

2

Fundraising



Talk about it

- Is there a community centre near where you live?
- What sort of activities take place at a community centre?
- Have you ever been involved in fundraising?
- What charities do you think are worth supporting?
- What stalls would you expect at a 'fun day'?
- What type of food do you think would sell well?
- How do you think the food could be packed?
- What number skills would be important for running a stall?

These are the skills you will practise in this unit.

Which are the most useful for you? Tick the boxes.

- ☐ Dividing into halves and quarters
- ☐ Using coins
- ☐ Paying and getting the right change

I often go to my local community centre. There are always lots of things going on. We hold 'fun days' to raise money for good causes. Sometimes the money is for our own funds at the centre but sometimes it's for charity.

I usually run a food stall. My friend Jan often helps. Everyone makes their own favourite food. I sell it to people to eat as they walk around the stalls or to take home.

N2/E2.1, N2/E2.2

MSS1/E2.1

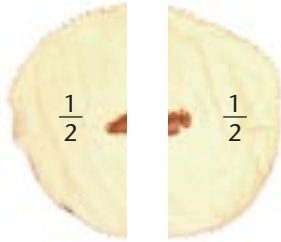
MSS1/E2.2

Cutting up

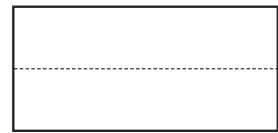
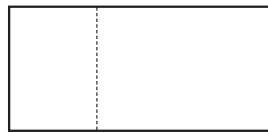
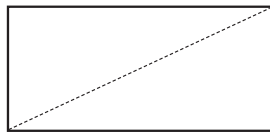
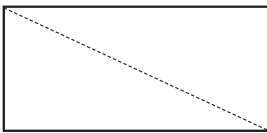
Many of the people who come to the community centre make their favourite traditional foods for the stall. Some people want to eat them at the fair. Because of this, some of the food needs to be cut up.

This cake has been cut into halves.

Each half is equal in size.

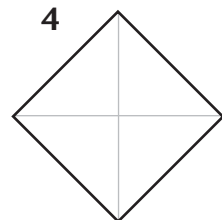
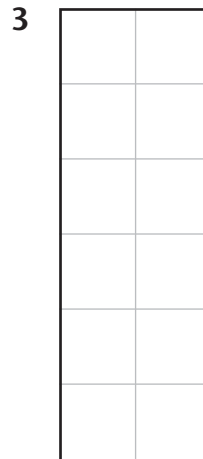
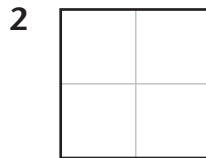
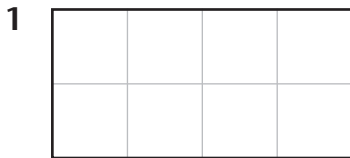


Put a (✓) if you think that the shape is divided into two equal parts or a (✗) if they are not two equal parts. Put your (✓) or (✗) beside the shape.



Activity 1

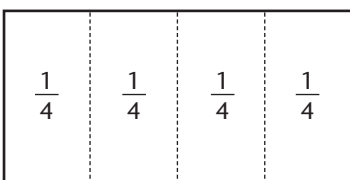
Shade $\frac{1}{2}$ of each cake.



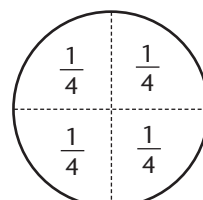
Make sure that each piece is equal in size!

