



Revised Entry Level
Mathematics

This document maps Mathematics for Life resources onto the revised ELQ Mathematics assessment criteria.

It was compiled in March 2016 to support teachers delivering the Entry Level Qualification who may be familiar with the legacy Mathematics for Life resources.

The Entry Level Qualification has been taught since September 2015. As practice in its assessment develops, this document may from time to time be amended accordingly.

Entry Level 1–3
Unit 1:
Working with Whole Numbers -
Learning Outcomes 1–7

Entry Level 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 1:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Understand the value of whole numbers. | 1.1. Identify place value for tens and units (TU); | None | 2.2.5 by using alternative numeral sytem |
| | | 1.2. Order whole numbers (for numbers up to at least 10). | None | 2.1.1 forwards and backwards 2.1.5 goes up to 20. 2.1.6 order numbers to 10 / bigger than / smaller than &c |
| Level 2 | 1. Understand the value of whole numbers. | 1.1 Identify place value for hundreds, tens and units (HTU); | 2.3.3 making numbers from digitd on cards 2.3.4 subtract HTU to zero | 2.3.1 by using alternative numeral sytem 2.3.2 by using alternative numeral sytem |
| | | 1.2 Order whole numbers (for numbers up to at least 100). | 1.2.1 missing numbers on number lines 2.2.1 only 3 numbers at a time | 2.2.4 by using alternative numeral sytem 2.2.5 by using alternative numeral sytem 2.2.6 ordering answers to missing number questions |
| Level 3 | 1. Understand the value of whole numbers. | 1.1 Identify place value for thousands, hundreds, tens and units (ThHTU); 1.2 Order whole numbers (for numbers up to 1000). | None | None |

Learning Outcome 2:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Be able to recognise a written form of whole numbers. | 2.1 For whole numbers up to 10: <ul style="list-style-type: none"> a. match numbers written in words with the numbers written in digit form; b. change numbers written in words into digit form; c. change whole numbers written in digit form into words. | None | None |
| Level 2 | 2. Be able to recognise a written form of whole numbers. | 2.1 For whole numbers up to 100: <ul style="list-style-type: none"> a. match numbers written in words with the numbers written in digit form; b. change numbers written in words into digit form; c. change numbers written in digit form into words. | None | None |

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 2:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 2. Be able to recognise a written form of whole numbers. | 2.1 For whole numbers up to 1000: <ul style="list-style-type: none"> a. match numbers written in words with the numbers written in digit form; b. change numbers written in words into digit form; c. change numbers written in digit form into words; d. identify and describe simple number patterns within the 100 square. | None | None |

Entry 1-3 Unit 1: Working with Whole Numbers

Learning Outcome 3:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 3. Be able to recall number facts. | 3.1. Count reliably up to 10 items. | 2.1.3 less than / more than 5.2.7 using 1p and 2p coins to count to 10p | 2.1.2 dots on dominoes, can go up to 12. Students could use real dominoes with witness statement from teacher 2.1.4 goes higher than 10 |
| Level 2 | 3. Be able to recall number facts. | 3.1 Use quick recall of number facts up to 10; | None | 1.2.5 addition targets: with witness statement to confirm quick recall 3.2.1 with witness statement to verify quick recall |
| | | 3.2 Count up and back in 2s, 5s and 10s. | 3.2.14 (counting in 2s) 5.2.5 uses 2p and 5p coins 5.2.6 uses 2p and 5p coins 5.2.11 uses 2p and 5p stamps | 3.2.9 missing number in sequences. Teacher might devise real life scenarios to generate these sequences. |
| Level 3 | 3. Be able to understand addition and subtraction facts. | 3.1 Use quick recall of number facts up to 20; | 1.2.2 balances 1.2.3 number walls 3.3.16 factor grid 3.3.18 multiple shading 5.2.7 uses 1p and 2p items to count to 20p | 3.2.10 with witness statement to confirm quick recall 3.2.11 with witness statement to confirm quick recall – goes beyond 20 4.2.7 magic squares, single digit numbers, with witness statement to confirm quick |

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------|-------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | recall |
| | | 3.2 Mentally add and subtract two-digit numbers within 100. | 1.2.8 spiral calculator 1.2.9 spiral calculator | 4.2.3* 4.2.4* 4.2.5* 4.2.6* 4.2.7* 4.2.8* *with witness statement to say calculations were carried out mentally 4.3.13 magic squares, 2 digit numbers, with witness statement to say calculations were carried out mentally |

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 4: Be able to recognise patterns involving objects and whole numbers

