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| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **11** | **Symmetry****Pages 105 - 114**  |  | Introduce Rotational (Turn) and Translational(Slide) Symmetry.Recognise that a shape has turn symmetry and stateits “order”. - half, quarter .....Be able to rotate a shape 180° around a point.Be able to determine which shapes “tile the plane” bysurrounding the given shape with congruent shapes.**(MTH 3-19a)**Simple rotational symmetry has been introducedto Level 3 from **(MTH 4-19a)** | I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. **MTH 2-19a / MTH 3-19a** Having investigated patterns in the environment, I can use appropriate mathematical vocabulary to discuss the rotational properties of shapes, pictures and patterns and can apply my understanding when completing or creating designs. **MTH 4-19a**  |
| **12** | **Statistics** **Pages 118 - 135**  | * Mean and Median Mix N Match

( filing cabinet)* Tarsia- mean,median,mode,

( Break out room) * **CFE book –At the gym**
* **Active Assessments**:-

 A likely tail Dictionary blunders | Discuss as a group or as a class the problems involved in carrying out a real life survey as a statistician.Use a computer program like excel to input data and draw appropriate graphs. **(MNU 3-20a)** | I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a**  |
| Further work on displaying data in tables, databases,spreadsheets, bar graphs and line graphs.Construct a pie chart where data is given inpercentages or as raw data.Draw/interpret simple stem and leaf diagrams**(MTH 3-21a)** | I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **MTH 2-21a / MTH 3-21a**  |
| **13** | **Probability****Pages 140 - 147** |  | More complicated probability such as :-• probability of a score of 7 when rolling two dice• probability of three heads when 3 coins are tossed.From a given probability, determine how many times an event should occur in a given number of attempts. Discuss probability and prediction in the real world.e.g. weather forecasting.The work of a statistician in health work, politics,population sampling etc.**(MNU 3-22a)** | I can find the probability of a simple event happening and explain why the consequences of the event, as well as its probability, should be considered when making choices. **MNU 3-22a** |
| Predicting, from a given probability, how often an event will occur, has been introduced to Level 3 -**(MNU 4-22a)** | By applying my understanding of probability, I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions. **MNU 4-22a**  |
| **ASSESSMENT 3** |