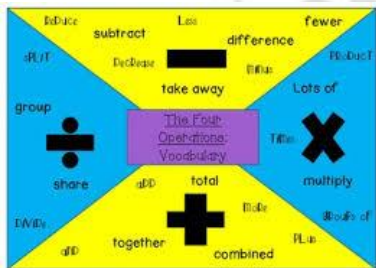


# Long Term Mapping Adult Numeracy Further Education

## 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

<b>Aspiration for Life</b>	Differentiated, aspirational targets dependent on student needs.	<b>Language for Life</b>	Explicit teaching/ exposure to new and know vocabulary.				<b>Learning for Life</b>	Opportunities to develop cross curricular skills e.g.				
<b>Functional Numeracy Skills:</b> 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.	<b>Whole Number</b>	<b>F,D &amp; P</b>		<b>Measure</b>		<b>Shape &amp; Space</b>		<b>Data &amp; Statistics</b>		<b>Whole Number</b>		
	<b>Autumn 1 - 7 weeks</b>	<b>Autumn 2 - 7 weeks</b>		<b>Spring 1 - 6 weeks</b>		<b>Spring 2 - 6 weeks</b>		<b>Summer 1 - 5 weeks</b>		<b>Summer 2 - 7 weeks</b>		
	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.		
	<b>SUGGESTED FUNCTIONAL ACTIVITIES</b> <i>(Choose from or use suitable alternative)</i>											
	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   Holiday brochures   Sort clothes by size / gender   Compare temperatures   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	
	<b>SKILLS</b>											
	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
	<b>VOCABULARY EXAMPLES</b> <i>(In addition to 'skills' terms listed above) See Vocabulary list for more.</i>											
	<b>Number   Place Value</b> 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	
	<b>IMPLEMENTATION</b>											
<b>Week 1</b> Read numbers in the environment <b>Week 2</b> Phone numbers <b>Week 3-4</b> Money tasks <b>Week 5-6</b> Lists <b>Week 7:</b> Assessment		<b>Week 1-2</b> Fractions – in a recipe <b>Week 3-4</b> Decimals – understanding prices <b>Week 5-7</b> Percentages – reductions on food		<b>Week 1-2</b> Following sets of instructions (e.g. recipe) <b>Week 3-4</b> Money – paying and getting change <b>Week 5</b> Timetables - travel <b>Week 6:</b> Assessment		<b>Week 1-2</b> Following directions to a place <b>Week 3-4</b> Interpreting maps functionally <b>Week 5-6</b> Shapes in the community.		<b>Week 1-2</b> Interpreting tables e.g. football <b>Week 3</b> Sorting clothes <b>Week 4</b> Writing a shopping list <b>Week 5:</b> Assessment		<b>Week 1-2</b> Finding a place <b>Week 3-4</b> Shopping – finding the best deal <b>Week 5-6</b> Understanding use by dates on food <b>Week 7:</b> Stock checking		

## 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**

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### WHOLE NUMBER

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Place Value</b>				<b>Addition and Subtraction</b>	
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 repeated!)*

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?
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### 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
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### IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION

Base 10 / Dienes Place Value Cards Place Value grids $\square = 100, / = 10, \bullet = 1$ $300 + 20 + 1 = 321$	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 $\square = 100, / = 10, \bullet = 1$ $30000 + 2000 + 100 + 40 + 5 = 32145$	Counters / bricks Base 10 / Dienes $\square = 100, / = 10, \bullet = 1$ $300,000 - 10,000 = x$
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### 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?
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## 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**

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### FRACTIONS, DECIMALS & PERCENTAGES

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Fractions</b>	<b>Fractions</b>	<b>Decimals</b>	<b>Decimals</b>	<b>Percentages</b>	<b>Percentages</b>
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 repeated!)*

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? Partitioning decimals. Matching words to numerals.	Show the position of each number on the number line. What number is represented on the place value chart? Partitioning 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.
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### VOCABULARY

Fraction Numerator Denominator Amount $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{3}{4}$	Fraction Numerator Denominator Amount $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{3}{4}$	Decimals Ones, Tenths Hundredths Place value Decimal point.	Decimals Ones, tenths ,hundredths Place value Decimal point.	Percentage Parts Decimal Percent	Percentage Parts Decimal Percent
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### 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
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### IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES

