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Functional Skills – mathematics: Entry Level 3



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Using numbers and the number system – whole numbers

DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
1. Count, read, write, order and compare numbers up to 1000.	Add and subtract using three-digit numbers.	Specific reference to order/comparison of numbers up to 1000.
2. Add and subtract using three-digit whole numbers.		No change.
3. Divide three-digit whole numbers by single and double-digit whole numbers and express remainders.	Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10.	Specific reference to division and remainders (3 digit divided by 1-2 digit numbers). Current was divide by 2, 3, 4, 5, 10. 
4. Multiply two-digit whole numbers by single and double-digit whole numbers.		Specific reference to multiplication (2 digit multiplied by 1-2 digit numbers). Current was multiply by 2, 3, 4, 5, 10. 
5. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.	Round to the nearest 10 or 100.	Rounding to 10 or 100 remains but specific reference to use of numbers less than 1000 and reference to checks.
6. Recognise and continue linear sequences of numbers up to 100.	Recognise and describe number patterns.	Number patterns remains but numbers up to 100 is specified.
7. Read, write and understand thirds, quarters, fifths and tenths including equivalent forms.	Understand and use simple fractions.	Fractions of thirds, quarters, fifths and tenths are specified.
8. Read, write and use decimals up to two decimal places.	Understand decimals to two decimal places in practical contexts.	No change.
9. Recognise and continue sequences that involve decimals.		Specific reference to sequences of decimals. 

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Using common measures, shapes and space		
DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
10. Calculate with money using decimal notation and express money correctly in writing in pounds and pence.	Complete simple calculations involving money and measures.	Displays of money (£, p) is specifically included.
11. Round amounts of money to the nearest £1 or 10p.		Specific reference to rounding money to the nearest £1 or 10p.
12. Read, measure and record time using am and pm.		Specific reference to use of am and pm for time.
13. Read time from analogue and 24 hour digital clocks in hours and minutes.		Specific reference to 24 hour clock (digital/analogue).
14. Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division.	Understand, estimate, measure and compare length, capacity, weight and temperature.	Specific reference to metric and imperial units.
15. Compare metric measures of length including millimetres, centimetres, metres and kilometres.	Use metric units in everyday situations.	Specific reference to mm, cm, m, km.
16. Compare measures of weight including grams and kilograms.		Specific reference to g, kg.
17. Compare measures of capacity including millilitres and litres.		Specific reference to ml, l.
18. Use a suitable instrument to measure mass and length.		Use of an 'instrument' for mass or length.
19. Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles.	Recognise and name simple 2D and 3D shapes and their properties.	New symmetry and right angles reference.
20. Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns.		New specific reference to positional vocab (e.g. half turn) and specific reference to 8 compass points.

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Handling information and data

DfE Functional Skills reform subject content for mathematics (February 2018)	Current NCFE Functional Skills mathematics amplification	Mapping comment
21. Extract information from lists, tables, diagrams and charts and create frequency tables.	Extract, use and compare information from lists, tables, simple charts and simple graphs.	New creation of frequency tables is specified. 
22. Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs.		Bar charts and line graphs are specifically identified (identifying information). 
23. Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts.		Specific expectation for the production of tables, diagrams, line graphs and bar charts. 



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Functional Skills – mathematics: Entry Level 3

DfE guidance on **Problem Solving and Decision Making** at **Entry Level 3**.

Solving mathematical problems and decision making: Entry Level 3 learners are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process.

At Entry Level 3 it is expected that learners will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (ie number and the number system; common measures, shape and space; information and data).

Learning aims and outcomes at **Entry Level 3**

Learners at Entry Level 3 are expected to be able to:

- use given mathematical information including numbers, symbols, simple diagrams and charts.
- recognise, understand and use simple mathematical terms appropriate to Entry Level 3.
- use the methods given above to produce, check and present results that make sense to an appropriate level of accuracy.
- present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3.

The context for simple problems at this level should be familiar to all learners.