Activity 2

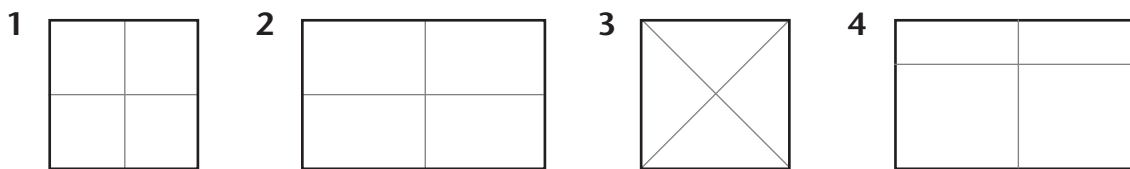
These pizzas have been divided into 4 equal pieces



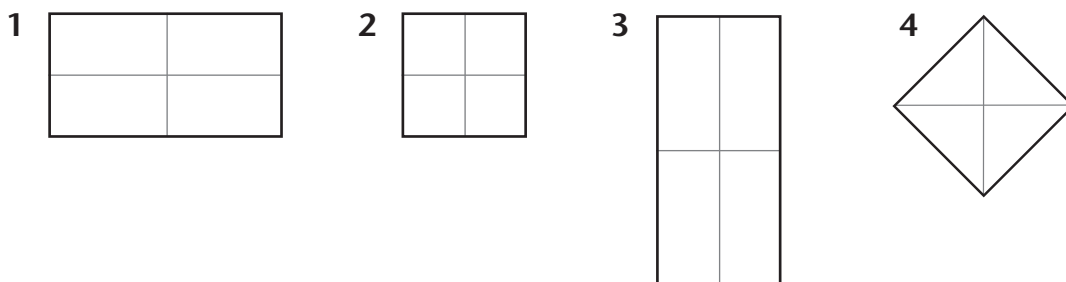
Each $\frac{1}{4}$ is equal in size.



Put a (✓) by the pizzas which are divided into quarters and a (✗) if they are not.



Shade $\frac{1}{4}$ of each pizza. Write $\frac{1}{4}$ on each piece.

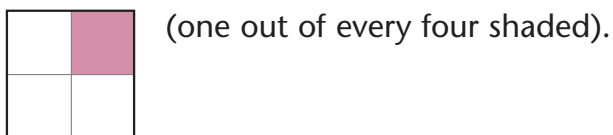


Activity 3

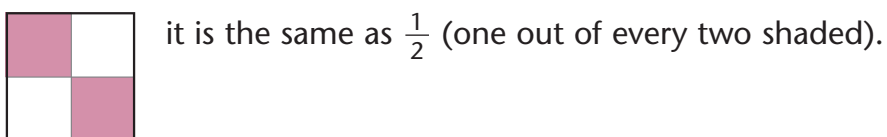
Remember

- When you shade two quarters ($\frac{2}{4}$), it is exactly the same as a half ($\frac{1}{2}$).

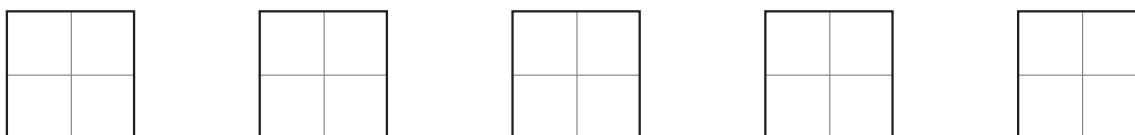
Here is one quarter ($\frac{1}{4}$) shaded:



Here is two quarters ($\frac{2}{4}$) shaded:



Here are five more pizzas. Shade half of each pizza in a different way.



Do you need more practice in finding halves and quarters?

Yes ☐ No ☐

For more work on this, go to H1 (page 13).

Splitting up

Some items are small, so we group them together.

Sometimes we are asked for half or a quarter of the amount that is grouped together.

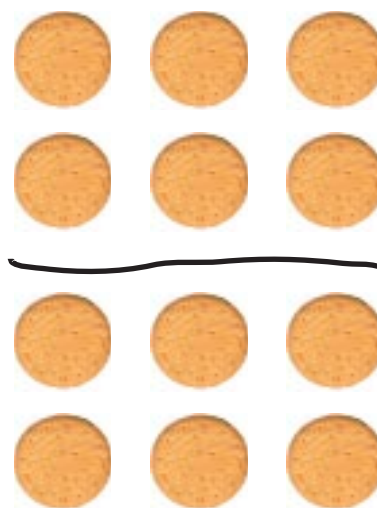
If I were asked for half of these, I would divide them into 2 equal groups.

