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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 state  its “order”. - half, quarter .....  Be able to rotate a shape 180° around a point.  Be able to determine which shapes “tile the plane” by  surrounding the given shape with congruent shapes.  **(MTH 3-19a)**  Simple rotational symmetry has been introduced  to 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 in  percentages 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** | | | | |