Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 1.2: Card order **Assessment Criteria:** 3.2: Funny dice

Assessment Criteria: 4.3: Alphabet numbers **Assessment Criteria:** 4.6: Collection

Assessment Criteria: Criterion 5.1: Cut up fractions **Assessment Criteria:** 5.1: Classroom fractions

Title: Practical Activities

Practical Activity for Entry 2 Unit 1 Assessment Criteria 1.2: Card order.

- Use 20 small cards.
- Ask students to write the numbers 67 to 86 on the cards, one number per card.
- When they have finished writing the numbers ask them to scramble all the cards on the floor or a table.
- When you say 'GO' each student arranges their cards in the right order.
- Give them one minute. Can they do it or do they need longer?
- Use different numbers if you like.

Practical Activity for Entry 2 Unit 1 Assessment Criteria 3.2: Funny dice.

- Make a six-sided dice numbered 2, 5, 10, 2, 5, 10.
- Roll the dice. Keep adding the score to your last total. How long before you get to 100?
- What if the dice rolled 2 every time? 5 every time? 10 every time?
- What if you count back from 100, rolling the dice?
- What if you were counting back and it rolled 2 every time? 5 every time? 10 every time?
- For evidence, use a 1 to 100 number line to record results.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 1)

Practical Activity for Entry 2 Unit 1 Assessment Criteria 4.3: Alphabet numbers.

Ask students how many letters there are in the alphabet.
Tell them to take all the vowels away.
How many letters are left? Reverse it and ask them to take away the consonants.
How many letters are left now?

Practical Activity for Entry 2 Unit 1 Assessment Criteria 4.6: Collection.

An outdoor activity. Give your students an ice cream container or plastic bag. Ask them to collect between 50 and 100 of the same items. From pebbles, leaves, nuts, sticks or anything else found. How quickly and how accurately can they collect and count?

- Students then round their answers to the nearest ten.
- **Variation:** measure distances within the school, e.g. classroom to canteen, around the sports pitch, using a trundle wheel. Round these to the nearest 10m. Links to Unit 2 AC 4.1.
- Extension to Unit 6, AC 2.1: make a pictogram, block graph or bar graph of the group's findings.

Practical Activity for Entry 2 Unit 1 Assessment Criteria 5.1: Cut up fractions.

- Hand each student a square piece of paper and a pair of scissors. Ask them to cut the paper in half or quarter.
- Students stick results onto paper to record.
- **Variations:** use triangular, rectangular, circular &c pieces of paper.

Practical Activity for Entry 2 Unit 1 Assessment Criteria 5.1: Classroom fractions.

- Ask students to count all the chairs in the classroom. Ask them how many there would be if they had one half or quarter of them.
- **Variations:** count how many students in the group, how many books in the pile. Check these are even numbers / multiples of four before starting!
- Record results in a table or on a poster.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

