



Maple Haven School

NOCN Functional Skills Maths curriculum map

Levels 1 and 2

Pathway 6 & 7

This map supports separate Level 1 and Level 2 classes or a mixed level group. Shared themes show progression in mathematical knowledge, accuracy and independent problem solving. It covers all specific content requirements across number, measures and geometry, and data and probability.

Qualifications and relationship to GCSE

Qualification	Qualification number	Hours
Functional Skills Maths Level 1	603/5269/3	55 GLH and TQT
Functional Skills Maths Level 2	603/5267/X	55 GLH and TQT

Level 1 Functional Skills is at the same qualification level as GCSE grades 1-3, and Level 2 is at the same level as GCSE grades 4-9. This describes qualification level, not an individual GCSE grade award. Functional Skills is a distinct qualification with a practical curriculum and a pass or fail result. Check the intended college, employer or course requirements when using it to meet a GCSE entry requirement. [1,3]

Scope and planning assumptions

This is a suggested centre curriculum based on the DfE subject content used by NOCN, not an official NOCN scheme of work or a GCSE specification. The blocks allocate 55 guided hours at the

learner's selected level, including assessment. Adapt session lengths, teaching pace and assessment dates to diagnostic findings. Each level is a separate programme; learners need not complete both in one year.

How to read the references

Local planning references identify each specific requirement by strand: N means number, M means measures and geometry, and D means data and probability. For example, L2.M3 means the third specific measures requirement at Level 2. These are local sequential references, not NOCN unit codes or official DfE statement numbers. The coverage audit lists every reference.

Level 1 develops straightforward problems with one or more connected steps; some combine two content areas. Level 2 develops complex multi-step problems requiring planning and at least two connected steps; some combine all three areas. Teach learners to select methods, show working, check reasonableness and explain a decision in context. [2]

Term 1 Number calculation and proportion

Suggested allocation 20 guided hours per learner at the selected level. Include retrieval, checking and independent explanation throughout.

Weeks and focus	Level 1 outcomes	Level 2 outcomes
1-2 4 hours Baseline and number	Read, write, order and compare numbers to one million; recognise and use positive and negative numbers; multiply and divide whole numbers and decimals by 10, 100 and 1,000. L1.N1-3	Read, write, order and compare positive and negative numbers of any size; calculate with numbers to one million and check by estimation and approximation. L2.N1-2
3-4 4 hours Operations and formulae	Use multiplication and division facts; apply word formulae with one or two steps; square one and two digit numbers; follow operation precedence. L1.N4-7	Evaluate expressions; substitute in word and symbol formulae; follow operation precedence including indices. Revisit calculations and checking. L2.N2-3,12
5-6 4 hours Fractions and decimals	Order and compare common fractions and mixed numbers; find fractions of whole number quantities and measurements; order decimals to three places and calculate to two places; round to whole numbers, one or two places; estimate using fractions and decimals. L1.N8-12,15	Order, add, subtract and compare proper and improper fractions and mixed numbers; express one number as a fraction of another; order, approximate and compare decimals; use all four operations to three decimal places. L2.N7-10
7-8 4 hours Percentages	Read, write, order and compare whole number percentages; calculate percentages of quantities and increases or decreases in 5% multiples; convert common fractions, decimals and percentages. L1.N13-14,16	Use fraction, decimal and percentage equivalences; calculate percentages of amounts and one amount as a percentage of another; calculate any percentage increase or decrease and recover an original value. L2.N4-6
9-10 4 hours Ratio and proportion	Work with simple ratios and direct proportion. Revisit number methods in a straightforward problem. L1.N17	Calculate with ratios, direct proportion and inverse proportion. Plan a multi-step solution and justify the method. L2.N11

Practical learning and evidence

1-2: Diagnose all strands. Use stock figures, temperatures and number lines to check place value, signs and ordering.

3-4: Use a pricing or service cost formula. Check substitution, brackets, operation order and whether a square means repeated multiplication.

5-6: Use measured quantities or recipe portions. Check fraction size, decimal alignment, units and sensible rounding.

7-8: Compare offers and percentage changes. At Level 2 explain why reversing a discount requires finding the original base.

9-10: Scale a recipe or mixture; at Level 2 include workers and completion time as inverse proportion. Complete a number checkpoint.

Term 2 Money measures and geometry

Suggested allocation 18 guided hours per learner at the selected level. Include retrieval, checking and independent explanation throughout.