So $\frac{1}{2}$ of $\boxed{12} = \boxed{6}$

And $12 \div 2 = 6$

$12 \div 2 = 6$

Halving is the same as dividing by 2.



Remember

• \div tells you to **divide**.

Activity 4

Work out $\frac{1}{2}$ of each of these orders. Use counters if you wish.



$\frac{1}{2}$ of $\boxed{8} = \boxed{}$



$\frac{1}{2}$ of $\boxed{10} = \boxed{}$

3 6 small pizzas

$\frac{1}{2}$ of $\boxed{6} = \boxed{}$

4 20 jam tarts

$\frac{1}{2}$ of $\boxed{20} = \boxed{}$

5 18 spring rolls

$\frac{1}{2}$ of $\boxed{18} = \boxed{}$

6 16 samosas

$\frac{1}{2}$ of $\boxed{16} = \boxed{}$

7 12 flapjacks

$\frac{1}{2}$ of $\boxed{12} = \boxed{}$



If I were asked for $\frac{1}{4}$ of these I would divide them into **4 equal groups**.

So $\frac{1}{4}$ of 12 = 3

Activity 5

Find $\frac{1}{4}$ of these:



$\frac{1}{4}$ of 8 =



$\frac{1}{4}$ of =



$\frac{1}{4}$ of =



$\frac{1}{4}$ of 20 =

Do you need more practice in finding $\frac{1}{2}$ and $\frac{1}{4}$ of numbers?

Yes ☐

No ☐

For more work on this, go to H2 (page 13) or E1 (page 15).

This work links to mini-project M1 and M2 (page 16).







Handling the money

*I need to be able to count money quickly so people don't have to wait too long at the stall.
These are the coins I use.*

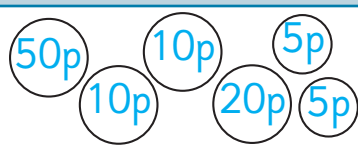


Activity 6

1 Fill in the missing coins to make the amount shown on the price cards.

60p	84p
(a) There are many ways of making 60p. Here are three different ways.	(b) Fill in the missing coins to make 84p.
This 	
Or this 	Or 
Or this 	Or 

2 Work with another adult. Show each other three sets of coins that make exactly the amount shown. You can use more than one of each coin.
Write or draw coins to record your answers.

Item	3 ways to make the amount		
1 pizza £1			
$\frac{1}{2}$ pizza 50p			
$\frac{1}{4}$ pizza 25p			

When the stall gets busy I have to think fast, to make sure I take the right money.

Activity 7

Play the game. When you see the 'Price Card', hold up the coins you need – as fast as you can.

If the price is more than 50p, start with a 50p coin and count on.

For example:

Amount	70p	70p
Coins used	50p 20p	50p 10p 5p 5p
Number of coins	2	4

Talk about it

Which coin did you use the most?

Which prices are most difficult to make?

Play the game again with another person – one person says the price, the other shows the coins. Check that they are correct. Your prices should be no more than £1, or 100p. Write the coins you used in the table.

Keep taking turns.

Amount	Coins used

Did you get quicker?

Do you need more practice in using coins?

Yes ☐ No ☐

For more work on this, go to H3 (page 13) or E2 (page 15).

The price list

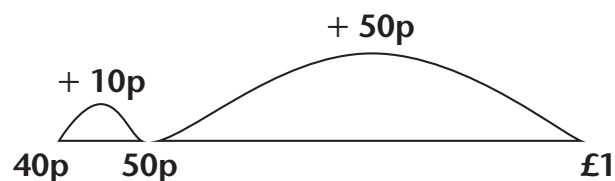
Jan thought we should make a price list.

1 bun costs 10p.

A customer has a £1 coin to use to buy the buns.

4 buns cost $10p + 10p + 10p + 10p = 40p$ in or 4 buns cost $4 \times 10p = 40p$.

