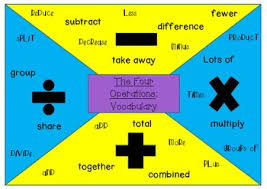
****

**Long Term Mapping**

**Adult Numeracy Further Education**

|  |  |  |
| --- | --- | --- |
|  | |  |
| **1 Year Cycle** |
| **Autumn** | **1** | Whole Numbers- (EL1 onwards) |
| **2** | Fractions, Decimals and Percentages- (EL2 onwards)  Whole Numbers- (EL1 and below) |
| **Spring** | **1** | Common Measures- (EL1 onwards) |
| **2** | Shape and Space- (EL1 onwards) |
| **Summer** | **1** | Data and Statistical Measures- (EL1 onwards) |
| **2** | Whole Numbers- (EL1 onwards)  Functional Skills practice papers- (EL1 onwards) |





|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Further Education Adult Numeracy MEDIUM TERM PLAN** | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | Differentiated, aspirational targets dependent on student needs. | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. | | | |
|  | **Functional Numeracy Skills:** Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **Whole Number** | | **F,D & P** | | | **Measure** | | | **Shape & Space** | | | **Data & Statistics** | | | **Whole Number** | |
| **Autumn 1** - 7 weeks | | **Autumn 2 -** 7 weeks | | | **Spring 1 -** 6 weeks | | | **Spring 2 -** 6 weeks | | | **Summer 1 -** 5 weeks | | | **Summer 2 -** 7 weeks | |
| To identify and select numbers in our environment and use these to help us in our lives. | | To know how to recognise and interpret fractions, decimals and percentages functionally. | | | To read and understand different units of measure and understand how to use these functionally. | | | To recognise and use shapes in our environment. | | | To read, interpret and compare mathematical information and know that it can be used for different purposes | | | To understanding how numbers can give us information and we can use this functionally in the world around us. | |
| **SUGGESTED FUNCTIONAL ACTIVITIES** *(Choose from or use suitable alternative)* | | | | | | | | | | | | | | | |
| Reading numbers in the environment and the community e.g. signs, notices.  Phone numbers  Directions (e.g. go to the third door)  Money  Number lines.  Lists  House numbers | | Reductions on items  Reading price labels  Understand prices on a menu  Using a calculator  Read fractions or quantities in a recipe  Directions – units of measure in distance.  Work out wages. | | | Recipes  Following a set of instructions  Making drinks  Using money to pay and get change.  Timetables / marking events on a planner.  Sorting / ordering objects by size.  Understanding use by dates on food.  Calculating cost of activities e.g. cinema.  Setting alarm clock.  Measuring a room. | | | Traffic signs.  Following directions  Finding shapes in the environment eg. Wallpaper / prints.  Maps  Streetmap.co.uk  Packing items into a space e.g. car  Fill shelves with items. | | | Find contact numbers from a list.  Sorting bottles for recycling  Writing a shopping list  Arranging books by subject / music by type  Colour coding  League tables (e.g. football)  Holiday brochures.  Sort clothes by size / gender.  Compare temperatures in different countries.  Reading maps  Average age / height of class. | | | Read speed limits on signs.  Page numbers  Find a place  Difference in price between two products.  Calculate a total number of items.  Rounding up.  Stock checking | |
| **SKILLS** | | | | | | | | | | | | | | | |
| Count  Read  Write  Find  Understand | Compare  Present  Interpret  Explain  Estimate  Solve | Count  Read  Write  Find  Understand  Solve | Compare  Present  Interpret  Explain  Estimate | | Describe  Measure  Compare | | Present  Interpret  Explain  Estimate | Make  Build  Construct  Draw | Name  Describe  Compare  Measure. | | Count  Read  Write  Find | | Tally  Sort  Represent  Understand | Count  Write  Read  Order  Compare | Subtract  Add  Recall  Interpret  Approximate |
| **VOCABULARY EXAMPLES** *(In addition to ‘skills’ terms listed above) See Vocabulary list for more.* | | | | | | | | | | | | | | | |
| **Number**  **Place Value**  Addition  Subtraction  Multiplication  Division  Equals | | Fractions  Part of a whole  Half  Quarter  Numerator  Denominator  Equal parts | | | Length- mm, cm, m  Mass- mg, g, kg  Capacity- ml, cl, l,  Time- 12/24 hour  Money denominations  Standard  Non-standard | | | Geometry  Properties  2D/3D shapes  Position/direction language  Angles | | | Data  Graphs  Survey  Questionnaire  Diagram  Chart | | | Rounding  Halves and Quarters  Multiple and divide  Calculator  Ratio | |
| **IMPLEMENTATION** | | | | | | | | | | | | | | | |
| **Week 1** Read numbers in the environment  **Week 2** Phone numbers  **Week 3-4** Money tasks  **Week 5-6** Lists  **Week 7:** Assessment | | **Week 1-2** Fractions – in a recipe  **Week 3-4** Decimals – understanding prices  **Week 5-7** Percentages – reductions on food | | | **Week 1-2** Following sets of instructions (e.g. recipe)  **Week 3-4** Money – paying and getting change  **Week 5** Timetables - travel  **Week 6:** Assessment | | | **Week 1-2** Following directions to a place  **Week 3-4** Interpreting maps functionally  **Week 5-6** Shapes in the community. | | | **Week 1-2** Interpreting tables e.g. football  **Week 3** Sorting clothes  **Week 4** Writing a shopping list  **Week 5:** Assessment | | | **Week 1-2** Finding a place  **Week 3-4** Shopping – finding the best deal  **Week 5-6** Understanding use by dates on food  **Week 7:**Stock checking | |
| **INTENT** |

