



NUMERACY PROGRAMME

- **TARGETS EIGHTEEN STAGED LEARNING GOALS**
- **STRENGTHS & WEAKNESSES EASILY IDENTIFIED**
- **SUPPORT MATERIAL DIRECTLY TARGETS WEAKNESSES**
- **USE SUPPORT SHEETS FOR HOMEWORK OR CLASSWORK**
- **DEVELOPED IN SCHOOLS OVER A 12 YEAR PERIOD!**

DIAGNOSTIC AND DEVELOPMENTAL!

- **DIAGNOSTIC ASSESSMENT**
- **ALL TARGETS HAVE 5 LEVELS**
- **USE STUDENT PROFILE AS IEP**
- **FEATURES PROBLEM SOLVING**

NEW - OPTIONAL INTERACTIVE SCORM COMPLIANT DIAGNOSTIC ASSESSMENT !

The SSER 'Numeracy Programme' is a staged learning programme and diagnostic assessment designed for pupils who need particular support and can be used by both teaching and support staff. Students gain in confidence and make rapid progress in acquiring further numeracy skills. This new version offers SCORM compliant, interactive diagnostic assessment to enhance this popular and established programme. Problem solving is integrated throughout the programme units whenever appropriate. The 'Student Assessment Profile' can be used as an I.E.P. for numeracy - targets, actions and outcomes are all easily identified and recorded. The product includes two versions (colour and b/w). The colour version is particularly suitable for projection onto a whiteboard for group discussion and instruction. The b/w version is included for low cost duplication. You can use Microsoft Word (2000 or later) to customise the Numeracy Programme or to easily produce new support sheets by changing the context and figures used in those sheets.

Target 15 - Graphs (Numeracy Profile Assessment)

Target 11 - Time (Numeracy Profile Assessment)

Match the correct time to each clock.

4.55 (Five to five)

9.05 (Five past nine)

7.30 (Twenty past seven)

Submit



Time Target 11E

Watching Television

BBC 1	BBC 2	ITV	Channel 4
7.00 p.m. The ONE Show	6.00 p.m. Battle of the Brains	6.00 p.m. Regional News	6.00 p.m. The Simpsons
7.30 p.m. My Family	6.30 p.m. Eggheads	6.30 p.m. ITV News	6.30 p.m. Hollyoaks
8.00 p.m. Eastenders	7.00 p.m. Return to Castaway	7.00 p.m. Emmerdale	7.00 p.m. News
8.30 p.m. Sky Cops	7.30 p.m. Lab Rats	7.30 p.m. Coronation Street	7.30 p.m. First Cut
9.00 p.m. Life Support	8.00 p.m. Top Gear	8.00 p.m. Agatha Christie's Poirot	8.00 p.m. A Place In The Sun
9.30 p.m. Armstrong & Miller Show	9.00 p.m. Murder She Wrote	10.00 p.m. Documentary	9.00 p.m. Big Brother
10.00 p.m. BBC News	9.45 p.m. Under the Sun		10.00 p.m. The Kevin Bishop Show
10.25 p.m. Local News	10.30 p.m. Newsnight		10.35 p.m. Gordon Ramsay's F Word
10.35 p.m. Comedy Connections	11.00 p.m. Newsnight review		11.40 p.m. Late Film

Complete the questions below:

- How long do the following programmes last?
 - Sky Cops
 - Hollyoaks
 - BBC Local News
 - First Cut
 - Murder She Wrote
 - Big Brother
- How long would you be watching television watched Emmerdale followed by Coronation Street?

Answer: _____

THE EFFECTIVE AND QUICK WAY TO ANALYSE NUMERACY SKILLS

NUMERACY PROFILE ASSESSMENT

TARGET	(a)	(b)	(c)	(d)	(e)
12. LENGTH & MEASUREMENT	What do the following units of length stand for? km _____ m _____ cm _____ mm _____ Complete the following: 1 km = _____ m 1 m = _____ cm 1 cm = _____ mm	Measure the length of a given object with a ruler	What do the following units of weight stand for? kg _____ g _____ Complete the following: 1 kg = _____ g	What do the following units of volume stand for? L _____ ml _____ cm ³ _____ Complete the following: 1 L = _____ ml 1 cm ³ = _____ ml	Match the correct unit of measurement with the item. Petrol kg Sugar km Journey L
13. PERIMETER, AREA & VOLUME	Find the perimeter of this shape. 	Find the perimeter of this shape. 	Find the area of this shape. 	Find the area of this shape. 	Find the volume of this cuboid.