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 4. Be able to recognise patterns involving objects and whole numbers. | 4.1 Create and describe repeating patterns using objects, numbers or pictures. | 3.1.1* (using objects, creating patterns but with no description) 3.1.2* (using objects, creating patterns but with no description) 3.1.5* (using numbers, creating patterns but with no description) 3.1.6* (using numbers, creating patterns but with no description) 3.2.9 (using numbers, creating patterns but with no description) 3.2.10 (using numbers, creating patterns but with no description) 3.2.11 (using numbers, creating patterns but with no description) 3.2.12 (using numbers, creating patterns but with no description) 3.2.13 (using numbers, creating patterns but with no description) 3.2.16 *could be adapted as evidence with e.g. brief written description of patterns, witness statement of student’s verbal description of pattern | 3.1.7 could e.g. use real objects, photograph results. 3.1.8 could e.g. use real objects, photograph results. 3.2.4 (numbers) 3.2.5 (numbers) 3.2.6 (numbers) 3.2.7 (numbers) 3.2.8 (numbers) 3.2.15 (numbers) 3.2.16 (numbers) 3.2.17 (objects)* 3.2.18 (objects)* 3.2.19 (objects)* 3.2.20 (objects)* *could be carried out with real objects with witness statement and photographs as evidence) |

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 2 | 4.Be able to estimate, add and subtract with two-digit whole numbers in real-life situations. | 4.1 Add two-digit whole numbers in everyday situations; | 1.2.7 (not everyday situation) 2.2.3 (not everyday situation) 2.2.6 (not everyday situation) 10.2.13 adding multiples of 10 10.3.6 adding multiples of 10 and 100 10.3.7 adding multiples of 10 and 100 | 1.2.10 (mileages) 5.2.12 (stamps)* 5.2.13 (stamps)* 5.2.14 (stamps)* 5.2.15 (stamps)* * with witness statement to state the problem was solved by addition |
| | | 4.2 Subtract two-digit whole numbers in everyday situations; | 1.2.4 (not everyday situation) 1.2.6 (not everyday situation) 1.2.7 (not everyday situation) 2.2.3 (not everyday situation) 2.2.6 (not everyday situation) | 1.2.10 (mileages) 5.2.12 (stamps)* 5.2.13 (stamps)* 5.2.14 (stamps)* 5.2.15 (stamps)* * with witness statement to state the problem was solved by subtraction 10.2.16 balancing weights 10.2.17 balancing weights |
| | | 4.3 Mentally add and subtract within 20 (calculator must not be used); | 3.2.3 spotting sums to 20 3.2.15 write down rules for sequences | 3.2.2 subtract; with witness statement to confirm calculations carried out mentally 4.2.1 with witness statement to confirm calculations carried out mentally 4.2.2 subtract; with witness statement to confirm calculations carried out mentally) Teachers could adapt these worksheet to include different numbers and both addition and subtraction to provide fuller evidence. |

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | 4.4 Use addition and subtraction patterns within 20 to explore the relationship between addition and subtraction; | 3.2.4 patterns in units digits after addition, inc. numbers >20 3.2.5 patterns in units digits after addition, inc. numbers >20 3.2.6 patterns in units digits after addition, inc. numbers >20 3.2.7 patterns in units digits after subtraction, inc. numbers >20 3.2.8 patterns in units digits after subtraction, inc. numbers >20 Function machines with patterns to units digits: go beyond 20 3.2.12 on a calendar grid 3.2.13 on a calendar grid These sheets do not fit 4.4 but are useful teaching materials in the same general topic. They can be used as evidence toward 4.2.1. | None |
| | | 4.5 Recognise the use of a symbol to stand for an unknown number; | 2.2.3 missing numbers to be written in boxes | 2.2.6 “missing shapes” 2.3.9 letters to stand for unknowns 2.3.10 letters to stand for unknowns |
| | | 4.6 Approximate by rounding to the nearest 10 | None | 2.2.2 add one and two digit numbers, then round 2.3.5 round to nearest 10 or 100; if nearest 100 section accurately completed 2.3.5 is evidence for ELQ5.1.3 2.3.6 round to estimate answer, then check |

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3 | 4. Be able to understand multiplication facts. | 4.1 Know 2, 3, 4, 5 and 10 multiplication facts (calculator must not be used); | 3.3.5 2x. Could be adapted for other tables and then used as evidence 3.3.8 2x. Could be adapted for other tables and then used as evidence 4.3.13 magic squares, inc. 2x 4.3.14 function machine, inc. 2x | 1.3.2 1.3.4 3.3.1 2x, 5x, 10x 3.3.2 4x, 8x 3.3.3 3x, 6x, 9x 3.3.4 2x, 4x, 5x 3.3.6 range of tables 3.3.7 range of tables 3.3.10 3x, 4x, 5x, 6x, 10x 3.3.11 2x, 5x, 10x 4.3.2 function machines inc. 2x, 5x 4.3.3 function machines inc. 2x, 3x, 5x 4.3.4 function machines inc. 3x, 5x 4.3.5 function machines inc. 2x, 5x 4.3.6 two step function machines, inc. 4x, 10x 4.3.7 two step function machines, inc. 4x, 10x 4.3.8 two step function machines, inc. 2x, 3x, 10x 4.3.9 think of a number, inc. 2x 4.3.10 think of a number, inc. 2x, 5x, 10x These require wirtness statements to confirm calculators were not used, and a combination of sheets to cover 2, 3, 4, 5 and 10x tables. |

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------|
| | | 4.2 Demonstrate that multiplication is commutative, for example that 3×2 is the same as 2×3 . | None | None |