I counted on from 40p to find the change from £1.



$40p + 10p + 50p = £1$ So the change is $10p + 50p = 60p$.



Activity 8

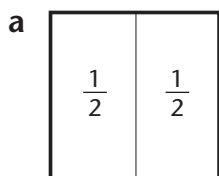
Fill in the missing prices and the change from £1.

	Cost (each bun is 10p)	Change from £1
4 buns	$4 \times 10p = 40p$	60p
2 buns	$2 \times 10p =$	
3 buns		
6 buns		
9 buns		

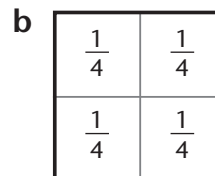
Activity 9

We cut some square cakes into slices.

First we cut into $\frac{1}{2}$ (halves)



then into $\frac{1}{4}$ (quarters)



$\frac{1}{4}$ of a tray is one slice, and costs 25p.

So $\frac{1}{2}$ of a tray is two slices,
and costs $25p + 25p = 50p$.

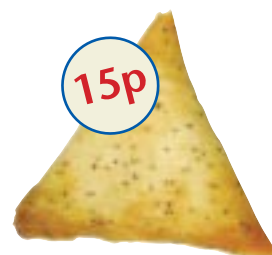
25p	25p
25p	25p

Fill in this table using the information you have about the cake slices.

	$\frac{1}{2}$ tray	$\frac{1}{4}$ tray	$\frac{1}{2}$ tray + $\frac{1}{4}$ tray	$\frac{1}{4}$ tray + $\frac{1}{4}$ tray
How many slices?	2			
Cost	50p			
Change from £1				

Fill in this table

Number of samosas	1	2	4	6	3	5
Cost	15p					
Change from £1	85p					



A mixed order

Price list

Bun 10p

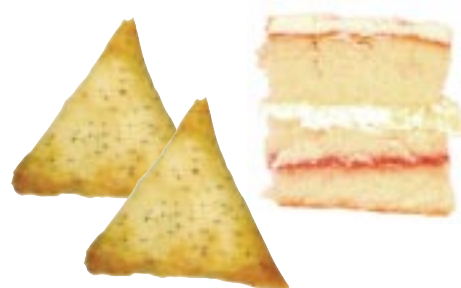
Slice cake 25p

Samosa 15p

Mr Ahmed's order:

2 samosas and a slice of cake

$$15p + 15p + 25p = 55p$$


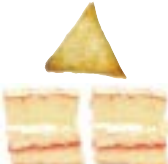




Mr Ahmed gave me £1 and I gave him 45p change.
(100p – 55p = 45p)

Activity 10

How much do these orders cost?

What change would the customer get from £1?

1		Cost	<input type="text" value="p"/>	Change	<input type="text" value="p"/>
2		Cost	<input type="text" value="p"/>	Change	<input type="text" value="p"/>
3		Cost	<input type="text" value="p"/>	Change	<input type="text" value="p"/>
4		Cost	<input type="text" value="p"/>	Change	<input type="text" value="p"/>

Do you need more practice in finding costs and change?

Yes ☐

No ☐

For more work on this, go to H4 and H5 (page 14) or E3 (page 15).

This work links to mini-project M2 (page 16).

Selling the cakes

The stall is ready and the customers arrive.

Mr Green and his two children are first and they are looking at the large cakes.

Mr Green's family bought:



$$\frac{1}{2} \text{ of } 80\text{p} = 40\text{p}$$



$$\frac{1}{4} \text{ of } 100\text{p} = 25\text{p}$$

$$\text{Cost} = 40\text{p} + 25\text{p} = 65\text{p}$$

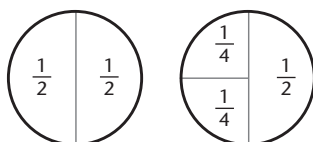
Mr Green gave me a 50p coin, a 10p coin, and a 5p coin as payment.



Activity 11

Remember

- Two halves make one whole and two quarters make one half.