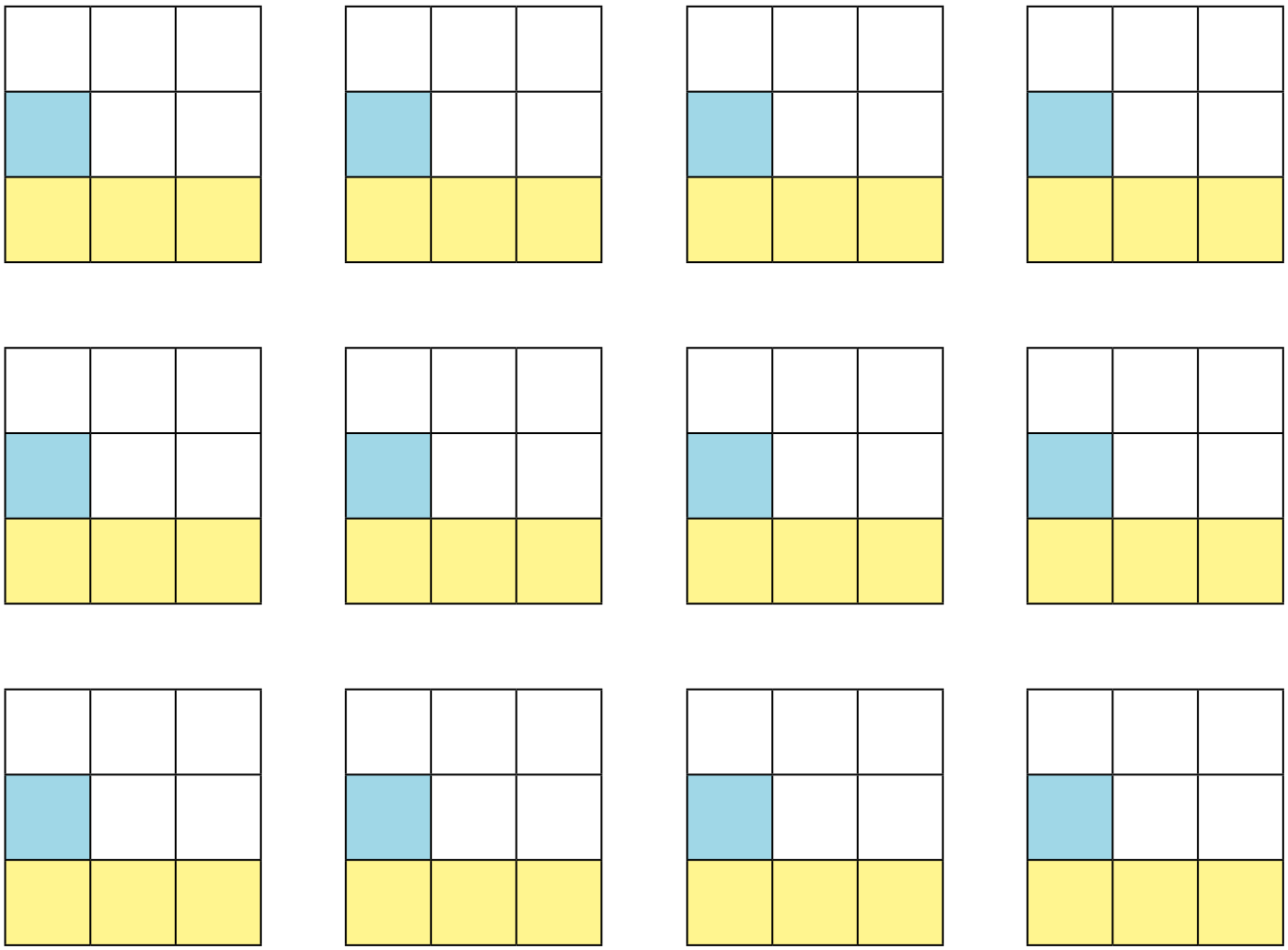
Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 1.1

Title: Add and Subtract Game



mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

Add and Subtract Game:

You will need:

- 10 sided die, numbered 0 to 9;
- Add and Subtract game student worksheets.

  – Agree whether we are doing + or - and whether highest or lowest score wins.
  – Students write + or - in the blue square.
  – Roll the die.
  – The white squares represent a three digit number and a two digit number. Students write the number on the die into one of the white squares.
  – N.B. if you are doing subtract and the number is zero, do not write it into the hundreds column as there is a risk of a negative answer. If it is the final roll of a set of five and the number is zero, roll again.
  – Roll the die four more times, students writing the number into a white square each time.
  – When all five squares are filled, students perform the operation.
  – See who in the class has the highest or lowest answer according to your target.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 1.2:

Title: Mileage Chart

Aine makes deliveries in her van.
Look at this mileage chart.

Antrim				
12	Ballymena			
12	23	Belfast		
45	45	55	Omagh	
46	43	58	16	Strabane

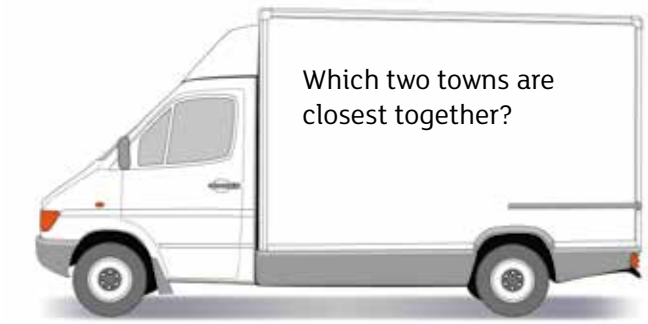
Which town is forty-five miles from Ballymena?