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 5:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 5. Be able to estimate, add and subtract single digit numbers. | 5.1 Add single-digit whole numbers in everyday situations; | 1.1.1 (not everyday situation). 1.1.2 (not everyday situation) 1.1.3 (not everyday situation) 3.1.4 (not everyday situation) 4.1.1 (not everyday situation) 4.1.2 (not everyday situation) 4.1.3 (not everyday situation) 4.1.4 (not everyday situation) <i>For use as evidence, activities could be adapted where possible to use e.g. ruler instead of number line, sums of money instead of numbers &c.</i> | 1.1.6 questions 5, 7, 9. 5.2.11 10.1.1 could adapt to use real objects with these weights 10.1.2 could adapt to use real objects with these weights 10.1.3 could adapt to use real objects with these weights |
| | | 5.2 Subtract single-digit whole numbers in everyday situations; | 1.1.1 (not everyday situation). 1.1.4 (not everyday situation) 1.1.5 (not everyday situation) 4.1.4 (not everyday situation) 4.2.2 (not everyday situation) <i>For use as evidence, activities could be adapted where possible to use e.g. ruler instead of number line, sums of money instead of numbers &c.</i> | 1.1.6 questions 6, 8, 9. 3.1.3 how many biscuits are left...? Teachers may consider e..g. photos of practical demonstrationjs by students as evidence |
| | | 5.3 Estimate numbers up to at least 10. | None | None |

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|---------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 2 | 5. Be able to identify common fractions. | 5.1 Identify fractions as one part of the whole in relation to regular shapes and sets of objects (the denominators of the fractions will be restricted to 2 and 4). | None | 6.2.1 ($\frac{1}{2}$ s, regular shapes) 6.2.2 ($\frac{1}{4}$ s, regular shapes) 6.2.3 ($\frac{1}{2}$ s and $\frac{1}{4}$ s, sets of objects) 6.2.4 ($\frac{1}{2}$ s, regular shapes) 6.2.7 ($\frac{1}{2}$ s and $\frac{1}{4}$ s) |
|---------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 5:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 5. Be able to round numbers. | 5.1 Approximate whole numbers (up to 1000) to the nearest 10 or 100. | 2.3.8 multi-choice selection of best estimate followed by calculation to check | 2.3.5 round to nearest 10 or 100 2.3.7 round to nearest 100 then check calculation |

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 6: Be able to identify common fractions

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 6. Be able to use four operators when dealing with whole numbers in real-life situations. | 6.1 Add three-digit whole numbers in everyday situations; | 1.3.10 (not everyday situation) 1.3.14 (not everyday situation) | 1.3.15 four operations 1.3.16 four operations 10.3.16 recipes, multiples of 5 and 10, sheet needs to be adapted for evidence to include a wider variety of three-digit numbers |
| | | 6.2 Subtract three-digit whole numbers in everyday situations; | 1.3.10 (not everyday situation) | 1.3.13 q2 1.3.15 four operations 1.3.16 four operations 10.3.14 balancing scales, multiples of 5 and 10, sheet needs to be adapted for evidence to include a wider variety of three-digit numbers 10.3.15 balancing scales, multiples of 5 and 10, sheet needs to be adapted for evidence to include a wider variety of three-digit numbers |
| | | 6.3 Multiply single-digit and two-digit whole numbers by a single-digit whole number in everyday situations; | 1.3.5 (not everyday situation) 1.3.6 (not everyday situation) 1.3.7 (not everyday situation) 1.3.8 (not everyday situation) | 1.3.13 q4 1.3.15 four operations 1.3.16 four operations 4.3.12 for fuller evidence, other recipe calculations could be used |

| | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| | | | 1.3.17(not everyday situation) | |
| | 6.4 Divide single-digit and two-digit whole numbers by a single-digit whole number with or without a remainder in practical situations. | | 1.3.11 (not practical situation) 1.3.17(not practical situation) 3.3.12 (not practical situation) 3.3.13 (not practical situation) 3.3.14 (not practical situation) 3.3.15 (not practical situation) 3.3.17 (not practical situation) 3.3.22 (not practical situation) 4.3.1 (not practical situation) | 1.3.12 6x, 7x, 8x, 9x, division 1.3.15 four operations 1.3.16 four operations 11.3.1 (up to 4 digits) |

Entry 1–3 Unit 1: Working with Whole Numbers

Learning Outcome 7:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 7 Be able to identify common fractions. | 7.1 Record unit fractions as one part of the whole (for example $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{10}$); | None | 6.2.6 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, geometric shapes) 6.3.1 by colouring shapes |
| | | 7.2 Record non-unit fractions as several equal parts of a whole. | None | 6.2.5 ($\frac{3}{4}$, regular shapes) 6.2.6 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, geometric shapes) 6.2.7 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, sets of objects) 6.3.2 fractions of shapes 6.3.3 fractions of sets 6.3.4 fractions of sets 6.3.7 draw own shapes or sets |