The jumper has $\frac{2}{4}$ discount, what is this equivalent to? The $\frac{1}{2}$ price sale means that this coat is £4 – is this equivalent to $\frac{1}{3}$ , $\frac{2}{4}$ or $\frac{3}{8}$ ?	I have got to share $\frac{1}{2}$ 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? $\frac{2}{4}$ , $\frac{3}{4}$ or $\frac{1}{2}$ ?	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 $\frac{1}{3}$ , Jack spends 30% of his money – who spends the most? What have they both spent? How much do they each have left?
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## Adult Numeracy Mapping SPRING 1 MEDIUM-TERM PLANNING

<b>Aspiration for Life</b>	Differentiated, aspirational targets dependent on pupil needs.	<b>Language for Life</b>	Explicit teaching/ exposure to new and know vocabulary.	<b>Learning for Life</b>	Opportunities to develop cross curricular skills e.g. drama
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### MATHEMATICS

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MEASURE					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Perimeter and Area</b>	<b>Mass</b>	<b>Converting units</b>	<b>Money</b>	<b>Time</b>	
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 repeated!)					
Efficient multiplication Using arrays Counting squares What is the length of each line.	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 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 Measure(ment)	Describe Measure Compare Present Interpret Estimate	Present Interpret Explain Estimate Describe Measure Compare	Pounds Pence Change Total Amount	Time O'clock AM/PM Minute / second / hour / day / month/ year	Time O'clock 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 $x \text{ cm}^2$ 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

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**SHAPE & SPACE**

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

**Angles**

**3D shapes**

Measuring angles in degrees

Measuring with a protractor

Drawing lines accurately

Calculating angles on a straight line

Reasoning about 3D Shapes

**ORAL/MENTAL STARTERS**

*(Topic from the previous week is repeated!)*

Sorting shapes into 2D and 3D  
Spot the shape  
The Shape game.

Shape sort  
Where does it go? Carroll Diagram  
How many right angles?

Measure the line  
Lines in our environment  
Shape grids

Where does it go? Venn diagram  
True or false – angles.  
Where will I be facing?

Match the shape  
How many circles  
3D People  
Pass the beanbag – name properties games

**VOCABULARY**

Turn  
Angle  
Degree  
Half  
Quarter  
Clockwise  
Anti-clockwise

Turn  
Angle  
Degree  
Half  
Quarter  
Clockwise  
Anti-clockwise

Turn  
Line  
Angle  
Degree  
Half  
Quarter  
Clockwise  
Anti-clockwise

Turn  
Line  
Angle  
Degree  
Half  
Quarter  
Clockwise  
Anti-clockwise

2D / 3D  
Shapes  
Properties  
Angles  
Sides  
Vertices  
Prism  
Faces

**IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION**

Protractor  
Squared paper  
Shapes  
Ruler  
Carroll Diagram

Protractor  
Squared paper  
Shapes  
Ruler  
Carroll Diagram

Protractor  
Squared paper  
Shapes  
Ruler  
Carroll Diagram

Protractor  
Squared paper  
Shapes  
Ruler  
Carroll Diagram

Ruler  
Protractor  
Squared paper  
Shapes 2D and 3D  
Real life objects

**IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES**

Writing out directions to get somewhere (in school or the wider community).  
I am in the town centre, facing the cinema. I make a 90° turn clockwise. Where am I facing now?

Explore your environment and measure lots of different angles. Can you use these angles to design the room – e.g. will the table fit in the 90 degree corner?

Lines in our environment – where can we see lines in the community?  
Measure distance on a map and scale up to see how far it is.

Design a plan for the Summer Fair.  
Write a series of instructions to get to a place using angles and straight lines.

Packing items into a space e.g. car  
Fill shelves with items.  
Street signs.  
Making a scale model.  
Postal charges for different sizes of parcels.