A: _____

mathematics

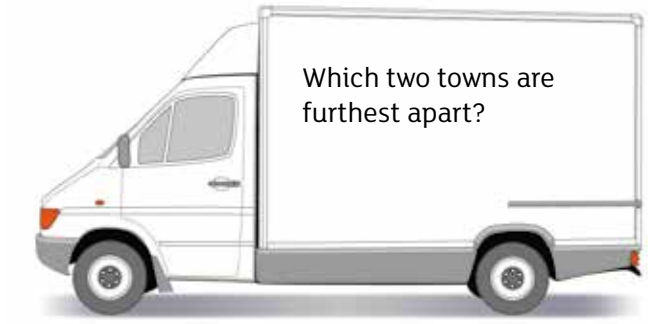
Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)



Which two towns are closest together?

A: _____



Which two towns are furthest apart?

A: _____

Which town is nearest to Strabane?

A: _____

Which town is furthest from Antrim?

A: _____

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

Ensure students know how to read the chart.

For evidence for Entry 2 1.2: Can the student make a roadsign from e.g. Belfast that ranks the towns in order of distance.

Extension to Entry 3 1.2: Use IT to research distances of e.g. aeroplane flights from Belfast International and rank them in order.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 1.2:

Title: Card order

Your teacher will give you 20 small blank cards.

Write the numbers 54 to 73 on the cards, one number per card.

When you have finished writing the numbers, scramble all the cards on your table.

When the teacher says go, arrange them in the right order.

How long does it take you?

mathematics

Teacher Notes:

Variations: use different numbers.

Use post-it notes on the wall / board.

Use larger cards on the classroom floor.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 2.1a

Title: Match Japanese Numbers

Can you match the Japanese characters to how the number is said in Japanese?

Number	Japanese Character
61	六十一
65	六十五
52	五十二
26	二十六
97	九十七
100	百
73	七十三
49	四十九
34	三十四
18	十八
80	八十

How it is said in Japanese	How it is said in English
go-jū ni	Fifty-two
hachi-jū	eighty
hyaku	One hundred
jū hachi	eighteen
kyū –jū nana	Ninety-seven
nana-jū san	Seventy-three
ni-jū roku	Twenty-six
roku-jū go	Sixty-five
roku-jū ichi	Sixty-one
san-jū yon	Thirty-four
yon-jū kyū	Forty-nine

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

The task provides evidence towards Entry 2, Unit 1, Assessment Criteria 2.1a.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 2.1b/2.1c

Title: Order Japanese Numbers

Amy is learning to count in Japanese, but she has got the order muddled.
Can you write the correct numbers in the boxes, cut them out, and put them in the right order, smallest to biggest?

Number	Japanese Character	How it is said in Japanese	How it is said in English
	九十一	kyū–jū ichi	Ninety-one
82	八十二	hachi–jū ni	
23	二十三	ni–jū san	
	五十四	go–jū yon	Fifty-four
	六十五	roku–jū go	Sixty-five
16	十六	jū roku	
	七十七	nana–jū nana	Seventy-seven
48	四十八	yon–jū hachi	
59	五十九	go–jū kyū	
	三十	san–jū	Thirty
	百	hyaku	One hundred

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

The task provides evidence towards Entry 2, Unit 1, Assessment Criteria 1,2, 2.1b, 2.1c.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 3.1.1

Title: Who has the next number?

I have 5 Who has 7 + 2?	I have 9 Who has 1 + 1?	I have 2 Who has 2 + 1?	I have 3 Who has 3 + 7?
I have 10 Who has 4 + 2?	I have 6 Who has 1 + 0?	I have 1 Who has 2 + 2?	I have 4 Who has 5 + 3?
	I have 8 Who has 3 + 4?	I have 7 Who has 2 + 3?	

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have
4 + 4
Who has
9?

I have
6 + 3
Who has
5?

I have
4 + 1
Who has
1?

I have
0 + 1
Who has
3?

I have
1 + 2
Who has
7?

I have
5 + 2
Who has
6?

I have
3 + 3
Who has
2?

I have
1 + 1
Who has
10?

I have
6 + 4
Who has
4?

I have
1 + 3
Who has
8?

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have 2 Who has 9 - 2?	I have 7 Who has 5 + 4?	I have 9 Who has 7 - 4?	I have 3 Who has 8 - 2?
I have 6 Who has 4 + 4?	I have 8 Who has 9 - 5?	I have 4 Who has 2 + 3?	I have 5 Who has 7 - 6?
I have 1 Who has 5 + 5?	I have 10 Who has 5 - 3?		

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have
9 - 4
Who has
8?

I have
10 - 2
Who has
2?

I have
7 - 5
Who has
6?

I have
9 - 3
Who has
4?

I have
7 - 3
Who has
9?

I have
10 - 1
Who has
3?

I have
9 - 6
Who has
7?