Entry Level 1–3
Unit 2:
Working with Time and Measures -
Learning Outcome 1

Entry Level 1–3 Unit 2: Working with Time and Measures

Learning Outcome 1:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Know the days of the week and their order. | 1.1. Identify the days of the week and be able to order them correctly. | None | 11.1.2 q.1 |
| Level 2 | 1. Be able to use standard units of time. | 1.1 Name and order days of the week, months of the year and seasons; | 11.1.2 (not months of the year) <i>For evidence, sheet could be adapted to include months of the year</i> | None |
| | | 1.2. Identify common events/festivals from each of the seasons; | None | None |
| | | 1.3 Recognise o'clock; half past, quarter past and quarter to; | 11.1.4 (not quarter hours) 11.1.5 (not quarter hours) <i>For evidence, worksheets could be adapted to include quarter hours.</i> | 11.2.5 by matching times to digital and analogue clocks: <i>exercise should be extended to include more quarter hours for fuller evidence</i> |
| | | 1.4 Recognise departure or arrival time using a simplified timetable (12 hour clock only). | None | None |

Entry Level 1–3 Unit 2: Working with Time and Measures

Learning Outcome 1:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 1. Be able to use standard units of measurement. | 1.1 Identify appropriate metric units for measurement of: <ul style="list-style-type: none"> a. length/height; b. weight; c. capacity; d. temperature; e. area. | None | 10.2.22 matching exercise 10.3.3 (length / height) |

Entry Level 1–3 Unit 2: Working with Time and Measures

Learning Outcome 2:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Recognise special times on the clock. | 2.1. Recognise parts of their daily routine such as: a. breakfast time; b. break-time; c. lunchtime; d. home time; e. bedtime. | None | 11.1.4 Saturday routine |
| Level 2 | 2. Be able to use standard units of measurement. | 2.1 Identify appropriate metric units for measurement of: a. length; b. weight; c. capacity; d. area. | None | 10.2.3 (length) |
| Level 3 | 2. Be able to estimate using standard units of measurement in everyday situations. | 2.1 Use the most commonly known metric units of measurement to estimate the following: a. length/height; b. weight; c. capacity. | 10.2.14 (weight) 10.2.15 (weight) 10.3.4 (length / height), write given measurements in order then estimate 10.3.5 (weight), write given measurements in order then estimate | None |

Entry Level 1–3 Unit 2: Working with Time and Measures

Learning Outcome 3:

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 3. Be able to sequence familiar events. | 3.1. List the events of a typical school day in the correct order. | 11.1.1 (not school day) 11.1.4 (not school day) 11.2.4 (not school day) <i>For evidence, worksheets could be adapted to reflect a typical school day.</i> | None |
| Level 2 | 3. Be able to estimate using standard units of measurement in everyday situations. | 3.1. Use the most commonly known metric units of measurement to estimate the following: a. length; b. weight; c. capacity. | 10.2.3 (metres) 10.2.4 (non-standard units) | 10.3.8 (weight) 10.3.11 (weight) 10.3.12 (weight) |
| Level 3 | 3. Be able to estimate and measure using standard units. | 3.1. Use an appropriate measuring instrument to measure: a. length/height; b. weight; c. volume; d. temperature. | None | 10.3.1. (length / height) 10.3.2. (length / height) |
| | | 3.2. Read scales to the nearest | None | 10.3.9 (weight) |

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| | | labelled division. | | 10.3.10 (temperature) 10.2.19 (capacity) 10.2.20 (temperature) 10.2.21 (temperature) Best practice would be to include evidence of using rreal measuring equipment. |
| | | 3.3. Find the area of a shape using whole and half squares; | None | None |
| | | 3.4. Compare estimated and actual measurements. | None | 10.2.12 (cm) |

Entry Level 1–3 Mathematics Unit 2: Working with Time and Measures

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 4. Be able to use everyday language with measurement. | 4.1 Identify appropriate language for measurements of: a. length; b. weight; c. capacity; d. area. | None | None |
| | | 4.2 Use language such as: a. longest; b. less than (in terms of weight or capacity); c. smaller; d. larger. | 10.1.7 (a: “wide, short, narrow, long, tall: not comparatives) 10.1.17 (a, c, d) 10.2.15 (weight) | 10.1.4 (b: “heavier”) 10.1.5 (b: “heavier / lighter”) 10.1.6 (b: “heaviest / lightest”) 10.1.8 (c, d: “bigger”) 10.1.9 (a: “longest”) 10.1.10 (b: comparative capacity) 10.1.11 (b: comparative capacity) For evidence students should cover a, b, c and d. |
| Level 2 | 4. Be able to measure using standard units of measurement. | 4.1 Be able to measure using standard units of measurement. a length; b weight; c volume. | 10.2.1 (length, non-standard units) 10.2.5 (cm: counting rather than measuring) 10.2.6 (cm: counting rather than measuring) 10.2.7 (cm: counting rather | 10.2.2 (in cm, if ruler / tape measure used) 10.2.9 (length, cm) 10.2.11 (length, cm) 10.2.14 (weight, grams) 10.3.8 (weight) |

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| | | | than measuring) 10.2.8 (cm: counting rather than measuring) 10.2.10 (cm: counting rather than measuring) | To achieve the standard, a range of units in each of a, b, and c must be covered. |
| | | 4.2 Read simple scales to the nearest labelled division; | 10.2.18 (scale not labelled) | 10.2.19 measuring jugs 10.2.20 thermometers 10.2.21 thermometers 10.3.9 weight 10.3.10 oven dials Best practice would be to include evidence of using real measuring equipment. |
| | | 4.3 Measure area using whole squares | None | None |