**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

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**DATA & STATISTICS**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Line Graphs</b>			<b>Tables</b>		<b>Timetables.</b>
Read and interpret a line graph	Draw line graphs	Use line graphs to solve problems	Read and interpret tables	Two-way tables	Timetables

**ORAL/MENTAL STARTERS**

*(Topic from the previous week is repeated!)*

Sorting items into categories e.g. clothes into lights are darks. Sorting recycling into the correct categories.	M and m maths Class birthdays Make a lego bar chart Favourite food Favourite animal Track and graph	Time bingo Time flashcards Name the month Time ordering activity.
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**VOCABULARY**

Count Graph Read Write Tally Sort Represent Understand	Timetable Tables Information Time Scores Measure Compare	Timetable Tables Information Time Scores Measure Compare
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**IMPLEMENTATION: CONCRETE | PICTORIAL | ABSTRACT REPRESENTATION**

Data Ruler Graphs Survey Questionnaire Diagram Holiday brochures	Holiday brochures Football / sport tables. Bus timetables Cinema showings Festival line ups.	Bus timetables Train timetables School timetable
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**IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES**

Look at holiday brochures and design a graph to show days of sun/rainfall.	Look at household bills for utilities. Design a graph to show how much gas/electricity is used at different times of the year.	Horticulture link – sunflowers. Conversion – use a line graph to convert between miles and km.	Look up cinema showings – plan a trip. Interpret tables about your favourite sport – who will win the league / get relegated? Plan a journey – what time will you have to get the bus and return?	Compare tallest buildings Organise a journey using a bus and a train Local leisure centre timetable for classes. Make your own school timetable.
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## Adult Numeracy Mapping - SUMMER 2 MEDIUM-TERM PLANNING

<b>Aspiration for Life</b>	Differentiated, aspirational targets dependent on pupil needs.	<b>Language for Life</b>	Explicit teaching/ exposure to new and know vocabulary.	<b>Learning for Life</b>	Opportunities to develop cross curricular skills e.g. drama		
<b>MATHEMATICS</b> 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.	<b>WHOLE NUMBER</b>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	<b>Multiplication and division</b>			<b>Addition and Subtraction</b>			
	Multiples and factors Prime numbers	Multiply by 10,100 and 1000	Multiply 4 digits by 1 digit Multiply 2 digits by 2 digits Remainder	Divide by 10, 100 and 1000	Round to estimate and approximate		
	<b>ORAL/MENTAL STARTERS</b> <i>(Topic from the previous week is repeated!)</i>						
	Time tables 5x, 10x and 2x	Efficient multiplication Find the prime number	Multiplying by 10, 100 and 1000	Times tables 3x, 4x and 6x.	Division facts – split sweets between 10 students. Times tables x10		
	<b>VOCABULARY</b>						
	Count Write Read Order Compare	Multiple Factor Prime Numbers Sum	Factor Multiple Sum Total Hundreds / thousands Decimal place	Factor Multiple Sum Total Partition Remainder Units, tens, hundreds and thousands.	Factor Divide Total Hundreds / thousands Calculate Equal Inverse Decimal place	Rounding Five Round up/down More/Less Place Value	
	<b>IMPLEMENTATION: CONCRETE   PICTORIAL   ABSTRACT REPRESENTATION</b>						
	Number track Hundred square Base 10 Dienes Arrays Counters	Number track Hundred square Base 10 Dienes Arrays	Number track Hundred square Base 10 Dienes Arrays Real life resources	Number track Hundred square Base 10 Dienes Arrays Counters	Counters Base 10 / Dienes Bar Modelling Number lines Square paper Column addition		
	<b>IMPACT: SUGGESTED FUNCTIONAL / PROBLEM SOLVING ACTIVITIES</b>						
	I have bought 3 boxes of 6 eggs – how many eggs have I bought? I need 54 seeds for my allotment – I have 6 areas in. How many seeds will go in each area? What if you can't share something equally?	This model is 1/100 of the size – how tall will it be really? There are 100 students at the FE prom – Coca cola comes in cans of 330ml. How much Coca Cola in total will be needed for everyone to have a whole can?	This recipe serves 4 people – I am throwing a party for 400. What are quantities of ingredients I need? 10 students each spent £5.60 on their lunch- how much did they spend all together?	Jeff has £20 – he splits up between his 10 friends. How much does everyone get? Jez has 6 litres of milk. He needs to split it equally between 100 glasses. How much will each glass get?	Rounding weights Rounding prices on a shopping list to work out a budget. Rounding time up to the nearest minute/ten minutes to estimate how long it takes to do a journey. Comparing/rounding weights	Which number have I rounded to 260? Estimating capacity. Savings – want to buy something that costs £119.99 – if he saves for 27 weeks how much will he have to save per week?	