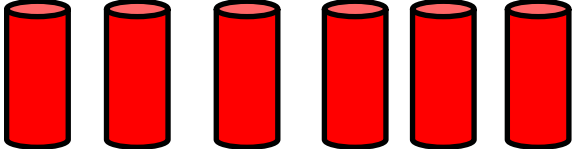
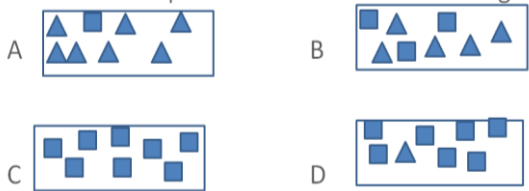


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Numeracy First Level

Experiences and outcomes	Question	Benchmarks
<p><i>Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.</i></p> <p>MNU 1-07b</p>	<p>1. Tom puts the classroom pencils into 6 pots. He puts the same number of pencils in each pot. What fraction of the pencils is in each pot?</p> 	<p><i>Demonstrates understanding that the greater the number of portions, the smaller the size of each equal share.</i></p>
<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p>MNU 1-03a</p>	<p>2. There are 154 passengers on a train. 28 get off. How many passengers are still on the train?</p>	<p><i>Applies a range of strategies to solve addition and subtraction problems with up to at least 3 digit whole numbers and justifying choice of strategy.</i></p> <p><i>Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.</i></p>
<p><i>I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.</i></p> <p>MNU 1-22a</p>	<p>3. Bill takes a shape out of one of these boxes without looking.</p> <p>It is very likely, but not certain, that the shape is a square. Which box is it?</p> 	<p><i>Uses mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations, for example, probable, likely/unlikely, certain/uncertain, never, possible/impossible, fair/unfair.</i></p>

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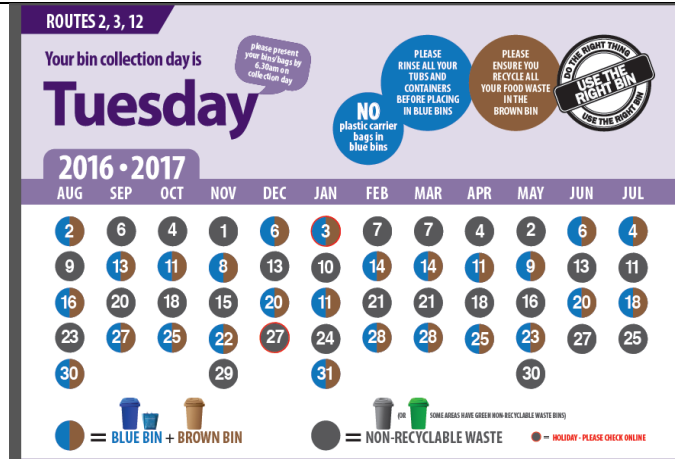
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<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p>MNU 1-03a</p> <p><i>I can use money to pay for items and can work out how much change I should receive.</i></p> <p>MNU 1-09a</p>	<p>4. The school is holding its annual festive afternoon tea. 75 tickets have been sold at £3 each. How much ticket money has been made? Each table can seat 8 people. How many tables will the janitor set out?</p>	<p><i>Applies a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.</i></p> <p><i>Applies a range of strategies to determine division facts, for example, repeated subtraction, grouping, arrays and multiplication facts.</i></p> <p><i>Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.</i></p> <p><i>Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.</i></p>
<p><i>Having explored fractions by taking part in practical activities, I can show my understanding of:</i></p> <ul style="list-style-type: none"> <i>•how a single item can be shared equally</i> <i>•the notation and vocabulary associated with fractions</i> <i>•where simple fractions lie on the number line. MNU 1-07a</i> <p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a</i></p> <p><i>I can use money to pay for items and can work out how much change I should receive. MNU 1-09a</i></p>	<p>5. Mrs Jones is buying pizzas for her daughter's birthday party. She has estimated that each of the 12 people at the party will eat $\frac{1}{4}$ of a pizza. Each pizza costs £2.75. How much will Mrs Jones spend on pizzas? Mrs Jones hands over a £20 note. What change does she receive?</p> <p>If only half the guests actually have a piece of pizza, how much pizza is left over?</p> <p>If 24 people arrived and they all wanted a slice of the pizzas Mrs Jones had bought, what fraction of a pizza would each receive if they were shared equally?</p>	<p><i>Demonstrates understanding that the greater the number of portions, the smaller the size of each equal share.</i></p> <p><i>Applies a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.</i></p> <p><i>Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.</i></p> <p><i>Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change</i></p>

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I can use a calendar to plan and be organised for key events for myself and my class throughout the year.
MNU 1-10b



Uses and interprets a variety of calendars and 12 hour timetables to plan key events and calculate durations.