NUMERACY PROFILE ASSESSMENT

Name: _____ Tutor Group: _____ Start Date: ____/____/____

TARGET	(a)	(b)	(c)	(d)	(e)																																				
1. PLACE VALUE (NO CALCULATOR)	Continue the following sequences - 2, 4, 6, _____ 5, 10, 15, _____ 10, 20, 30, _____ 20, 18, 16, _____ 30, 25, 20, _____ 100, 90, 80, _____	What is the value of 6 in the following? <table border="1"><tr><td>Thousands</td><td>1000</td><td>100</td><td>10</td><td>Units</td></tr><tr><td></td><td>36</td><td>816</td><td>6</td><td></td></tr></table> <table border="1"><tr><td>Thousands</td><td>1000</td><td>100</td><td>10</td><td>Units</td></tr><tr><td></td><td>650</td><td>1167</td><td>6836</td><td></td></tr></table>	Thousands	1000	100	10	Units		36	816	6		Thousands	1000	100	10	Units		650	1167	6836		Put the following numbers in order, (smallest first). 1, 399, 24, 83, 7, 154, 678	What is the value of 3 in the following? <table border="1"><tr><td>Tenths</td><td>$\frac{1}{10}$</td><td>$\frac{10}{100}$</td><td>$\frac{100}{1000}$</td></tr><tr><td></td><td>5.32</td><td>3</td><td></td></tr></table> <table border="1"><tr><td>Tenths</td><td>$\frac{1}{10}$</td><td>$\frac{10}{100}$</td><td>$\frac{100}{1000}$</td></tr><tr><td></td><td>10.643</td><td>20.374</td><td></td></tr></table>	Tenths	$\frac{1}{10}$	$\frac{10}{100}$	$\frac{100}{1000}$		5.32	3		Tenths	$\frac{1}{10}$	$\frac{10}{100}$	$\frac{100}{1000}$		10.643	20.374		Put the following numbers in order, (smallest first). 1) 0.5, 0.9, 0.51, 0.08, 0.89 2) 11.09, 1.2, 1.03, 1.88, 1.46 3) 26.57, 19.999, 6.57, 65.1, 265.9
Thousands	1000	100	10	Units																																					
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	10.643	20.374																																							
2. ADDITION (NO CALCULATOR)	Circle the words that mean addition. sum take away product subtract divide plus multiply share times add difference share by	Do the following additions - 3 + 4 = _____ 5 + 1 = _____ 4 + 4 = _____ 6 + 2 = _____	Do the following additions - 10 + 3 = _____ 16 + 2 = _____ 11 + 9 = _____ 4 + 13 = _____	Do the following additions - 10 + 11 = _____ 13 + 22 = _____ 16 + 82 = _____	Find four ways of making 52. <table border="1"><tr><td>+</td><td>+</td><td>=</td><td>52</td></tr><tr><td>+</td><td>+</td><td>=</td><td>52</td></tr><tr><td>+</td><td>+</td><td>=</td><td>52</td></tr><tr><td>+</td><td>+</td><td>=</td><td>52</td></tr></table>	+	+	=	52	+	+	=	52	+	+	=	52	+	+	=	52																				
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			Do the following subtractions - 62 - 35 = _____	Complete three subtraction sums - 100 - _____ = 6																																					



Place Value Target 1E



Put the following numbers in order, smallest first.

- 6.7 4.9 3.3 1.5 6.3 4.8
- 9.1 8.5 9.6 8.2 8.4 8.0
- 6.41 6.15 6.10 6.74 6.75 6.97
- 80.7 8.9 8
- 301.25 30.1 3
- 66.764 6.55 66.106 6.141 66.76 6.97

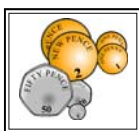
EACH OF THE 18 TARGETS CONSISTS OF FIVE LEVELS (A - E). IF, FOR EXAMPLE, A PUPIL SUCCESSFULLY COMPLETES LEVELS A, B & C THEN WORK WILL BE INITIATED ON LEVEL D OF THAT SAME TARGET. EACH LEVEL HAS ITS OWN SUPPORTING WORKSHEET(S) WHICH STUDENTS FIND RELEVANT & INTERESTING.