Entry Level 1–3 Mathematics Unit 2: Working with Time and Measures

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 4. Be able to understand standard units of time. | 4.1 Read digital and analogue displays; | 11.2.5 includes hours, half hours and quarter hours 11.3.5 drawing hands on analogue display | None |
| | | 4.2 Match 24 hour clock times to the relevant 12 hour am/pm times; | 11.2.5 (to teach 12 hour clock times) 11.3.6 times given in word form to be written as 24 hour clock times | 11.3.5 if adapted to include 24 hour clock times |
| | | 4.3 Read and interpret information from a calendar; | None | 11.1.3 needs up to date calendar 11.2.2 if calendar used 11.3.1 needs up-to-date calendar 11.3.4 needs up-to-date calendar |
| | | 4.4 Extract information from a simplified timetable, for example a bus/train/flight timetable | None | 11.3.9 time at work / clocking off times 11.3.10 time at work / clocking off times 11.3.11 time at work / clocking off times 11.3.12 TV times: needs to be updated to include contemporary technology 11.3.13 train times |

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| | | | | 11.3.14 ferry times 11.3.15 bus times 11.3.16 part B, train times |
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Entry Level 1–3
Unit 3:
Using Money -
Learning Outcomes 1–4

Entry Level 1–3 Mathematics Unit 3: Using Money

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Be able to sort coins. | 1.1. Identify coins and sort them using one criterion. | None | None |
| Level 2 | 1. Be able to choose coins to make amounts of money. | 1.1 Identify different sums of money using coins up to £1. | 5.2.1if coins used 5.2.2 if coins used 5.3.2 if coins used to make up sums of money 5.3.4 if coins used to make up sums of money | 5.2.3 with witness statement, if coins used 5.2.4 with witness statement, if coins used |
| Level 3 | 1. Be able to choose coins and notes to make amounts of money. | 1.1 Identify different sums of money using coins and notes; | 5.3.3 if coins and notes used to make up sums of money | None |
| | | 1.2 Read, write and understand decimals up to 2 decimal places in the context of money. | None | None |

Entry 1-3 Unit 3: Using Money

Learning Outcome 2

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Be able to add sums of money to calculate a total. | 2.1 Use coins to calculate the total cost of different items (up to at least 10p). | None | None |
| Level 2 | 2. Be able to add sums of money to calculate a total. | 2.1 Use coins to calculate the total cost of different items on a shopping list (value of each coin up to £1). | None | 5.2.8 with witness statement, if coins are used |
| Level 3 | 2. Be able to add sums of money to calculate a total. | 2.1 Use number skills in the context of money; | 5.3.1 converting from £ to pence and pence to £ 5.3.5 (teachers may choose to update prices / items) 5.3.6 (teachers may choose to update prices / items) | 5.3.10 (teachers may choose to update prices / items) 5.3.11 (teachers may choose to update prices / items) 5.3.12 (teachers may choose to update prices / items) 5.3.13 (teachers may choose to update prices / items) 5.3.14 (teachers may choose to update prices / items) 5.3.15 (teachers may choose to update prices / items) 5.3.16 (teachers may choose to update prices / items) 5.3.17 (teachers may choose to update prices / items) 5.3.18 (teachers may choose to |

| | | | | |
|--|--|---------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | update prices / items) 5.3.19 (teachers may choose to update prices / items) 5.3.20 (teachers may choose to update prices / items) 11.3.7 babysitting: working out totals from hourly rates |
| | | 2.2 Calculate the total cost of different items. | 5.2.9 (teachers may wish to update prices / items / items) | 5.3.11 (teachers may choose to update prices / items) 5.3.12 (teachers may choose to update prices / items) 5.3.13 (teachers may choose to update prices / items) 5.3.14 (teachers may choose to update prices / items) 5.3.15 (teachers may choose to update prices / items) 5.3.16 (teachers may choose to update prices / items) 5.3.17 (teachers may choose to update prices / items) 5.3.18 (teachers may choose to update prices / items) 5.3.19 (teachers may choose to update prices / items) 5.3.20 (teachers may choose to update prices / items) |

Entry Level 1–3 Unit 3: Using Money

Learning Outcome 3

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 3. Be able to calculate the change from a 10p coin for an item costing less than 10p. | 3.1 Calculate the change due after paying for a single item costing less than 10p. | None | None |
| Level 2 | 3. Be able to estimate change. | 3.1 Estimate change due after paying for a single item. | None | None |
| Level 3 | 3. Be able to estimate and calculate change. | 3.1 Estimate change due after paying for a single item (pounds and pence); | None | None |
| | | 3.2 Calculate change due when paying for more than one item. | 5.2.8 change from 50p; change from £1 5.3.7 (teachers may choose to update prices) 5.3.11 (teachers may choose to update prices) 5.3.13 (teachers may choose to update prices) 5.3.14 (teachers may choose to update prices) | None |