6. Bin Collections

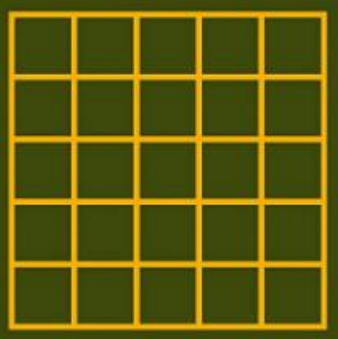
On which dates between the beginning of March and the end of May are blue bins collected?

In which months are there 3 collections of green bins?

Name the dates on which customers need to check online for information.

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<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p>MNU 1-03a</p> <p><i>I can use money to pay for items and can work out how much change I should receive.</i></p> <p>MNU 1-09a</p> <p><i>I can estimate the area of a shape by counting squares or other methods.</i></p> <p>MNU 1-11b</p>	<p>7. Mrs Duncan is buying new tiles for her kitchen floor. The tiles come in packs of 4 and each pack costs £6. How many packs will Mrs Duncan need and what will this cost her?</p> <p>In her final design, Mrs Duncan decided that $\frac{1}{5}$ of the tiles would be red. How many red tiles will she have on the floor?</p>  <p>Mrs Duncan buys a rug with an area of 8 squares. On the diagram draw a rug with an area of 8 squares.</p>	<p><i>Applies a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.</i></p> <p><i>Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.</i></p> <p><i>Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change</i></p> <p><i>Uses square grids to estimate then measure the areas of a variety of simple 2D shapes to at least the nearest half square.</i></p> <p><i>Creates shapes with a given area to at least the nearest half square using square tiles or grids.</i></p> <p><i>Recognises that different shapes can have the same area (conservation of area).</i></p>
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I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.

MNU 1-03a

I can use money to pay for items and can work out how much change I should receive.

MNU 1-09a



Applies a range of strategies to solve addition and subtraction problems with up to at least 3 digit whole numbers and justifying choice of strategy.

Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.

Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change

8. Pocket Money

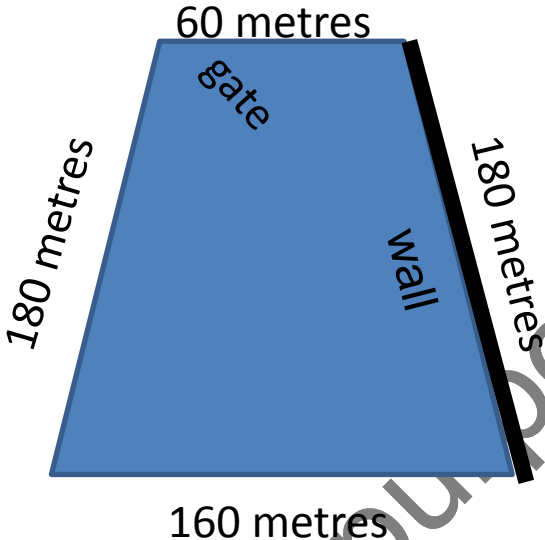
Joe has these coins. He wants to buy the following:

- a comic which costs £1.80
- a bottle of water costing 70p
- 2 packets of stickers each costing £0.90

How much more money does he need?


