



Maple Haven School

NOCN Functional Skills Maths curriculum map

Entry Levels 1, 2 and 3

Pathway 5

This map supports planning for mixed level groups or separate Entry Level classes. Shared themes allow learners to work in familiar contexts while the number range, methods and expected outcomes increase at each level. All numbered Entry Level subject content statements are mapped below.

Scope and planning assumptions

The sequence is a suggested centre curriculum, not an official NOCN scheme of work. It follows the Department for Education subject content used by NOCN. It covers Functional Skills qualifications rather than the separate Mathematics Skills awards.

Qualification	Qualification number	Hours
Entry Level 1	603/5273/5	55 GLH and TQT
Entry Level 2	603/5271/1	55 GLH and TQT
Entry Level 3	603/5265/6	55 GLH and TQT

The suggested blocks allocate 55 guided hours per learner at their selected level, including assessment. Weeks are a flexible planning framework; session lengths and assessment dates should be

adapted to diagnostic findings and learner readiness. Learners do not need to complete all three qualifications in one year.

How to read the map

References such as E2.12 mean Entry Level 2 subject content statement 12. These are local planning references to DfE statement numbers, not NOCN unit codes. Lower-level skills should be revisited at higher levels. Where a level has no new content in a theme, consolidate earlier learning.

Use a familiar scenario for each block but assess the component problems individually. At all three Entry Levels, simple problems require one step or process and draw on one mathematical content area. Teach learners to identify the task, use the information, calculate or act, check and explain.

Programme intent

Learners will use maths more confidently in everyday life, learning and work. They will develop secure underpinning skills, apply them to simple problems, use equipment appropriately and present answers with sensible units and explanations.

Term 1 Number and calculation

Suggested guided learning allocation 20 hours per learner at their selected level. Problem solving, checking and explanation run through every block.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
1-2 4 hours Baseline and number	Count objects including zero; read, write, order and compare to 20. E1.1-2	Count to 100; read, write, order and compare to 200. E2.1-2	Count, read, write, order and compare to 1,000. E3.1
3-4 4 hours Add and subtract	Add with totals to 20; subtract from numbers to 20; interpret +, - and =. E1.3-4	Add and subtract two digit numbers; interpret operation symbols. E2.4-5	Add and subtract three digit whole numbers. E3.2
5-6 4 hours Groups and sharing	Consolidate counting and addition to 20 with groups of objects. E1.2-4	Multiply using tables from 0×0 to 12×12 ; divide two digit numbers by one digit numbers; express remainders. E2.4,6,8	Multiply two digit numbers by one and two digit numbers; divide three digit numbers by one and two digit numbers; express remainders. E3.3-4
7-8 4 hours Patterns and checks	Order numbers and check calculations by counting again or reversing an addition. E1.1-4	Odd and even sequences to 100; round to nearest 10 and use estimates to check. E2.3,9	Continue linear number sequences to 100; round numbers below 1,000 to nearest 10 or 100 to check. E3.5-6
9-10 4 hours Fractions and decimals	Revisit number skills through familiar objects and lists; no new fraction or decimal requirement. E1.1-4,11	Recognise halves, quarters and tenths of whole numbers and shapes; read, write and use one decimal place. E2.10-11	Read, write and understand thirds, quarters, fifths and tenths and equivalent forms; use decimals to two places and continue decimal sequences. E3.7-9

Practical learning and evidence

1-2: Count stock or classroom items; use number cards and place value equipment. Record a baseline for every strand, including practical measures and data.

3-4: Solve one step stock total or items remaining problems. Check a written calculation and explain the selected operation.

5-6: Pack equal groups and share supplies. E1 stays within counting and addition; E2 and E3 record multiplication, division and remainders.

7-8: Complete a sequence and explain its rule. At E2 and E3 compare an estimate with an exact answer.

9-10: Use fraction strips, equal groups and decimal number lines. Complete an individual number checkpoint and plan reteaching.