Not everyone will buy a whole cake.

- Fill in the prices in the table below, and show the coins that you would use. No change is given, so you must use the exact amount.

Coins you can use: £1, 50p, 20p, 10p, 5p, 2p, 1p. You can use more than one of each coin if you need to.






	Price	Coins used to pay the exact amount
Whole round cake	80p	50p, 10p, 10p, 10p
Half round cake		
$\frac{1}{4}$ round cake		
Whole square cake	£1	
$\frac{1}{2}$ square cake		

Some people want two different types of cake.

Fill in the prices.

Show the coins that would make this amount (exactly).

Remember to use the table on the last page to help with the prices.

2		Total price	Coins used
	<div><div></div>p</div> + <div><div></div>p</div> =	<div><div></div>p</div>	<div></div>
3			
	<div><div></div>p</div> + <div><div></div>p</div> =	<div><div></div>p</div>	<div></div>
4			
	<div><div></div>p</div> + <div><div></div>p</div> =	<div><div></div>p</div>	<div></div>
5			
	<div><div></div>p</div> + <div><div></div>p</div> =	<div><div></div>p</div>	<div></div>
6			
	<div><div></div>p</div> + <div><div></div>p</div> =	<div><div></div>p</div>	<div></div>

Do you need more practice with fractions?

Yes ☐ No ☐

For more work on this, go to H6 (page 14) or E2 (page 15).

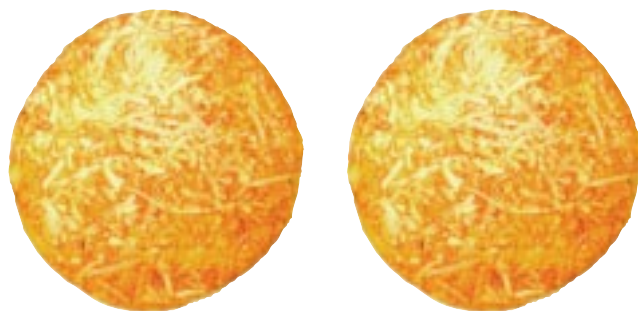
Half price

The things have sold well. However, it's nearly time to go home and there are just a few items left. I decide to sell them off at half price.

Half means divide into two equal parts.

Half price means the price divided by two.

Full price 80p. Half price is half of 80p = 40p



Jamil pays for one whole pizza with £1.

40p + 60p = £1 so I give him 60p change.

Activity 12

Put the half price labels on these items.

How much change would there be from £1 if you buy one?

1    Change p

2    Change p

3    Change p

Do you need more practice with halves?

Yes ☐

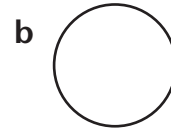
No ☐

This work links to mini-projects M3 and M4 (page 16).

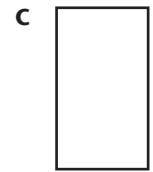
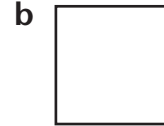
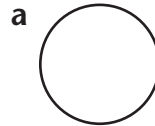


Activity H1

1 Draw a line on each cake to divide it into halves. Label each one $\frac{1}{2}$.



2 Divide each cake into quarters. Label each one $\frac{1}{4}$.





Activity H2


This is a fajita.





Work out:


1  $\frac{1}{2}$ of 10 =

2  $\frac{1}{2}$ of 8 =

3  $\frac{1}{2}$ of =

4  $\frac{1}{2}$ of =

5  $\frac{1}{4}$ of =

6  $\frac{1}{4}$ of =

Activity H3

Complete the table.

Amount	Coins needed
1 18p	
2 25p	
3	20p, 10p, 5p
4 53p	
5	20p, 20p, 2p, 1p
6 16p	

Activity H4

Complete the table.

Cost	Change from £1
1 38p	62p
2 25p	
3 50p	
4 78p	
5 63p	
6 87p	
7 42p	
8 53p	

Activity H5

Complete the table.