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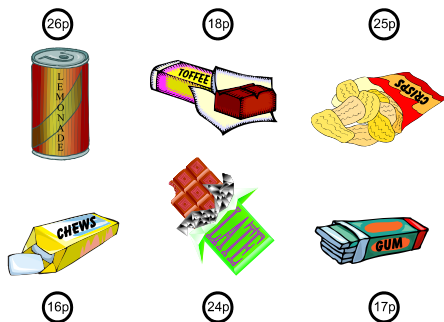


Calculator optional

Money Target 8E



Here are some snacks sold by a shop:



1) Add up these bills.

①

2 packs of chews	_____
1 pack of gum	_____
1 bag of crisps	_____
2 bars of chocolate	_____
1 can of lemonade	_____
Total	_____

②

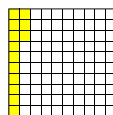
2 bags of crisps	_____
2 packs of gum	_____
1 pack of chews	_____
2 bars of toffee	_____
1 bar of chocolate	_____
Total	_____

- What is the change from £5 for bill 1? _____
- What is the change from £10 for bill 2? _____
- Anna has £5. How many chews can she buy for £5? _____
How much change will she have? _____

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Percentages Target 10D - PART 1



There are 100 squares here.
13 squares are shaded.
 $\frac{13}{100}$ are shaded.
The fraction is 13 out of 100.
We often say 13 per cent instead.
We write: 13% of the big square is shaded.

13 is often written as $\frac{13}{100}$

35% is the same as $\frac{35}{100}$

5% means $\frac{5}{100}$

'of' means x

Example: 9% of 200 = $\frac{9}{100}$ of 200

On a calculator:

$9 \div 100 \times 200 = 18$

Now use your calculator to work these out. Show your workings.

The first one has been partly done to help you.

- 10% of 60 = $\frac{10}{100} \times 60 =$ 10% of 50 = _____
- 10% of 360 = _____ % of 140 = _____
- 25% of 80 = _____ % of 200 = _____
- 25% of 100 = _____ % of 50 = _____
- 50% of 70 = _____

USE MICROSOFT WORD TO PERSONALISE THE NUMERACY PROGRAMME!

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THE EFFECTIVE WAY TO TARGET AND IMPROVE NUMERACY SKILLS

Time Target 11D



The 24 Hour Clock



There are twelve hours in the morning. When the afternoon comes, the clock hour hand has already been all the way round once. So 1 o'clock in the afternoon is 12 + 1 which is 13 hours. This is written as 13:00. We call it '13 hundred hours.' Ten minutes later would be 13:10 and we would call it 'thirteen ten hours.'

Remember:

Midnight is called 00:00 (zero hundred hours)
Midday (noon) is called 12:00 (twelve hundred hours)

What times do these clocks show? (Use the first one has been done for you.)

a.m.



Example: 05:00

p.m.



p.m.

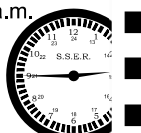


a.m.

p.m.



a.m.



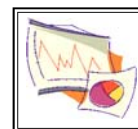
TOPICS INCLUDE:

- Teacher's Notes
- Student Profile (Use as IEP)
- Diagnostic Assessment
- Assessment Answers
- Target 1 - PLACE VALUE
- Target 2 - ADDITION
- Target 3 - SUBTRACTION
- Target 4 - MULTIPLICATION
- Target 5 - DIVISION
- Target 6 - DECIMALS
- Target 7 - CALCULATOR SKILLS
- Target 8 - MONEY
- Target 9 - FRACTIONS
- Target 10 - PERCENTAGES
- Target 11 - TIME
- Target 12 - LENGTH & MEASUREMENT
- Target 13 - PERIMETER, AREA & VOLUME
- Target 14 - ANGLES & SHAPES
- Target 15 - GRAPHS
- Target 16 - STATISTICS
- Target 17 - OTHER TOPICS PART A
- Target 18 - OTHER TOPICS PART B
- Various teacher/pupil support sheets
- Certificate for completion of programme

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Graphs

TARGET 15A - TALLY CHARTS



When counting a group of items, it is sometimes useful to keep a 'tally' using a 'five-bar gate'. For each item in the group, make one mark.