Entry Level 1–3 Unit 3: Using Money

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Suggested learning and teaching legacy (MfL) resources | Suggested evidence legacy (MfL) resources |
|-----------------------|-----------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 2 | 4. Understand the concept of 50%. | 4.1 Sort a number of coins into two parts of equal value; | None | None |
| | | 4.2 Using coins, identify 50% of suitable amounts of money up to £1. | None | None |
| Level 3 | 4. Understand the concept of 50%. | 4.1 Identify 10%, 25%, 50% and 75% of suitable amounts; | None | 5.2.10 (50%: teachers may wish to update prices / items) For complete evidence teachers could adapt this exercise to include 10%, 25% and 75%. |
| | | 4.2 Identify the best rate of interest on a loan from a given range of suitable examples. | None | None |

Entry Level 1–3
Unit 4:
Working with Shape -
Learning Outcomes 1–6

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Be able to recognise common 2D and 3D shapes. | <p>1.1 Identify 2D shapes:</p> <ul style="list-style-type: none"> a. square; b. rectangle; c. circle; d. triangle. <p>1.2 Identify 3D shapes:</p> <ul style="list-style-type: none"> a. cube; b. cuboid; c. sphere. | <p>Worksheet 8.1.1 Note: Include the instruction to, 'Name these Shapes'. Worksheet 8.2.3 (identify regular octagon – EL3) Worksheet 8.2.5 (identify regular hexagon – EL3)</p> <p>Worksheet 9.1.2 Note: Include the instruction to, 'Name these Shapes'. (identify cylinder EL2) (identify cone EL3)</p> | |
| Level 2 | 1. Be able to recognise common 2D and 3D shapes. | <p>1.1 Identify 2D shapes:</p> <ul style="list-style-type: none"> a. square; b. rectangle; c. circle; d. triangle. <p>1.2 Identify 3D shapes:</p> <ul style="list-style-type: none"> a. cube; b. cuboid; c. cylinder; d. sphere; e. pyramid. | <p>Worksheet 8.1.1 (as 1.1.1) Worksheet 8.2.5 (identify regular hexagon – EL3)</p> <p>Worksheet 9.2.1 (identify cone- EL3)</p> | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | <p>1. Be able to recognise common 2D and 3D shapes.</p> | <p>1.1. Identify 2D shapes:</p> <ul style="list-style-type: none"> a. square; b. rectangle; c. circle; d. triangle; e. semicircle; f. regular pentagon; g. regular hexagon; h. regular octagon. <p>1.2 Identify 3D shapes:</p> <ul style="list-style-type: none"> a. cube; b. cuboid; c. cylinder; d. sphere; e. cone; f. triangular prism; g. square based pyramid. | <p>Worksheet 9.2.4 Note: Additional materials required for a semicircle. Worksheet 9.2.5 Partial coverage of 3.1.1</p> <p>Worksheet 9.2.4 Additional materials required for identifying cylinders and square based pyramids.</p> <p>Worksheet 9.2.1 (square based pyramid included) Worksheet 9.2.5 (cylinder included)</p> | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 2

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Be able to use everyday language to compare and sort 2D and 3D shapes. | 2.1. Use appropriate words to compare 2D and 3D shapes, such as: a. straight; b. flat; c. curved; d. round; e. taller; f. longer; g. shorter; h. solid. | Worksheet 8.1.3 Worksheet 9.1.3 Note: identify cylinder – EL2 identify cone – EL3 | Worksheet 8.1.3 Worksheet 9.1.3 |
| Level 2 | 2. Be able to use everyday language to compare 2D and 3D shapes. | 2.1 Use appropriate words to compare 2D and 3D shapes. | See 1.2.1 and 3.3.1 Worksheet 9.2.1 (identify cone- EL3) | |
| Level 3 | 2. Be able to recognise one line of symmetry in common 2D shapes. | 2.1 Fold a shape to find the line of symmetry. | Worksheets 8.3.3 – 8.3.5 Material required for practical activity. | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 3

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 3. Be able to describe and construct simple 2D and 3D shapes. | <p>3.1 Describe the properties of common 2D shapes:</p> <ul style="list-style-type: none"> a. number of sides; b. number of corners. <p>3.2 Describe the properties of common 3D shapes:</p> <ul style="list-style-type: none"> a. number of corners; b. number of faces. <p>3.3 Construct 2D and 3D shapes.</p> | <p>Worksheet 8.1.2</p> <p>Worksheet 8.1.4 (adapt brainstorming activity eg this shape has)</p> <p>Worksheet 8.1.2</p> <p>Worksheets 9.1.4 – 9.1.5 (adapt brainstorming activity eg this shape has)</p> <p>Worksheet 9.2.1 (identify cylinder/pyramid EL2) (identify cone- EL3)</p> <p>Worksheet 9.3.1 (edges not required for EL1)</p> <p>Additional materials required to cover 1.3.3</p> <p>Consider use of practical equipment and technology.</p> | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 4. Be able to identify the properties of simple 2D and 3D shapes. | 4.1 Describe and sort the properties of common 2D shapes: <ul style="list-style-type: none"> a. number of sides; b. number of corners; c. number of right angles. | <u>Describing</u> Worksheet 8.2.2 Note: This worksheet covers the ‘number of equal angles’ in a triangle. Worksheet 8.3.1 Worksheet 8.3.2 These worksheets cover the ‘number of right angled corners in various shapes’. Worksheet 8.3.6 Note: The Pinboard Shapes worksheet could be adapted to include the properties of 2D shapes listed under Unit 4 AC 3.4.1 <u>Sorting</u> Additional material required for sorting activities. | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 5