Items bought	Total	Change from £1
1 30p + 40p		
2 35p + 25p		
3 60p + 15p		
4 30p + 15p		
5 45p + 30p		
6 27p + 13p		

Activity H6

Complete the table.

Cost	Change from £1	Coins needed for the change
1 75p	25p	10p, 10p, 2p, 2p, 1p
2 50p		
3 35p		
4 40p		
5 70p		
6 68p		
7 33p		



Extension

Activity E1

Work out:

1 $\frac{1}{2}$ of 40 jam tarts

$\frac{1}{4}$ of 40 jam tarts

2 $\frac{1}{2}$ of 28 samosas

$\frac{1}{4}$ of 28 samosas

3 $\frac{1}{2}$ of 80 pence

$\frac{1}{4}$ of 80 pence

4 $\frac{1}{2}$ of 92 pence

$\frac{1}{4}$ of 92 pence

Activity E2

Write down the coins and notes to make these amounts.

Amount	Coins and notes
1 £7	£5, £1, £1
2 £12	
3 £8	
4 £14	
5 £15	
6 £9	

Activity E3

This is the price list:

Turkish Pide	£1
Small pizza	50p
Bag of spring rolls	£2

Order	Total cost	Change from £5
1 Pide		
1 bag of spring rolls		
2 pizzas	50p + 50p = £1	£5 - £1 = £4
1 Pide and a bag of spring rolls		



Mini-projects



Activity M1

Find a recipe for a favourite or traditional dish.

Work out the cost of the ingredients. How much money would you add for electricity or gas to cook the dish?

How would you sell it? (whole/slice).

How much would you sell it for?



Activity M2

Go to your local shops or use the Internet to find the cost of some of the items in the unit.

Were the prices more or less in the shop, compared with the prices in this unit or on the Internet?

Why do you think this might be?



Activity M3

Plan a fundraising activity.

Consider the special cause you would like to support. Then decide about:

- the activity
- where
- when
- is any special permission needed?



Activity M4

Go to your local community centre and find out about the activities on offer.

Make a list of activities (see unit 3).

Report your findings to your group.



Check it

Activity C1

Mark on the pizza the amount that has been eaten:

1



eaten $\frac{1}{2}$

2



eaten $\frac{1}{4}$

3

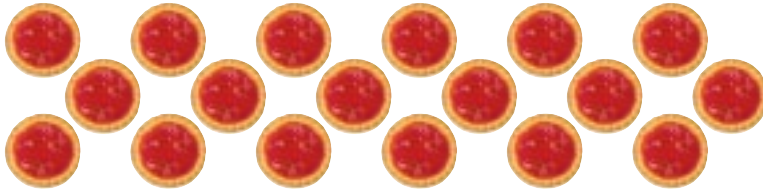


eaten $\frac{3}{4}$

Activity C2

Work out how many items are needed for these orders.

1



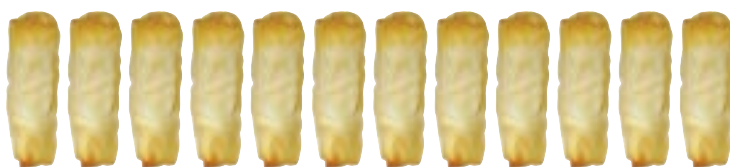
$\frac{1}{2}$ of 18 =

2



$\frac{1}{2}$ of 2 =

3



$\frac{1}{2}$ of 12 =

4



$\frac{1}{2}$ of 20 =

5 So $\frac{1}{4}$ of 20 =



Activity C3

Here is a price list.

Jam tart	15p
Samosa	25p
Spring roll	30p

Complete the table:

Order	Total cost	Coins to pay
2 jam tarts		
1 jam tart and 1 samosa		
2 spring rolls and 1 samosa		
2 spring rolls		
1 samosa and 1 spring roll		
3 jam tarts and 1 samosa		

How am I doing?