**The above table wouldn’t be necessary as the content would be broken down further.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **AUTUMN 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **WHOLE NUMBER** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Place Value** | | | | | | | | **Addition and Subtraction** | | | |
| Numbers to 10,000 | | Counting multiples to 100,000 | | Round numbers within 100,000 | | Compare and order numbers to 1,000,000 | | Add whole numbers with more than 4 digits | | Subtracting whole numbers with more than 4 digits | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Partition these numbers…  Which number have I partitioned?  How can I partition *x* in 3 different ways?  What is the value of digit *x*? | | Partition these numbers…  Which number have I partitioned?  How can I partition *x* in 3 different ways?  What is the value of digit *x*? | | Place *x* number on the number line.  Can you find x on the number line? | | Which number has been rounded to x?  Which number is closest to x? | | Which number is larger/more?  Which number is less?  Can you order these numbers?  Which number sentence is correct/incorrect? | | Which number is 100/1000/10,000/100,000 less than x?  Can you subtract 100/1000/10,000/100,000 to x? | |
| **VOCABULARY** | | | | | | | | | | | |
| Partition  One, Ten, Hundred, Thousand  Place Value  Value | | Count  Thousand  Negative numbers  Minus  Below Zero / Temperature | | Rounding  Five  Round up/down  More/Less  Place Value | | More / Greater / Less than  Inequality  Equal  Value | | Add  Sum  More  1, 10, 100, 1000, 10,000, 100,000 | | Take away  Subtract  Minus  1000, 10,000, 100,000  Less | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Base 10 / Dienes  Place Value Cards  Place Value grids  £ = 100, / = 10, · = 1  300 + 20 + 1 = 321 | | Counters / bricks  Number Lines  Base 10 / Dienes  Thermometers | | Counters  Base 10 / Dienes  Bar Modelling  Number lines | | Counters  Base 10 / Dienes  Comparative weighing scales  Dots under numbers to represent | | Counters / bricks  Base 10 / Dienes  £ = 100, / = 10, · = 1  30000 + 2000 + 100 + 40 + 5 = 32145 | | Counters / bricks  Base 10 / Dienes  £ = 100, / = 10, · = 1  300,000-10,000 = x | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| Reading numbers in the environment.  Phone numbers  Directions (e.g. go to the third door) | | Reading thermometers  Reading scales (baggage weights)  Newton Meters etc.  Which number is missing?  Which number is on the number line incorrectly? | | Rounding weights  Rounding prices  Comparing/rounding weights  Which number have I rounded to 260? | | I have to bake 7 cakes, which tray should I use?  How much does this parcel weigh to the nearest kg?  Who has the most money?  Which is the cheapest item in the shop?  Comparing times. | | Adding money  Working out how many coins to give for multiple items.  A cake recipe has 1000g of flour, how much would be needed to make 20 cakes? | | Providing change from large amounts of money.  A farmer has 25,000 seeds. I planted 15,000, how many do I have left? | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **AUTUMN 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **FRACTIONS, DECIMALS & PERCENTAGES** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Fractions** | | **Fractions** | | **Decimals** | | **Decimals** | | **Percentages** | | **Percentages** | |
| Equivalent fractions | | Adding and subtracting fractions. | | Rounding decimals | | Adding and Subtracting decimals within 1 | | Understand percentages | | Percentages as fractions and decimals | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Find the fraction of each number  Find the missing denominator/numerator  Order these fractions | | Find the fraction of each number  Find the missing denominator/numerator  Order these fractions | | Show the position of each number on the number line.  What number is represented on the place value chart?  Partioning decimals.  Matching words to numerals. | | Show the position of each number on the number line.  What number is represented on the place value chart?  Partioning decimals.  Matching words to numerals | | There are \_\_ squares out of the hundred squares coloured – what is this as a percentage? | | How much of the square is coloured –can you write this as a percentage / fraction. | |
| **VOCABULARY** | | | | | | | | | | | |
| Fraction  Numerator  Denominator  Amount  ½ , 1/3, ¼ , ¾ | | Fraction  Numerator  Denominator  Amount  ½ , 1/3, ¼ , ¾ | | Decimals  Ones, Tenths Hundredths  Place value  Decimal point. | | Decimals  Ones, tenths ,hundredths  Place value  Decimal point. | | Percentage  Parts  Decimal  Percent | | Percentage  Parts  Decimal  Percent | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Squared paper  Squared shapes for counting  Arrays  Counters  Base-10 / Dienes | | Squared paper  Squared shapes for counting  Arrays  Counters  Base1- / Dienes  Sweets  Chocolate / Cake / Pizza  Fraction Tables | | Number lines  Squared paper  Rulers  Supermarket magazines / catalogues with prices. | | Number lines  Squared paper  Rulers  Supermarket magazines / catalogues with prices | | Hundred squares  Number lines  Squared paper  Supermarket magazines / catalogues with prices  Calculator | | Hundred squares  Number lines  Squared paper  Supermarket magazines / catalogues with prices  Calculator | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| The jumper has 2/4 discount, what is this equivalent to?  