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 5. Be able to describe the properties of 3D shapes depicted as 2D representations. | 5.1 Describe and sort the properties of common 3D shapes when depicted as 2D representations: a. number of edges; b. number of corners; c. number of faces; d. shape of faces. | Worksheet 9.2.2 Worksheet 9.2.3 Worksheet 9.2.6 Worksheet 9.2.7 Worksheet 9.3.1 Worksheet 9.3.2 Worksheet 9.3.3 Worksheet 9.3.4 Worksheet 9.3.5 Note: These worksheets contain a variety of activities for describing and sorting 3D shapes. | |

Entry Level 1–3 Unit 4: Working with Shape

Learning Outcome 6

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|--------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 6. Be able to create tessellations. | 6.1 Create tessellations using common 2D shapes. | Material required. | |

Entry Level 1–3
Unit 5:
Working with Position and Space -
Learning Outcomes 1–4

Entry Level 1–3 Unit 5: Working with Position and Space

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Be able to use everyday language to describe position and movement. | <p>1.1 Use words to describe position (such as left, right, under, over and beside);</p> <p>1.2 Use words to describe movement (such as forwards, backwards and turn).</p> | <p>Worksheet 7.1.1 Worksheet 7.1.3 Worksheet 7.2.1 Worksheet 7.2.2 Worksheet 7.2.6 (Q2) Worksheet 7.2.7</p> <p>Worksheet 7.1.2 Worksheet 7.2.5</p> | <p>Worksheet 7.1.1 Worksheet 7.1.3</p> <p>Worksheet 7.2.5</p> |
| Level 2 | 1. Be able to use everyday language to follow and give instructions, in practical situations, for turning and moving. | <p>1.1 Follow instructions for movement along a route using right/left turns, quarter turns and half turns (including turns such as first left and second left, first right and second right);</p> <p>1.2 Give instructions for movement along a route using right/left turns, quarter turns and half turns (including turns such as first left and second left, first right and second right).</p> | <p>Worksheet 7.2.3 Worksheet 7.2.4</p> <p>Worksheet 7.2.3 Worksheet 7.2.5 Worksheet 7.2.6 (Q3)</p> | <p>Worksheet 7.2.3</p> <p>Worksheet 7.2.3</p> |

Entry Level 1–3 Unit 5: Working with Position and Space

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 1. Be able to use everyday language to describe position. | 1.1 Use words to describe position (such as left, right, under, over, beside, opposite and middle). | Worksheet 7.1.1 Worksheet 7.1.3 Worksheet 7.2.1 Worksheet 7.2.2 Worksheet 7.2.7 The above worksheets cover Entry Level 1 vocabulary. Additional worksheets would be required for learning about opposite and middle. | |

Entry Level 1–3 Unit 5: Working with Position and Space

Learning Outcome 2

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Be able to follow instructions for position and movement. | <p>2.1 Follow instructions in practical situations for moving to a new position;</p> <p>2.2 Follow instructions in practical situations for turning movements.</p> | <p>Worksheet 7.2.4</p> <p>Worksheet 7.2.4</p> <p>Note: Additional material required for ‘practical situations’.</p> | |
| Level 3 | 2. Be able to describe angles. | <p>2.1 Identify right angles on everyday items and in the environment;</p> <p>2.2 Identify angle as a measure of turn (smaller or larger than a right angle).</p> | <p>Worksheet 7.3.9 Worksheet 7.3.8</p> <p>Additional materials required for learning about right angles on everyday items and in the environment.</p> <p>Worksheet 7.3.8 Worksheet 7.3.9</p> <p>Note: Additional materials required for learning about angles that are smaller or larger than a right angle.</p> | |

Entry Level 1–3 Unit 5: Working with Position and Space

Learning Outcome 3

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 3. Be able to describe angles as a measurement of turn. | <p>3.1. Give instructions for movement along a route using:</p> <ul style="list-style-type: none"> a. clockwise/anticlockwise turns; b. right/left turns; c. quarter/half turns; d. right angles. <p>3.2 Follow instructions for movement along a route using:</p> <ul style="list-style-type: none"> a. clockwise/anticlockwise turns; b. right/left turns; c. quarter/half turns; d. right angles. | <p>Worksheet 7.3.8 (Q1 and Q2) [Note, sufficient to describe turn as a right angle.]</p> <p>Note: Worksheet 7.3.8 covers work on right angles. Additional material required for other learning.</p> <p>Worksheet 7.3.8 (Q3) Worksheet 7.3.10 Worksheet 7.3.11</p> <p>Note: These worksheets cover clockwise/anticlockwise turns. Additional material required for movement along a route.</p> | |