Weeks and focus	Level 1 outcomes	Level 2 outcomes
11-12 4 hours Money and budgets	Calculate simple interest and discounts in multiples of 5%; apply decimal calculation and percentages to money. L1.M1-2; N11,14	Calculate money, compound interest, percentage changes and discounts including tax and simple budgeting. L2.M1; N5-6
13-14 4 hours Units and rates	Convert length, weight, capacity, money and time within the same system; apply word formulae and direct proportion. L1.M3; N5,17	Convert metric and imperial length, weight and capacity using both conversion factors and conversion graphs; calculate speed, density and rates of pay. L2.M2-3
15-16 4 hours Area and perimeter	Calculate areas and perimeters of simple shapes and shapes formed from combinations of rectangles. Use correct linear and square units. L1.M5	Calculate perimeters and areas of triangles, circles and composite shapes including non-rectangular shapes. Recall triangle and circle formulae; use supplied formulae for other shapes. L2.M4
17-18 3 hours Volume and representations	Calculate volumes of cubes and cuboids; interpret plans, elevations and nets of simple 3D shapes. L1.M6,8	Find volumes and surface areas of 3D shapes including cylinders; recall cylinder formulae and use given formulae for other 3D shapes. Use 2D representations of 3D objects and draw 3D shapes including plans and elevations. L2.M5,8-9
19-20 3 hours Scale angles and position	Use simple scales on maps and drawings; draw 2D shapes, recognise line symmetry and relative angle sizes; measure angles in degrees and use them for position and direction. L1.M4,7,9	Calculate actual dimensions from scale drawings and create scale diagrams; locate points with positive and negative 2D coordinates; calculate angles and/or coordinates in 2D and 3D shapes. L2.M6-7,10

Practical learning and evidence

11-12: Compare a purchase or savings option and explain the final cost. Distinguish simple from compound interest.

13-14: Use journey, packaging and pay scenarios. Check time conversions; at Level 2 identify the units required before applying a rate.

15-16: Calculate flooring or fencing requirements. Separate perimeter from area and choose the relevant formula.

17-18: Compare storage boxes or containers; build nets and inspect plans and elevations. Separate volume from surface area.

19-20: Draw a room or route plan; use a protractor and ruler. Check scale, angle size and coordinates. Complete a practical measures checkpoint.

Term 3 Data probability and independent application

Suggested allocation 17 guided hours per learner at the selected level. Include retrieval, checking and independent explanation throughout.

Weeks and focus	Level 1 outcomes	Level 2 outcomes
21-22 3 hours Data and graphs	Represent discrete data in tables, diagrams, pie charts, bar charts and line graphs; group discrete data and represent it graphically. L1.D1-2	Revisit chart construction and interpretation; draw and interpret scatter diagrams, recognising positive and negative correlation. L2.D6 plus inherited Level 1 skills
23-24 3 hours Averages and comparison	Find mean and range; interpret the result in its context. L1.D3	Calculate median and mode; estimate the mean of a grouped frequency distribution of discrete data; compare two datasets using mean, median, mode and range. L2.D1-3
25-26 3 hours Probability	Use the probability scale from 0 to 1 and compare likelihoods; use equally likely outcomes for simple event probabilities expressed as fractions. L1.D4-5	Calculate combined event probabilities using diagrams and tables including two-way tables; express probabilities as fractions, decimals and percentages. L2.D4-5
27-28 4 hours Integrated problems	Solve straightforward tasks with one or more connected steps; include problems combining two content areas. Select methods, check and explain. All Level 1 strands	Plan and solve complex tasks with at least two connected steps; include problems combining all three areas. Interpret information, choose methods and justify decisions. All Level 2 strands
29-30 4 hours Review and assessment	Cumulative review, sample assessment, targeted consolidation and live assessment when ready. All Level 1 requirements	Cumulative review, sample assessment, targeted consolidation and live assessment when ready. All Level 2 requirements

Practical learning and evidence

21-22: Present a survey or stock dataset. Check chart choice, axes, scales and labels; at Level 2 explain correlation without assuming causation.

23-24: Compare delivery times or costs. At Level 2 explain the chosen average and why a grouped mean is an estimate.

25-26: Use counters, spinners and outcome tables. Establish equally likely outcomes at Level 1; at Level 2 consider whether outcomes affect a later event.

27-28: Plan a catering or room improvement task using prices, measures and survey data. Use progressively fewer prompts and require a supported decision.

29-30: Practise calculator and non calculator sections, review feedback and familiarise learners with the assessment platform. Allocate the live sitting and remaining consolidation within the block.

Teaching assessment and progression

Develop secure skills and independent decisions

Use number lines, fraction models, ratio tables, realistic price lists, rulers, protractors, nets and datasets. Teach vocabulary and notation explicitly. Model the reasoning, practise with feedback, then remove prompts so learners select their own operations and interpret the outcome.