Now look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

I need more practice with

Date

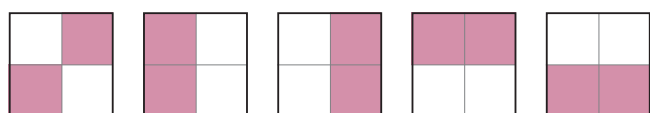
Activity 1

Check with teacher

Activity 2

Each shape should be divided into 4 equal pieces and labelled $\frac{1}{4}$

Activity 3



Activity 4

- 1 $\frac{1}{2}$ of 8 = 4
- 2 $\frac{1}{2}$ of 10 = 5
- 3 $\frac{1}{2}$ of 6 = 3
- 4 $\frac{1}{2}$ of 20 = 10
- 5 $\frac{1}{2}$ of 18 = 9
- 6 $\frac{1}{2}$ of 16 = 8
- 7 $\frac{1}{2}$ of 12 = 6

Activity 5

- 1 $\frac{1}{4}$ of 8 is 2
- 2 $\frac{1}{4}$ of 16 is 4
- 3 $\frac{1}{4}$ of 12 is 3
- 4 $\frac{1}{4}$ of 20 is 5

Activities 6 and 7

Check with teacher

Activity 8

	Cost (each bun is 10p)	Change from £1
4 cakes	$4 \times 10p = 40p$	60p
2 cakes	$2 \times 10p = 20p$	80p
3 cakes	$3 \times 10p = 30p$	70p
6 cakes	$6 \times 10p = 60p$	40p
9 cakes	$9 \times 10p = 90p$	10p

Activity 9

	$\frac{1}{2}$ tray	$\frac{1}{4}$ tray	$\frac{1}{2}$ tray + $\frac{1}{4}$ tray	$\frac{1}{4}$ tray + $\frac{1}{4}$ tray
How many slices?	2	1	3	2
Cost	50p	25p	75p	50p
Change from £1	50p	75p	25p	50p

Number of samosas	1	2	4	6	3	5
Cost	15p	30p	60p	90p	45p	75p
Change from £1	85p	70p	40p	10p	55p	25p

Activity 10

- 1 25p 75p
- 2 65p 35p
- 3 50p 50p
- 4 55p 45p

Activity 11

	Price	Coins used to pay the exact amount
Whole round cakes	80p	50p, 10p, 10p, 10p
Half round cake	40p	Answers may vary
$\frac{1}{4}$ round cake	20p	Answers may vary
Whole square cakes	£1	Answers may vary
$\frac{1}{2}$ square cake	50p	Answers may vary

- 2 70p
 - 3 65p
 - 4 80p
 - 5 65p
 - 6 45p
- For coins: check with teacher

Activity 12

- 1 25p 75p
- 2 30p 70p
- 3 35p 65p



Help

H1

Check with teacher

H2

1 $\frac{1}{2}$ of 10 = 5

2 $\frac{1}{2}$ of 8 = 4

3 $\frac{1}{2}$ of 14 = 7

4 $\frac{1}{2}$ of 18 = 9

5 $\frac{1}{4}$ of 12 = 3

6 $\frac{1}{4}$ of 8 = 2

H3

3 35p

5 43p

For coins: check with teacher

H4

1 62p

2 75p

3 50p

4 22p

5 37p

6 13p

7 58p

8 47p

H5

1 70p, 30p

2 60p, 40p

3 75p, 25p

4 45p, 55p

5 75p, 25p

6 40p, 60p

H6

1 25p

2 50p

3 65p

4 60p

5 30p

6 32p

7 67p

For coins: check with teacher

Extension

E1

1 20, 10

2 14, 7

3 40p, 20p

4 46p, 23p

E2

Check with teacher

E3

1 £1, £4

2 £2, £3

3 £1, £4

4 £3, £2

Mini project

M1, M2, M3, M4

Check with teacher

Check it

C1

Check with teacher

C2

1 9

2 1

3 6

4 10

5 5

C3

1 30p

2 40p

3 85p

4 60p

5 55p

6 70p

For coins: check with teacher