I have
10 - 3
Who has
1?

I have
4 - 3
Who has
10?

I have
10 - 0
Who has
5?

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have 1 Who has 1 x 7?	I have 7 Who has 4 x 2?	I have 8 Who has 5 x 1?	I have 5 Who has 1 x 3?
I have 3 Who has 3 x 2?	I have 6 Who has 2 x 2?	I have 4 Who has 2 x 1?	I have 2 Who has 3 x 3?
I have 9 Who has 5 x 2?	I have 10 Who has 1 x 1?		

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have 8 ÷ 4 Who has 5?	I have 10 ÷ 2 Who has 3?	I have 6 ÷ 2 Who has 1?	I have 5 ÷ 5 Who has 7?
I have 14 ÷ 2 Who has 10?	I have 20 ÷ 2 Who has 9?	I have 18 ÷ 2 Who has 6?	I have 12 ÷ 2 Who has 8?
I have 16 ÷ 2 Who has 4?	I have 12 ÷ 3 Who has 2?		

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have
10
Who has
10 ÷ 2?

I have
5
Who has
1 + 1?

I have
2
Who has
9 - 2?

I have
7
Who has
2 x 2?

I have
4
Who has
2 x 3?

I have
6
Who has
8 - 7?

I have
1
Who has
6 ÷ 2?

I have
3
Who has
2 x 4?

I have
8
Who has
3 x 3?

I have
9
Who has
2 x 5?

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

I have 4 + 4 Who has 10?	I have 5 + 5 Who has 2?	I have 4 - 2 Who has 7?	I have 14 ÷ 2 Who has 9?
I have 18 - 9 Who has 4?	I have 8 - 4 Who has 5?	I have 10 ÷ 2 Who has 6?	I have 3 + 3 Who has 1?
I have 2 ÷ 2 Who has 3?	I have 6 - 3 Who has 8?		

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

I have... Who has...?

- Photocopy onto card. Cut out the individual I Have... Who has...? cards.
- Deal the cards out to the group.
- One student reads their card.
- Whoever has the answer under “I have...” reads their card, and so on until all cards have been read.

There are 8 sets of colour-coded cards here.
The activity is adaptable for your group’s learning needs.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 3.2

Title: Who has the next number?

Highlighter pens are sold in packs of 5.

In 2 packs we get _____ pens.

In 3 packs we get _____ pens.

In 4 packs we get _____ pens.

In 5 packs we get _____ pens.

In 6 packs we get _____ pens.

In 7 packs we get _____ pens.

In 8 packs we get _____ pens.

In 9 packs we get _____ pens.

In 10 packs we get _____ pens.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

Packs of Pens

– use this worksheet with the PowerPoint.
– Use hands-on examples together with these resources.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 3.2

Title: Funny dice

Use a net of a cube to make a six-sided dice numbered 2, 5, 10, 2, 5, 10.

Roll the dice.
- Keep adding the score to your last total.
- How long before you get to 100?

What if the dice rolled 2 every time?
- How many rolls would get to 100 then?
- What if the dice rolled 5 every time?
- What if the dice rolled 10 every time?

What if you start from 100 and count back, rolling the dice?
- What if you were counting back and it rolled 2 every time?
- 5 every time?
- 10 every time?

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

- You may want to pre-prepare the dice, or link to Entry 2 Unit 4 when making the dice.
- You may get the students to guess how many rolls of the dice it will take to get to 100 before they start.
- Students could e.g. record their results on a 1 to 100 number line.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

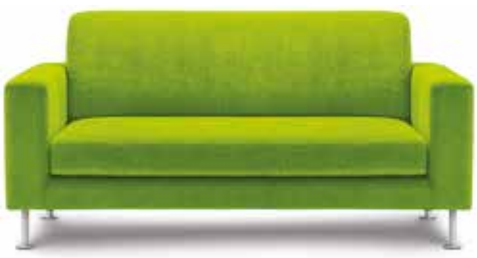
Can be used to meet

Assessment Criteria: 4.1/4.2

Title: Furniture Auction

Your group is renting a flat. You need to furnish the sitting room. You have £200.
You go to the auction and see:

Bid against the other groups for these items.
After each item, keep a record of how much you have spent, and how much you have left.



mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

Auction:

- Can provide evidence towards Entry 2, Assessment Criteria 4.1 and 4.2.
- Can be used in conjunction with PowerPoint.
- Amend starting sum to £1000 to extend to level 3, assessment criteria 6.1 and 6.2.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 4.4