Term 2 Money time and measures

Suggested guided learning allocation 18 hours per learner at their selected level. Problem solving, checking and explanation run through every block.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
11-12 4 hours Money	Recognise coins and notes; write values with £ or p using numbers to 20. E1.5	Calculate multiple item costs in pence up to £1 and in whole pounds; use £ or p correctly. E2.12	Calculate with decimal money; write pounds and pence correctly; round to nearest £1 or 10p. E3.10-11
13-14 4 hours Time and dates	Read 12 hour analogue and digital clocks in hours; number, names and sequence of days, months and seasons. E1.6-7	Know hours in a day and weeks in a year; use common date formats; read 24 hour digital hours and analogue hours, half hours and quarter hours. E2.7,13	Read, measure and record time with am and pm; read analogue and 24 hour digital clocks in hours and minutes. E3.12-13
15-16 4 hours Length and mass	Compare size, length, width, height and weight using words. E1.8	Use mm, cm, m and km; use g and kg; read scales to nearest labelled division. E2.14-15,18	Compare metric lengths and weights; choose an instrument to measure mass and length; read metric or imperial scales to labelled or unlabelled divisions. E3.14-16,18
17-18 3 hours Capacity and temperature	Compare capacity using words; revisit other comparisons. E1.8	Use ml and litres; read and compare positive temperatures; use labelled scales. E2.16-18	Compare capacities in ml and litres; compare capacity and temperature using metric or imperial scales to labelled or unlabelled divisions. E3.14,17
19-20 3 hours Apply and review	Apply money, time and comparison skills to individual familiar tasks. E1.5-8	Apply money, dates, time and measurement skills. E2.7,12-18	Apply money, time, measurement and scale reading skills. E3.10-18

Practical learning and evidence

11-12: Use real or replica money and price lists in a shop scenario. Check symbols and amounts independently.

13-14: Read clocks and record appointment times or dates. Use an individual clock reading check with level appropriate intervals.

15-16: Measure or compare packages and furniture. Observe equipment selection and recording of units; avoid making E1 numeric measurement a required outcome.

17-18: Compare containers and temperature displays. Include unlabelled scale divisions at E3 and positive temperatures at E2.

19-20: Run a practical checkpoint with separate shopping, appointment and measuring tasks. Record accuracy, checking and the support used.

Term 3 Shape direction and data

Suggested guided learning allocation 17 hours per learner at their selected level. Problem solving, checking and explanation run through every block.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
21-22 3 hours Shapes	Recognise circle, triangle, rectangle including square, and cube. E1.9	Name pentagons, hexagons, cylinders, cuboids, pyramids and spheres; describe sides, corners, edges, faces, angles and base. E2.19-20	Sort 2D and 3D shapes using properties including symmetry, length, right angles and angles in rectangles and triangles. E3.19
23-24 3 hours Position and direction	Use left, right, in front, behind, under and above. E1.10	Use between, inside, outside, middle, below, on top, forwards and backwards. E2.21	Use eight compass points and full, half and quarter turns. E3.20
25-26 3 hours Read and sort data	Read numerical lists; classify by one criterion. E1.11-12	Read lists, tables, diagrams and bar charts; compare numbers in bar charts; classify by two criteria. E2.22-24	Extract information from lists, tables, diagrams and charts; create frequency tables; compare and record changes from bar charts and simple line graphs. E3.21-22
27-28 4 hours Represent data	Read and draw simple charts and diagrams including tally charts, block diagrams and graphs. E1.13	Transfer information between formats, including a bar chart. E2.25	Organise and represent information in tables, diagrams, simple bar charts and simple line graphs. E3.23
29-30 4 hours Review and assessment	Review all strands; independent practice and summative assessment when ready. E1.1-13	Review all strands; independent practice and summative assessment when ready. E2.1-25	Review all strands; independent practice and summative assessment when ready. E3.1-23

Practical learning and evidence

21-22: Handle shapes and packaging; name, describe or sort them at the selected level. Use E3 tasks on symmetry and right angles.

