EDUCATION & TRAINING FOUNDATION

Apprenticeship Workforce Development: Collaborative Project
Functional Skills – Changing the Paradigm

ORDER OF WORK FOR MATHS AND ENGLISH FUNCTIONAL SKILLS LEVEL 2 BOOTCAMP

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Introduction

This document provides an Order of Work for two Functional Skills Bootcamp programmes for maths and English Level 2. A rationale has been included to explain how the sessions flow from each other. It can be used alongside the two exemplar lesson plans provided for the first sessions. All resources are freely available at the websites indicated.

Order of Work for Functional Skills Bootcamp (Mathematics Level 2)

Each session runs for 120 minutes. Resources can be found on the following free websites:

https://www.bbc.co.uk/bitesize/subjects/zjd8jty

Pass Functional Skills | Ofqual Regulated Exams & Courses Pass Functional Skillshttps://passfunctionalskills.co.uk

Alongside the 10-week mathematics course learners are expected to cover the following as **independent study topics:**

- Number and place value
- Ordering numbers
- Addition and subtraction
- Multiplying and dividing
- Rounding and estimating
- Best Buys

These are not specifically reviewed during sessions but are the underpinning skills required for successful completion of the exam.

A mix of calculator and non-calculator examples and questions are used in each session. The rationale gives points for consideration during the sessions. **There is an exemplar lesson plan provided for week 1.**

Week	Topics	Rationale
1. Averages	• Averages, mean, median, mode, range • Estimating the mean	Not only does this session tick of a chunk of the syllabus it also provides good opportunities for calculator and non-calculator

	• Handling data • Comparing data sets • Frequency tables • Grouped Frequency tables	problems to be set using simple mathematical processes. It also provides an opportunity to check learners understanding of a two-stage process with calculations of grouped frequency tables.
2. Graphical Representation of Data	• Scatter graphs • Correlation (positive, none, negative, strong, weak) • Drawing and interpreting graphs and charts (bar charts, pie charts, line graphs) • Correct measurements/units (metres, litres, and grams – milli, centi and kilo) • Metric/imperial measurements and conversions using formulae • Conversion charts	This session follows on from the previous one and covers the rest of the graphical representation of data. There are less calculations for learners to do apart from unit conversion which is worth reinforcing at this early stage of the course. After week two learners should start to feel more comfortable with some of the maths skills they need
3. Shape and Space Part 1	• Symmetry • 2D and 3D shapes (square, rectangle, parallelogram, kite hexagon, triangle, circle, cube, cuboid, prism, cylinder, pyramid) • Perimeter	Week three brings in the concepts of shape and space. Time should be spent on some of the formulae required, especially circle formulae. Again, there are opportunities for both calculator and non-calculator questions (including using the value of pi as 3 for a non-calculator question)

	• Circle formula (pi, diameter, radius, circumference) • Area of triangles, squares, circles and rectangles • Surface area	
4. Shape and Space Part 2	• Nets • Areas of compound shapes • Volumes (cubes, cuboids, prisms) • Maps (bearings, directions, shortest routes) • Scale drawings	Week 4 is a natural progression from week 3 and gives opportunities for revision of the previous weeks' topics. Scale drawing gives opportunities to revise units of measurements
5. BIDMAS and Angles	• BIDMAS and using formulas • Angles (angles in a triangle and quadrilaterals, opposite [X] angles, angles on a straight line and angles round a point) • Coordinates • Plans and elevations	Week 5 introduces BIDMAS for more complex formula usage (until now few calculations would require knowledge of BIDMAS). The remainder of the session completed the work involving shape and space and should give time for revise the previous weeks' content as well.
6. Fractions	• Fractions • Equivalents	Fractions are an area of the syllabus that learners frequently find challenging. Up until now the only fractions that will have really been used is a half. This

	• Simplifying • Adding and Subtracting • Converting between mixed numbers and improper fractions • Fractions of amounts • Adding and subtracting mixed numbers • Comparing fractions	session is devoted to looking at fractions in depth.
7. Decimals	• Converting between fractions and decimals • • Decimals (addition, subtraction, multiplication, division and comparing) • Money conversion • Rates of Pay • Discounts as Fractions	A natural follow on from week 6 is the conversion of fractions, decimals and percentages. Around a quarter of the marks in functionals skills are related to being able to use these and so both this and the following week are dedicated to understanding these concepts. Leaving percentages until week 8 gives learners time to really grasp the relationship between fractions and decimals first.
8. Percentages	• Percentages • Compound Interest • Interest	Week 8 brings percentages into focus and ultimately ties up the relationship between fractions, decimals and percentages.