Title: Adding to 20

1 + 10 = ☐	1 + 9 = ☐
2 + 10 = ☐	2 + 9 = ☐
3 + 10 = ☐	3 + 9 = ☐
4 + 10 = ☐	4 + 9 = ☐
5 + 10 = ☐	5 + 9 = ☐
6 + 10 = ☐	6 + 9 = ☐
7 + 10 = ☐	7 + 9 = ☐
8 + 10 = ☐	8 + 9 = ☐
9 + 10 = ☐	9 + 9 = ☐
10 + 10 = ☐	10 + 9 = ☐

Can you think of a quick way to add 9? _____

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

This activity generates some evidence towards Entry 2, Unit 1, Assessment Criterion 4.4.
Number lines with similar calculations could also be used as evidence.
Draw out links between this activity and Subtracting to Twenty, which works out a quick way to subtract 9.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 4.4

Title: Subtracting to 20

20 - 10 = ☐	20 - 9 = ☐
19 - 10 = ☐	19 - 9 = ☐
18 - 10 = ☐	18 - 9 = ☐
17 - 10 = ☐	17 - 9 = ☐
16 - 10 = ☐	16 - 9 = ☐
15 - 10 = ☐	15 - 9 = ☐
14 - 10 = ☐	14 - 9 = ☐
13 - 10 = ☐	13 - 9 = ☐
12 - 10 = ☐	12 - 9 = ☐
11 - 10 = ☐	11 - 9 = ☐

Can you think of a quick way to subtract 9? _____

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Teacher Notes:

This activity generates some evidence towards Entry 2, Unit 1, Assessment Criterion 4.4.
Number lines with similar calculations could also be used as evidence.
Draw out links between this activity and Adding to Twenty, which works out a quick way to add 9.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 4.4

Title: Twenties.

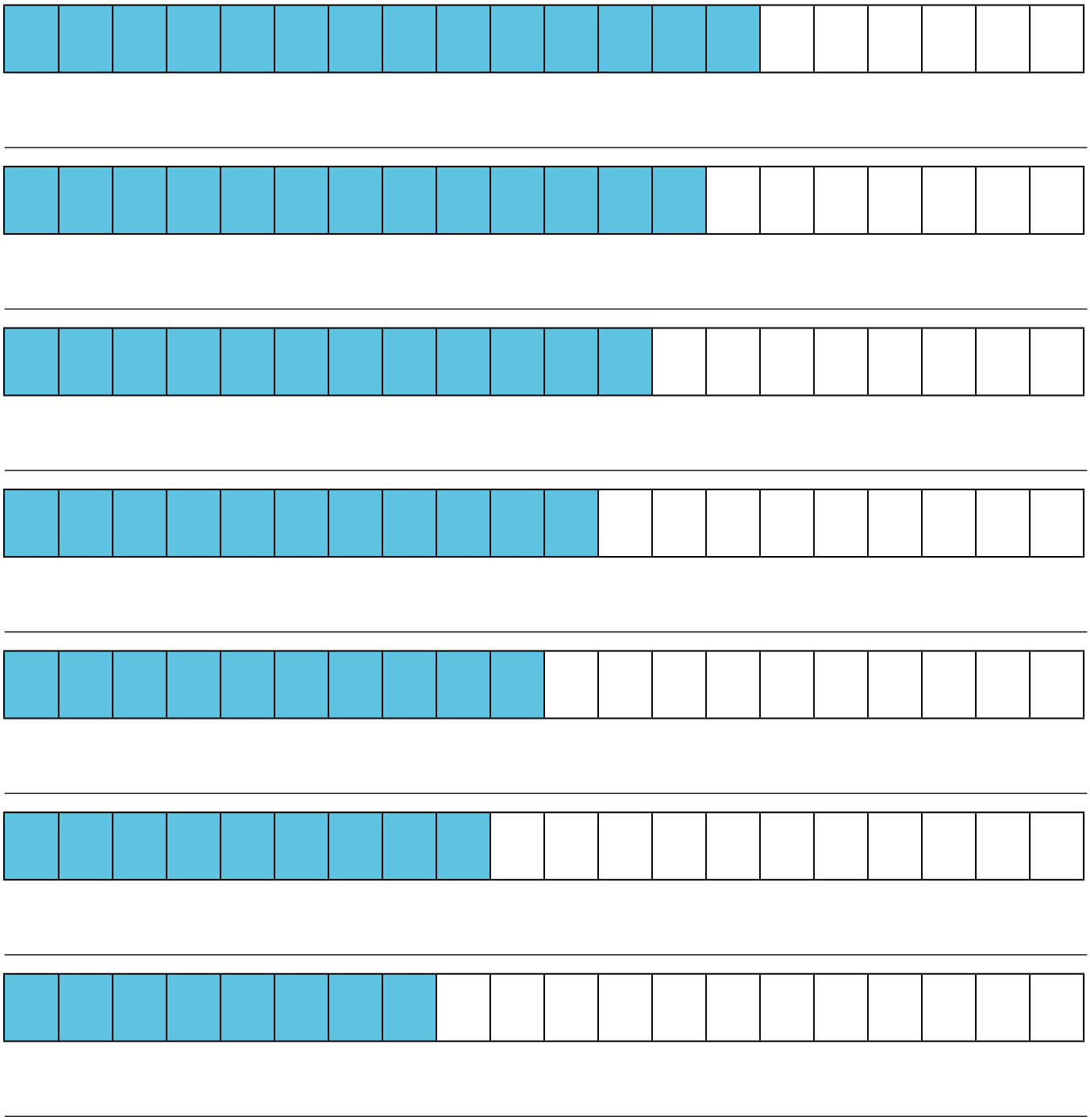
Can you make an addition and two subtractions for each strip? One has been done for you.