The ½ price sale means that this coat is £4 – is this equivalent to 1/3, 2/4 or 3/8? | | I have got to share ½ my 10 sweets with my friend. How many sweets will I have?  My recipe serves 4 people, but I only have 2 people for dinner – what are the new quantities that I need?  Who has more? 2/4, ¾ or ½? | | Weights of parcels.  Rounding monetary amounts to the nearest 10p or £1.  Find measurements of a fence, estimate to the nearest metre how much fencing is needed. | | Shopping list with prices. Add up how much you will spend. Subtract this from your budget to see how much change you will have.  Distance – you have petrol to travel 60 miles. If you drive to and from Manchester, how much petrol distance will you have left? | | The plane has 100 seats. 10% are already full. How many seats are full? How many are left?  The boy has £1 – he buys some sweets. What percentage of his money has he spent? | | Two friends go shopping – Tom spends 1/3, Jack spends 30% of his money – who spends the most? What have they both spent? How much do they each have left? | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **SPRING 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **MEASURE** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| **Perimeter and Area** | | **Mass** | | **Converting units** | | **Money** | | **Time** | | | |
| Kilometres  Centimetres  Metres | | Grams  Kilograms | | Converting between kg and g / ml and l. | | Using money functionally | | Converting time | | Timetables. | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
| Efficient multiplication  Using arrays  Counting squares  What is the length of each line.  Find the incorrect answer. | | Heavy or light?  Guess the weight  Guess whats in the bag? | | What unit of measure fits?  Heavy or light?  Guess the weight | | Guess the coin  How much money is in the jar?  Who has the most money? | | How many: Hours in a day  Minutes in an hour  days in a week  Weeks in a year  Days in a year?  Around the clock game. | | How many: Hours in a day  Minutes in an hour  days in a week  Weeks in a year  Days in a year?  Who’s the fastest to…? | |
| **VOCABULARY** | | | | | | | | | | | |
| Area  Space  Squared  Multiply  mm, cm, m, km  Length  Measure(ment)  Ruler | | Describe  Measure  Compare  Present  Interpret  Explain  Estimate | | Present  Interpret  Explain  Estimate  Describe  Measure  Compare | | Pounds  Pence  Change  Total  Amount  Overdrawn  Cash | | Time  Oclock  AM/PM  Minute / second / hour / day / month/ year | | Time  Oclock  AM/PM  Minute / second / hour / day / month/ year | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
| Multi-link  Squared paper/grid paper  Base-10/Dienes  Arrays | | Weighing scales  Mass- mg, g, kg  Ingredients  Heavy and light resources. | | Length- mm, cm, m  Mass- mg, g, kg  Capacity- ml, cl, l,  Bar models  Double number line | | Real money denominations  Catalogues  Grocery websites  Natwest money resources. | | Time- 12/24 hour – clocks  Bus timetables.  TV Guide  School timetable. | | Time- 12/24 hour - clocks  Bus timetables.  School timetable. | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
| Which shape has an area of *x* cm2  Which pitch is the largest?  Which picture is the biggest?  How many fence panels do I need to fit around this garden?  Which is the biggest pitch?  Designing a house | | Read fractions or quantities in a recipe  Following a recipe  Reading scales (baggage weights) | | A bag of apples weighs 600g. We have 8 bags. What is the total weight in kg?  Eva wants to go on a ride at the theme park. You have to be 1.1m to ride. She is 120cm tall – can she go on the ride? | | Car boot sale  Shopping list – buying a weekly shop or shopping for catering lesson.  Shop role play  Paying for the bus.  Finding out change  Going to the cinema. | | Setting an alarm clock  Looking at the TV guide – what time does your favourite program start and how long does it last?  What time does your first lesson start? | | Interpreting timetables – what time is the bus / how long to walk there? How long does the journey take? Is it quicker to get the train or drive? School timetable – how long are your lessons / how long for lunch? | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **SPRING 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **SHAPE & SPACE** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **VOCABULARY** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **SUMMER 1 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **DATA & STATISTICS** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **VOCABULARY** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adult Numeracy Mapping**  **SUMMER 2 MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **MATHEMATICS** | At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. | **WHOLE NUMBER** | | | | | | | | | | | |
| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |
| **ORAL/MENTAL STARTERS**  ***(Topic from the previous week is repeated1)*** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **VOCABULARY** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |
| **IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES** | | | | | | | | | | | |
|  | |  | |  | |  | |  | |  | |