21 _____ _____ 36 _____ _____ 51

3 8 13 18 23 28 _____ _____ _____ 48

24 29 34 39 44 49 _____ _____ _____ 69

_____ 34 39 44 49 54 _____ _____ _____ 74

30 _____ _____ 45 50 55 60 _____ _____ 75

25 _____ _____ 40 45 50 _____ _____ _____ 70







Now, make your own sequence **counting in fives**

Counting and using money

Name _____ Date _____

Counting money:

How much money do I have?





	15p
	
	
	
	
	

Counting and using money

Name _____ Date _____

Counting in fives - money

Draw a line around the 5p coins that you need to make the following amounts

10p	
15p	
25p	
40p	

Counting and using money

Name _____ Date _____

Counting in tens

Complete the following sequences:

10 20 30 40 50 60 _____

1 11 21 31 41 51 _____

6 16 _____ 36 46 56 _____

3 _____ 23 33 43 _____ _____ _____ 93

8 18 _____ 38 48 _____ 68 _____

2 12 22 32 42 52 _____

4 _____ 24 34 _____ _____ 64 74 _____

_____ 15 25 35 45 55 _____

7 _____ _____ 37 47 57 67 _____

9 _____ 29 _____ 49 _____ 69 _____ 89 _____
























Now, make your own sequence **counting in tens**

Counting and using money

Name _____ Date _____

Counting money:

How much money do I have?




	10p
 	
   	
  	
    	
       	

Counting and using money

Name _____ Date _____

Counting in tens - money

Draw a line around the 10p coins that you need to make the following amounts

60p	
90p	
40p	

Counting and using money

Name _____ Date _____

Match the coins



2p



20p



£2



5p



50p



1p



10p









£1

Counting and using money

Name _____ Date _____

Counting money

How much money have I got?
































	
	
	
	
	
	

Counting and using money

Name _____ Date _____

Choosing the right coins

Circle the coins that you need to make exactly the following amounts of money

20p	    
47p	         
73p	        
36p	      

Counting and using money

Curriculum mapping

Functional Skills Mathematics mapping – coverage and range statements

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Level 3. However, in Functional Maths exams **it is the process skills that are assessed; these are key to successful Functional Maths teaching and learning and must always be developed and stressed during teaching (see next page).**

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

✓ indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.

Entry Level 1

- | | |
|--|---|
| a) understand and use numbers with one significant figure in practical contexts ✓ | c) describe position |
| b) describe the properties of size and measure, including length, width, height and weight, and make simple comparisons. | d) recognise and select coins and notes ✓ |
| | e) recognise and name common 2D and 3D shapes |
| | f) sort and classify objects practically using a single criterion |

Entry Level 2

- | | |
|--|---|
| a) understand and use whole numbers with up to two significant figures ✓ | e) recognise sequences of numbers, including odd and even numbers ✓ |
| b) understand and use addition/subtraction in practical situations | f) use simple scales and measure to the nearest labelled division |
| c) use doubling and halving in practical situations | g) know properties of simple 2D and 3D shapes |
| d) recognise and use familiar measures, including time and money ✓ | h) extract information from simple lists |

Entry Level 3

- | | |
|--|---|
| a) add and subtract using three-digit numbers | g) recognise and describe number patterns ✓ |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 ✓ | h) complete simple calculations involving money and measures |
| c) round to the nearest 10 or 100 | i) recognise and name simple 2D and 3D shapes and their properties |
| d) understand and use simple fractions | j) use metric units in everyday situations |
| e) understand, estimate, measure and compare length, capacity, weight and temperature | k) extract, use and compare information from lists, tables, simple charts and simple graphs |
| f) understand decimals to two decimal places in practical contexts | |

References


Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2*.
<http://www.ofqual.gov.uk/>

This resource also covers many **adult numeracy curriculum** elements.
<http://www.excellencegateway.org.uk/sflcurriculum>

For related resources and further curriculum links please visit the download page for this resource at www.skillsworkshop.org

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Curriculum mapping

FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)				 Skillsworkshop tips ✔ tip that works well with this resource To develop this skill, encourage learners to:
Process Skills (all levels)	Entry 1 SS	Entry 2 SS	Entry 3 SS	
Representing <i>Selecting the mathematics and information to model a situation</i>				Represent
<ul style="list-style-type: none">■ Recognise that a situation has aspects that can be represented using mathematics■ Make an initial model of a situation using suitable forms of representation■ Decide on the methods, operations and tools, including ICT, to use in a situation■ Select the mathematical information to use	<ul style="list-style-type: none">- Understand simple mathematical information in familiar contexts and situations	<ul style="list-style-type: none">- Understand simple practical problems in familiar contexts and situations- Select basic mathematics to obtain answers	<ul style="list-style-type: none">- Understand practical problems in familiar contexts and situations- Begin to develop own strategies for solving simple problems- Select mathematics to obtain answers to simple given practical problems that are clear and routine	<ul style="list-style-type: none">■ Highlight information they need and/or cross out unneeded information / pictures/ words. ✔■ Arrange or reorganise given or selected information as needed e.g. in a table or list.■ Show all their working out.(e.g. simple lines drawn on paper to compare lengths, to help add up, etc. ✔■ Use real materials e.g. coins. ✔
Analysing <i>Processing and using mathematics</i>				Analyse
<ul style="list-style-type: none">■ Use appropriate mathematical procedures■ Examine patterns and relationships■ Change values and assumptions or adjust relationships to see the effects on answers in models■ Find results and solutions	<ul style="list-style-type: none">- Use mathematics to obtain answers to simple given practical problems that are clear and routine- Generate results that make sense for a specified task	<ul style="list-style-type: none">- Use basic mathematics to obtain answers to simple given practical problems that are clear and routine- Generate results to a given level of accuracy- use given checking procedures	<ul style="list-style-type: none">- Apply mathematics to obtain answers to simple given practical problems that are clear and routine- Use simple checking procedures	<ul style="list-style-type: none">■ Check all their calculations or procedures and show proof that they have done so. <i>E.g. a simple tick in a different colour to show they have re-checked their answers.</i> ✔■ Investigate other options / situations. ✔■ Create new questions about given information and try them out on others. ✔■ Mark each other's work. ✔
Interpreting <i>Interpreting and communicating the results of the analysis</i>				Interpret
<ul style="list-style-type: none">■ Interpret results and solutions■ Draw conclusions in light of situations■ Consider the appropriateness and accuracy of results and conclusions■ Choose appropriate language and forms of presentation to communicate results and solutions	<ul style="list-style-type: none">- Provide solutions to simple given practical problems in familiar contexts and situations	<ul style="list-style-type: none">- Describe solutions to simple given practical problems in familiar contexts and situations	<ul style="list-style-type: none">- Interpret and communicate solutions to practical problems in familiar contexts and situations	<ul style="list-style-type: none">■ Draw conclusions.■ Discuss and justify their choice of method and their answer.■ Explain their answers and conclusions to others – verbally ✔ and in writing.