17 + 3 = 20 20 – 17 = 3 20 – 3 = 17

mathematics

Task Sheet

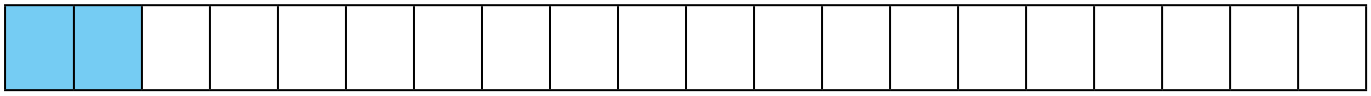
Entry Level Maths:
Unit 1 Practical Activities (Level 2)



mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)



Teacher Notes:

Twenties:

This activity generates some evidence towards Entry 2, Unit 1, Assessment Criterion 4.4.

Students can also use number lines, or other concrete materials or representations of numbers, to explore these relationships, with appropriate recording, e.g. photographs of making 20 with sets of counters of two different colours.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 4.5

Title: Code

Combination Code
Here is a code to the combination of this safe.

Can you crack the code?

Here are some clues:

12 - 7 =

4 + 4 =

7 + =

4 - =

+ =

- =

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities

Teacher Notes:

Combination Code:
This activity provides evidence towards Entry 2, Unit 1, Assessment Criterion 4.5.
It can be adapted to suit learners' needs and the appropriate level of complexity.
The code font used is Wingdings.

mathematics

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 4.6

Title: Collection

For homework: collect between 50 and 100 of the same items.
These could be pebbles, stickers, pens, leaves, postcards...

For classwork: can you round the number of items in your collection to the nearest 10?

Can you round the number of items in your classmates' collections to the nearest 10?

mathematics

Teacher Notes:

Variation: measure distances within the school, e.g. classroom to canteen, around the sports pitch, using a trundle wheel. Round these to the nearest 10m. Links to Unit 2 AC 4.1.

Extension to Unit 6, AC 2.1: make a pictogram, block graph or bar graph of the group's findings.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 5.1

Title: Classroom Fractions

Count all the chairs in the classroom.

- If the teacher next door wants to borrow 1/2 of the chairs, how many chairs is that?
- If the teacher next door wants to borrow 1/4 of the chairs, how many chairs is that?
- How about 1/2 the books in the pile?
- 1/4 of the students?

Can you think of any other classroom fractions?

Record your results in a table or on a poster.

mathematics

Teacher Notes:

It may help to check the number of chairs &c is a multiple of 2 or 4 before starting this activity.

Task Sheet

Entry Level Maths:
Unit 1 Practical Activities (Level 2)

Rewarding Learning

Name:

Resource for Unit 1

Can be used to meet

Assessment Criteria: 5.1

Title: Making Fractions

Cut up fractions.

Your teacher will give you a square piece of paper and a pair of scissors.

- Cut the paper exactly into two equal halves.
- How many different ways can you find to do this?
- What if you were cutting the paper into four equal quarters?
- You could make a display to record your results.
- How about if you started with a triangle, rectangle or circle?

mathematics