Entry Level 1–3 Unit 5: Working with Position and Space

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 3 | 4. Be able to use a grid reference to describe position. | 4.1 Use a simple grid to describe the position of an object (the grid should comprise numbers and/or letters, for example A2, B5). | Worksheet 7.3.1 [Worksheet 7.3.2] [Worksheet 7.3.3] [Worksheet 7.3.4] [Worksheet 7.3.5] [Worksheet 7.3.6] [Worksheet 7.3.7] Worksheets 7.3.2 – 7.3.7 cover work on co-ordinates which would help to support and progress work on grid references. | Worksheet 7.3.1 |

Entry Level 1–3
Unit 6:
Data Handling -
Learning Outcomes 1–4

Entry Level 1–3 Unit 6: Data Handling

Learning Outcome 1

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 1. Be able to sort and classify real objects. | <p>1.1 Sort and classify objects using one criterion;</p> <p>1.2 Re-sort the same objects using a different criterion.</p> | <p>Worksheets 14.1.1 – 14.1.6</p> <p>Worksheet 14.1.2</p> <p>Worksheets 14.1.4 -14.1.6</p> <p>Note: Worksheets 14.1.3-14.1.6 cover 2D and 3D shapes Worksheet 14.1.5 Q4 is a paired learning activity.</p> | |
| Level 2 | 1. Be able to collect and record numerical data. | <p>1.1 Identify appropriate categories for collections of data;</p> <p>1.2 Collect numerical data (approximately 10 responses) and use a suitable method to record it (for example tally).</p> | <p>Worksheet 12.2.4</p> <p>Worksheet 12.2.8 (some favourite meals given)</p> <p>Worksheet 12.2.6</p> <p>Additional material required for collecting numerical data.</p> | |
| Level 3 | 1. Be able to collect and record numerical data. | <p>1.1 Identify appropriate categories for collections of data;</p> <p>1.2 Collect numerical data (approximately 10 – 20 responses) and use a suitable method to record it (for example tally).</p> | <p>Worksheet 12.3.9 -12.3.12</p> <p>Additional material required.</p> <p>Worksheet 12.3.9</p> <p>Additional material required.</p> <p>Worksheets 12.3.1 – 12.3.8</p> | |

Entry Level 1–3 Mathematics Unit 6: Data Handling

Learning Outcome 2

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 1 | 2. Be able to collect and record information using real objects or drawings. | 2.1 Use pictures/objects to display data in appropriate ways. | Worksheets 12.1.1 – 12.1.6 Note: Worksheet 12.1.3 includes a counting activity part (a). Worksheets 12.1.4 – 12.1.6 Mention use of a database. | Worksheets 12.1.1 or 12.1.2 |
| Level 2 | 2. Be able to present numerical information. | 2.1 Display data in appropriate ways (tables, block graphs, simple pictograms and diagrams). | Worksheets 12.2.1 – 12.2.8 Note: All of these worksheets include additional questions on collecting, extracting and interpreting information. Pictograms and diagrams are not included. Worksheet 12.3.13 includes a pictogram. | |
| Level 3 | 2. Be able to present numerical information. | 2.1 Display data with appropriate labelling. | Worksheets 12.3.4 – 12.3.14 include a variety of activities that cover displaying data with appropriate labelling. | Worksheet 12.3.12 |

Entry Level 1-3 Unit 6: Data Handling

Learning Outcome 3

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 2 | 3. Be able to interpret information. | 3.1 Make observations by reviewing information from: <ul style="list-style-type: none"> a. simple lists; b. simple tables; c. simple charts. | Worksheets 13.2.1. – 13.2.5. Source material contains lists and bar charts. | |
| Level 3 | 3. Be able to interpret numerical information. | 3.1 Make observations by reviewing information from: <ul style="list-style-type: none"> a. lists; b. tables; c. simple charts; d. pictograms. 3.2 Make comparisons by reviewing information from: <ul style="list-style-type: none"> a. lists; b. tables; c. simple charts; d. pictograms. | Worksheets 13.3.1 – 13.3.4 Worksheets 13.3.7 – 13.3.8 Worksheets 13.3.11 Worksheet 13.2.3 Q4, 5, 6 Worksheet 13.2.4 Q6 Worksheet 13.2.6 Worksheets 13.3.5 Worksheets 13.3.6 Worksheets 13.3.9 Worksheets 13.3.10 These worksheets provide materials that cover interpreting numerical information from a variety of forms. | |

Entry Level 1–3 Unit 6: Data Handling

Learning Outcome 4

| Specification Content | Learning Outcomes | Assessment Criteria | Legacy Resources (MfL) suggested resources for learning | Legacy Resources (MfL) suggested resources for evidence |
|-----------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | The learner will: | The learner can: | | |
| Level 2 | 4. Be able to sort and classify objects. | 4.1 Sort and classify real objects into two criteria using an appropriate diagram (for example a Venn or tree diagram). | Worksheet 14.2.3 Worksheet 14.2.4 Worksheet 14.2.5 Worksheet 14.2.6 Worksheet 14.2.8 Worksheet 14.2.10 Worksheets 14.3.3 Worksheets 14.3.4 Worksheets 14.3.5 The above worksheets cover sorting and classifying real objects by using a Carroll diagram. | |