23-24: Follow and describe routes using objects or a simple plan. Observe correct vocabulary, compass points and turns as appropriate.

25-26: Read a class survey or stock list, sort items and answer comparison questions. E3 records changes in a simple line graph.

27-28: Collect a small familiar dataset and represent it at the selected level. Check labels, scales and correspondence with the original information.

29-30: Review diagnostic gaps, complete suitable NOCN sample practice, give feedback and undertake the live assessment only when ready. Budget the block against current assessment timings.

Teaching assessment and progression

Teach for independence

Start with real objects and demonstrations, move to pictures and diagrams, then to written methods. Use counters, number lines, place value materials, fraction strips, money, clocks, rulers, balances, measuring jugs and shapes. Choose age appropriate contexts from shopping, travel, catering, work and daily routines.

Make mathematical vocabulary explicit. Model one example, practise with feedback, then ask the learner to complete an equivalent task independently. Reduce prompts gradually and record the support needed. Keep reading demand manageable so it does not obscure the mathematical skill.

Include short retrieval practice in each session. Revisit calculation, units, symbols and graph reading throughout the year. Practise underpinning skills without a calculator and suitable tasks with a calculator, including checking the entered values and interpreting the result.

Assessment checkpoints

Point	Purpose and evidence
Weeks 1-2	Initial and diagnostic assessment across number, measures, shape and data. Select qualification level and record individual gaps.
Every block	Exit task, short quiz or observed practical task. Record content reference, accuracy, independence and next action.
Weeks 9-10	Number checkpoint covering taught operations, number ranges and level appropriate fractions or decimals.
Weeks 19-20	Practical money, time and measures checkpoint; reteach gaps before the next review.
Weeks 27-28	Data and shape review plus a cumulative check across all three strands.
Weeks 29-30	Sample assessment, feedback, targeted consolidation and live assessment when ready. Extend the programme if more teaching is needed.

NOCN summative assessment

NOCN sets the Entry Level assessments. Centres assess and internally quality assure them, with external quality assurance by NOCN. Assessment takes place under controlled conditions and includes calculator and non calculator sections. The qualification result is pass or fail. Classroom evidence supports teaching decisions; it does not replace the required summative assessment. Use current NOCN papers, instructions, timings, marking criteria and approved access arrangements. [1]

Progression decisions

Use evidence of secure skills across all strands and independent one step problem solving to plan progression from E1 to E2, E2 to E3 or E3 to Level 1. A stronger performance in one strand alone should not determine readiness. Revisit lower level gaps before introducing larger number ranges or more complex representations.

Coverage audit and sources

This index shows where each numbered DfE content requirement is first explicitly taught or consolidated in the map. All content is revisited in weeks 29-30. Problem solving, checking and explanation are embedded throughout.

Level	Content references and teaching weeks
Entry Level 1	1-2: weeks 1-2; 3-4: weeks 3-4; 5: weeks 11-12; 6-7: weeks 13-14; 8: weeks 15-18; 9: weeks 21-22; 10: weeks 23-24; 11-12: weeks 25-26; 13: weeks 27-28.
Entry Level 2	1-2: weeks 1-2; 3: weeks 7-8; 4-5: weeks 3-4; 6 and 8: weeks 5-6; 7: weeks 13-14; 9: weeks 7-8; 10-11: weeks 9-10; 12: weeks 11-12; 13: weeks 13-14; 14-15: weeks 15-16; 16-17: weeks 17-18; 18: weeks 15-18; 19-20: weeks 21-22; 21: weeks 23-24; 22-24: weeks 25-26; 25: weeks 27-28.
Entry Level 3	1: weeks 1-2; 2: weeks 3-4; 3-4: weeks 5-6; 5-6: weeks 7-8; 7-9: weeks 9-10; 10-11: weeks 11-12; 12-13: weeks 13-14; 14: weeks 15-18; 15-16 and 18: weeks 15-16; 17: weeks 17-18; 19: weeks 21-22; 20: weeks 23-24; 21-22: weeks 25-26; 23: weeks 27-28.