Include regular non calculator retrieval and calculator practice. Teach estimation, inverse checks, units and appropriate accuracy. Revisit numerical and spatial patterns, place value and lower level skills across themes. Use a basic non scientific calculator suitable for the NOCN assessment.

Checkpoint	Suggested evidence
Weeks 1-2	Diagnostic tasks across every strand; identify prerequisite gaps, selected level and individual targets.
Each block	Independent exit task or observed practical activity; record content reference, method, accuracy, support and next action.
Weeks 9-10	Number review covering formulae, fractions, decimals, percentages and proportion; reteach gaps.
Weeks 19-20	Money, units and geometry review using practical measurements and a written decision.
Weeks 27-28	Cumulative independent task combining strands; record planning, checking and explanation, as well as the final answer.
Weeks 29-30	Sample assessment and feedback, platform familiarisation, targeted consolidation and summative assessment when ready.

NOCN summative assessment

NOCN sets and marks the assessment. Both levels have a non calculator Part A and calculator Part B, completed in one sitting under controlled conditions. The result is pass or fail; the final pass mark may vary by assessment. [1]

Level	Part A	Part B	Total
Level 1	30 minutes 14 marks	75 minutes 42 marks	105 minutes 56 marks
Level 2	30 minutes 16 marks	105 minutes 48 marks	135 minutes 64 marks

Timings and marks are from NOCN specification version 1.7 March 2026. Use current assessment instructions and approved access arrangements. Classroom evidence informs readiness and does not replace the formal assessment. [1]

Progression

Use secure performance across all strands and independent problem solving to plan Level 1 to Level 2 progression. After Level 2, identify the learner's intended work or study route and any further maths requirements. Extend teaching where diagnostic gaps remain.

Coverage audit and sources

All specific content is mapped below and revisited in weeks 27-30. Local strand numbering follows the order of requirements within each strand in the current DfE HTML publication; it avoids confusing these references with awarding body codes.

Strand	Local references and first teaching blocks
Level 1 number 17 requirements	N1-3: weeks 1-2; N4-7: weeks 3-4; N8-12 and N15: weeks 5-6; N13-14 and N16: weeks 7-8; N17: weeks 9-10.
Level 1 measures 9 requirements	M1 simple interest and M2 discounts: weeks 11-12; M3 unit conversion: weeks 13-14; M4 scale: weeks 19-20; M5 area and perimeter: weeks 15-16; M6 volume and M8 plans, elevations and nets: weeks 17-18; M7 drawing, symmetry and angle size and M9 measuring angles and direction: weeks 19-20.
Level 1 data 5 requirements	D1 charts and D2 grouped discrete data: weeks 21-22; D3 mean and range: weeks 23-24; D4 probability scale and D5 simple event probabilities: weeks 25-26.
Level 2 number 12 requirements	N1-2: weeks 1-2; N3 and N12: weeks 3-4; N7-10: weeks 5-6; N4-6: weeks 7-8; N11: weeks 9-10.
Level 2 measures 10 requirements	M1 money: weeks 11-12; M2 metric and imperial conversion and M3 compound measures: weeks 13-14; M4 area and perimeter: weeks 15-16; M5 volume and surface area, M8 representations and M9 drawing: weeks 17-18; M6 scale, M7 coordinates and M10 angles and coordinates: weeks 19-20.
Level 2 data 6 requirements	D6 scatter diagrams: weeks 21-22; D1 median and mode, D2 estimated grouped mean and D3 dataset comparison: weeks 23-24; D4 combined probabilities and D5 probability notation: weeks 25-26.

Sources

[1] NOCN Functional Skills Qualifications in Mathematics at Level 1 and Level 2. Version 1.7 March 2026, sections 2.1 and 2.4. Inspected 5 October 2026.

[https://www.nocn.org.uk/Data/Asset_Downloads/QualificationSpecificationFSQMathsL1andL21.6\(1\).pdf](https://www.nocn.org.uk/Data/Asset_Downloads/QualificationSpecificationFSQMathsL1andL21.6(1).pdf)

[2] Department for Education Maths Functional Skills subject content. Updated 8 November 2024. Level 1 and Level 2 sections including problem solving. Adapted under the Open Government Licence v3.0.

<https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics/subject-content-functional-skills-maths>

[3] GOV.UK What qualification levels mean England Wales and Northern Ireland.

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

Teaching order, hours, contexts and checkpoints are suggested planning choices. This independently prepared document is not an NOCN endorsed publication.