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<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p>MNU 1-03a</p> <p><i>I can use money to pay for items and can work out how much change I should receive.</i></p> <p>MNU 1-09a</p>	 <p>The diagram shows a blue trapezoidal field. The top horizontal side is labeled '60 metres gate'. The bottom horizontal side is labeled '160 metres'. The left slanted side is labeled '180 metres'. The right slanted side is labeled '180 metres wall'. A thick black line is drawn along the right side, representing the wall. A diagonal watermark 'For training purposes only' is visible across the diagram.</p> <p>9. <u>Farmer's Field</u></p> <p>A farmer needs to replace the fence around his field. There is a wall on one side and on the shortest side there is a gate measuring 3 metres wide.</p> <p>The fencing is sold in rolls of 50 metres, each costing £50. How many rolls will the farmer need to buy and how much will this cost?</p>	<p><i>Applies a range of strategies to solve addition and subtraction problems with up to at least 3 digit whole numbers and justifying choice of strategy.</i></p> <p><i>Applies a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.</i></p> <p><i>Applies a range of strategies to determine division facts, for example, repeated subtraction, grouping, arrays and multiplication facts.</i></p> <p><i>Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.</i></p>
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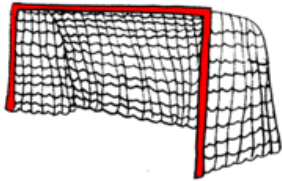
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<p><i>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</i></p> <p>MNU 1-01a</p> <p><i>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.</i></p> <p>MNU 1-11a</p>	<p>10. Estimate the capacity of each of these containers, then measure each accurately using an appropriate measuring instrument and record the results rounded to the nearest 10ml.</p> 	<p><i>Checks the reasonableness of calculations by comparing the final solution with the estimate.</i></p> <p><i>Rounds whole numbers to at least the nearest 10 and 100 and uses this skill routinely to estimate and check the reasonableness of a solution.</i></p> <p><i>Uses knowledge of everyday objects to provide reasonable estimates of length, height, weight and capacity.</i></p> <p><i>Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring length, height, weight, mass and capacity using the most appropriate instrument for the task.</i></p> <p><i>Records measurements of length, height, weight, mass and capacity using the appropriate standard units, for example, millimetres (mm), centimetres (cm), grams(g), kilograms (kg), millimetres (ml), litres (l). Compares the measure with the estimate.</i></p> <p><i>Applies knowledge of fractions to read accurately a variety of scales on measuring devices, to the nearest graduation.</i></p>
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<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p>MNU 1-03a</p> <p><i>I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.</i></p> <p>MNU 1-10a</p>	<p><u>11. The 5-a-side tournament</u></p> <p>The local community is planning to hold a 5-a-side football tournament in the secondary school sports hall. The hall has two 5-a-side pitches marked out with goals provided.</p> <p>There are 4 teams taking part, one from each of the 4 primary schools. Each game will last for 25 minutes (10 minutes each way and a 5 minute break at half time). There will be a 5 minute interval between games to allow teams to rotate.</p> <p><u>All teams will play each other once</u> and both pitches will be used throughout the tournament to allow two matches to be going on at all times.</p> <p>The event is due to start at 10am. Half an hour is needed for setting up prior to the event and another half hour at the end to tidy up. What time will the janitor be able to lock the doors?</p>  <p><small>© SIMARIS TECHNOLOGIES, INC. WWW.FIXED.COM</small></p>	<p><i>Applies a range of strategies to solve addition and subtraction problems with up to at least 3 digit whole numbers and justifying choice of strategy.</i></p> <p><i>Knows the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year.</i></p> <p><i>Record 12 hour times using am and pm and is able to identify 24 hour notation in real life examples.</i></p>
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<p><i>I can use money to pay for items and can work out how much change I should receive.</i></p> <p><i>MNU 1-09a</i></p> <p><i>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.</i></p> <p><i>MNU 1-09b</i></p>	<p><u>12. The Hockey Festival</u></p> <p>The local community is planning to hold a 5-a-side hockey festival in the village hall. In the hall there is one hockey pitch marked out and a set of goals at each end.</p> <p>All the equipment for the tournament has to be purchased from this supplier.</p> <p>http://www.hope-education.co.uk/products/pe-sport</p> <p>The organisers need:</p> <ul style="list-style-type: none"> • A hockey puck for indoors • Indoor hockey sticks • Whistles • Coloured bibs to identify the teams <p>How much will it cost to buy the equipment for the festival? List the coins and notes that could be used to pay this amount exactly.</p>	<p><i>Identifies and uses all coins and notes up to at least £20 and explores different ways of making the same total.</i></p> <p><i>Records amounts accurately in different ways using the correct notation, for example, 149p = £1.49 and 7p = £0.07</i></p> <p><i>Applies a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.</i></p>
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