As you count each one you make a mark. III = 3

This is shown as IIII = 5

As you count each one you make a mark. IIII III = 9

A group of 5 is shown like this: IIII

shown here?

IIII IIII IIII IIII =

IIII IIII =

is down on 'five bar gates'.

16 =

23 =

Complete the tally chart.



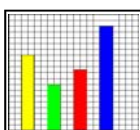
Tally	Total
IIII II	7

parked in a street. Complete the

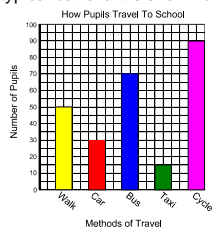
Vehicle	Tally	Total
Bus	IIII I	6
Car		
Camper		
Lorry		

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Graphs TARGET 15C - BAR CHARTS



Example: A typical bar chart is shown below:



A graph to show which school clubs pupils attend.

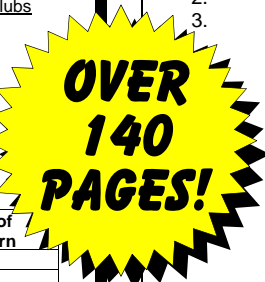
Exercise 1. A teacher carried out a survey to find out which month of the year her pupils were born in. The results are shown below. Draw a bar chart to present the results.

Month	Number of pupils born
January	3
February	2
March	2
April	2
May	3
June	4

Month	Number of pupils born
July	5
August	5
September	14
October	8
November	8
December	4

Exercise 2. The number of accidents on a road were recorded. The weather conditions were also recorded. The results are shown below. Draw a bar chart to present the results.

Weather conditions	Number of accidents
Snow	400
Heavy Rain	650
Light Rain	250
Fog & Mist	250
Bright sunshine	50
Frost and ice	700



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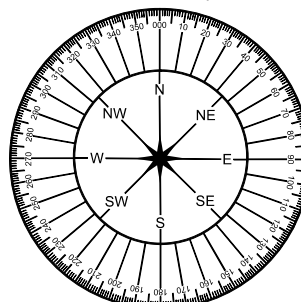
OTHER TOPICS - PART A TARGET 17B



Three Figure Bearings

Remember:

- The angle is always measured from NORTH.
- We always measure clockwise.
- Your answer must always have three figures.



Complete these bearings (the first one has been done for you):

- E 090°
- W _____
- N _____
- S _____
- SE _____
- NW _____
- SW _____
- NE _____

Write the compass direction for each bearing. The first one has been done for you:

- 135° South East (SE)
- 000° _____
- 270° _____
- 045° _____
- 180° _____
- 315° _____

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OTHER TOPICS - PART A TARGET 17E



Odd, Even, Prime and Square Numbers.

In the number square below:

- Colour all **odd** numbers red.
- Colour all **even** numbers blue.
- Draw a circle around all the **prime** numbers.
- Draw a cross over all **square** numbers.

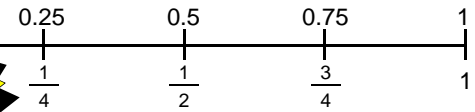
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30



OTHER TOPICS - PART B TARGET 18E PROBABILITY



All probabilities are between 0 and 1



Probabilities that outcomes have the same chance of happening, the chances are equal.

Example 1 Tossing a coin – there is an equal chance of getting a head or a tail.

The probability of getting a head when tossing a coin = $\frac{1}{2}$

Example 2 Throwing a dice – there are 6 numbers on a dice; there is an equal chance of throwing any of the numbers.

The probability of throwing a 3 = $\frac{1}{6}$

Calculate the following probabilities:

- Getting a tail when tossing a coin.
- Getting a 4 on a dice.
- Being born on a Friday.
- Getting a 2 or a 4 on a dice.
- Being born on a Saturday or a Sunday.



ORDER FORM



OPTIONS	STOCK CODE	DESCRIPTION/CONTENTS MS WINDOWS (all versions)	COST: (£) Ex. VAT	COST: (£) Inc. VAT	QTY	SUB TOTAL Inc. VAT
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	SENNST	Numeracy Programme CD + Site licence (All staff laptops, PCs & network)	£80	£96.00		
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