






Mapping document

Functional Skills – Mathematics: Entry Level 2 (603/5053/2)

 = moved level

Using numbers and the number system – whole numbers

DfE Functional Skills reform subject content for mathematics (February 2018)	Legacy NCFE Functional Skills mathematics amplification	Mapping comment
1. Count reliably up to 100 items.	Understand and use whole numbers with up to two significant figures.	Specific reference to numbers up to 100.
2. Read, write, order and compare numbers up to 200.		Specific reference to ordering/comparing (up to 200).
3. Recognise and sequence odd and even numbers up to 100.	Recognise sequences of numbers, including odd and even numbers.	No change (but specific reference to odd/even up to 100).
4. Recognise and interpret the symbols +, −, ×, ÷ and = appropriately.	Understand and use addition/subtraction in practical situations.	Specific reference to symbols for addition, multiplication, subtraction, division.
5. Add and subtract two-digit numbers.		Specific reference to adding/subtracting 2 digit numbers.
6. Multiply whole numbers in the range 0x0 to 12x12 (times tables).	Entry 3.	Specific reference to multiplication tables. 
7. Know the number of hours in a day and weeks in a year. Be able to name and sequence.	Entry 3.	Specific reference to hours in a day/days in a week (including sequencing). 
8. Divide two-digit whole numbers by single-digit whole numbers and express remainders.	Entry 3.	Specific reference to division with remainders (2 digit divided by 1 digit numbers). 
9. Approximate by rounding to the nearest 10, and use this rounded answer to check results.	Entry 3.	Specific reference to rounding (nearest 10) and use of check. 

10. Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes.	Use doubling and halving in practical situations.	Fractions: halves, quarters, tenths and in word form.
11. Read, write and use decimals to one decimal place.	Entry 3.	Use of a decimal (1 dp). 

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Functional Skills – Mathematics: Entry Level 2 (603/5053/2)

Using common measures, shapes and space		
DfE Functional Skills reform subject content for mathematics (February 2018)	Legacy NCFE Functional Skills mathematics amplification	Mapping comment
12. Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p).	Recognise and use familiar measures, including time and money.	Specific expectations for money.
13. Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock.		Specific expectations for time.
14. Use metric measures of length including millimetres, centimetres, metres and kilometres.		Specific reference to mm, cm, m, km.
15. Use measures of weight including grams and kilograms.		Specific reference to g, kg.
16. Use measures of capacity including millilitres and litres.		Specific reference to ml, l.
17. Read and compare positive temperatures.		Specific reference to positive temperatures.
18. Read and use simple scales to the nearest labelled division.	Use simple scales and measure to the nearest labelled division.	No change.
19. Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres.	Know properties of simple 2D and 3D shapes.	Specific reference to expectations of shapes (eg pyramids).

20. Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base.		Specific reference to properties/vocabulary (how many corners/ vertices on a cube).
21. Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards.		Specific reference to positional vocab (eg forwards).

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	= new statement
	= moved level

Handling information and data

DfE Functional Skills reform subject content for mathematics (February 2018)	Legacy NCFE Functional Skills mathematics amplification	Mapping comment
22. Extract information from lists, tables, diagrams and bar charts.	Extract information from simple lists.	Change from 'simple lists' (current) to include tables, diagrams and bar charts.
23. Make numerical comparisons from bar charts.	Entry 3	Specific reference to numerical comparisons (from bar charts).
24. Sort and classify objects using two criteria.		New material and not referenced in current Functional Skills.
25. Take information from one format and represent the information in another format including use of bar charts.		Specific expression of use of 1 format before representation in another.

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DfE guidance on Problem Solving and Decision Making at Entry Level 2.

Solving mathematical problems and decision making: Entry Level 2 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 2 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 2

Learners at Entry Level 2 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 2.
- use the methods given above to produce, check and present results that make sense.
- present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.

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



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