	• Percentage increase • Percentage decrease • Percentage depreciation • Reverses Percentages • Percentage change • Conversion of percentages, decimals and fractions	
9. Other formulas and Probability	• Speed, distance, time • Mass, density, volume • Probability • Probability scale • Probability tree • Multiple probabilities (covering how to multiply fractions)	Week 9 has a focus on two key formula that need to be learnt and also probability (where multiplying fractions is discussed as it is the only likely time learners will need to be able to do this).
10. Ratio	• Ratio • Direct proportion	The final week is dedicated to a topic that learners often struggle with, but with a good (and recent) grasp of fractions, decimals and percentages

	• Inverse/indirect proportion • Scaled proportion	under their belts, ratio should be easier to understand.

Order of Work for Functional Skills Bootcamp (English Level 2)

Each session is 120 minutes in length.

English (Levels 1 and 2)

https://www.primaryresources.co.uk/english/english.htm

https://passfunctionalskills.co.uk

The above resources contain all the information required for different Awarding Organisations.

Alongside the 6-week English course learners are expected to cover the following as **independent study topics:**

- Spelling
- Punctuation
- Grammar

These are reviewed in the final session as they are a key component to ensure successful completion of the exam. Preparation for the Speaking and Listening exam is included in all sessions with learners encouraged to speak and listen via contributions in class. **There is an exemplar lesson plan provided for week 1.**

Week	Topic	Rationale
1. Introduction and Types of Text	• Exam and resource location • SLC Introduction • Reading exam introduction • Writing exam introduction	Week 1 is all about introducing learners to different types of text and some of the specialist language that is used. It is designed to gives learners an insight into aspects of English that they may know instinctively but may not have given

	• Types of text (e.g. covey and cohesion, organisational markers, reports, articles, leaflets, emails, posters) • Styles of text (e.g. formal and informal, persuasive, personal, impersonal, specialist, non-specialist, explanatory, informative, expository, instructional, descriptive, chatty) • Purpose of text (e.g. instructional, descriptive, explanatory, persuasive, advisory, informative)	much thought to. SLC should be interwoven into all sessions.
2. Bias	• Facts vs Opinions • Bias and point of view • Types of Formality • Writer's Voice (e.g. personal and impersonal) • Tone of voice (e.g. positive, personal, enthusiastic, emotional, empathetic, encouraging, impersonal, optimistic, negative, angry, friendly, pessimistic, frustrated) • Line or argument • Implicit, explicit and inferred meaning	Week two focusses on the 'manipulation' of English, both positive and negative to get a message across. It builds on the first week. There are good opportunities here to consider bias for the Speaking and Listening exam.

3. Language Skills	• Skimming, Scanning and close reading skills • Language features, textual devices • Organisational features (e.g. bold/underline/italics, fonts styles and sizes, headings and subheadings, bullet points, numbered lists, images, use of capital letters, sections, paragraphs, hyperlinks, boxes, text boxes, coloured text or background, tables) • Textual features (e.g. direct address, alliteration and anecdotes, facts and statistics, opinions, rhetorical questions, emotive language, similes and metaphors, triplets [rule of three], personal pronouns, imperatives, exaggeration/hyperbole), oxymorons, cliches, personification, idioms)	Week 3 takes this a step further and looks in more detail about how textual and organisational features are used. By scaffolding in this way learner's knowledge is built up over time and provides opportunities to revision of the previous two weeks work. This is important as the specialist language used is not something that learners may be familiar with.
4. Writing Exam Skills Part 1	• How to write articles and emails • Formal and informal writing • Comparing texts and conveyed meanings	Week 4 provides opportunities to take these language skills and put them into practice by the learners in their written work. This session, and the following one, provide excellent revision opportunities for the previous lessons.
5. Writing Exam Skills Part 2	• How to write letters (e.g., introduction, layout, sign off) • How to write reports (e.g. introduction, findings, recommendations, conclusions)	Week 5 completes this part of the curriculum and should provide some time to review preparation for the Speaking and Listening exam.

	• How to write persuasive text (e.g., logical appeal, emotional appeal, moral appeal)	
6. SPAG	• Punctuation (e.g. apostrophes, commas, full stops, exclamation marks, question marks, quotation marks, colons) • Grammar (e.g. contractions, sentence structures [simple, compound and complex, minor]) • Spelling (e.g. spelling rules, silent letters, commonly misspelled words)	Week 6 is devoted to checking the underpinning skills of SPAG that learners will have been checking throughout the course.

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