**13. Data 1 & 14. Data 2**

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| **Elements** | * Understanding and Connecting | * Communicating | * Reasoning | * Applying and Problem-Solving |  |
| **Pedagogical Practices** | * Using cognitively challenging tasks | * Promoting maths talk | * Fostering productive disposition | * Encouraging playfulness | * Emphasising mathematical modeling |

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| **Assessment** |
| **Intuitive Assessment**  Use maths talk, key questions and observation to assess children as they engage in learning experiences.  **Planned Interactions**  Use key questions to discuss children’s work with them as they engage in learning experiences.  **Assessment Events**  Use the end of unit Practice Pages (pp. 78–83 and pp. 84–89) and the *Maths My Way* Winter Assessment. |
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| **Differentiation** |
| Alter pace as required.  Use low-threshold high-ceiling tasks and parallel tasks.  Provide concrete resources.  Use the Extension Activities to provide extra challenge. |
| **Linkage and**  **Integration** |
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| **Strand and Strand Unit** | | **Learning**  **Outcome(s)** | **Mathematical**  **Concept(s)** | **Mathematical**  **Language** | **Focus of**  **New Learning** | ✓ | **Learning**  **Experiences** |
| **Week 1** | **Data and Chance:** Data | Pose questions, collect, compare, summarise and represent data selectively to answer those questions.  Critically analyse and evaluate findings; and communicate inferences, conclusions and implications from the findings. | * The mean, median and/ or mode are measures of centre which communicate different middles of the data and provide a range of insights. * Samples can be drawn from a population of data as representative evidence, to make generalisations and determine the degree of confidence or certainty about the generalisation. * Reported data can be evaluated in terms of its representativeness, intentionality and reliability. * Data displays (e.g. graphs) can be used to represent the variability in the data, the measures of centre and to compare between two groups. | data, data display, data set, bar chart, multiple bar chart, histogram, line graph, pie chart, dot plots, range of values, period of time, skewed left, skewed right, bell shape, symmetrical | 1. Represent data on appropriate graphical displays. |  | * Create graphical displays to represent 1 or more data sets. * Compare data representations. * Interpret data to predict future occurrences. * Interpret and describe data using measures of shape, centre and range. * Find missing values in data sets using the information given. |
| 1. Represent data using an increasing variety of tools. |  |
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| 1. Discuss, describe and compare data by referring to distribution, shape, centre and variability. |  |
| **Week 2** |  | 1. Explore census and sample in relation to gathering data. |  | * Identify advantages and disadvantages of gathering data from a census and sample. * Pose questions on data gathered. * Gather data and record response. * Explore stages of the data handling cycle. * Create graphical displays to represent 1 or more data sets. * Make inferences based on data displays. |
| 1. Develop an understanding of the data handling cycle and gather data. |  |
| 1. Create and analyse complex data representations. |  |
| 1. Make inferences and convincing arguments that are based on the analysis of data displays. |  |

**Overview**

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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Represent data on appropriate graphical displays. | Represent data using an increasing variety of tools. | Represent data using an increasing variety of tools. | Discuss, describe and compare data by referring to distribution, shape, centre and variability. | Consolidate learning. |
| **Slides** | 13.1 | 13.2 | 13.3 | 13.4 |  |
| **Book** | p. 78 | p. 79 | p. 80 | p. 81 | pp. 82–83 |
| **Concrete Resources** |  |  |  |  |  |
| **Digital Resources** | 13. Data 1: Game | | | | |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Explore census and sample in relation to gathering data. | Develop an understanding of the data handling cycle and gather data. | Create and analyse complex data representations. | Make inferences and convincing arguments that are based on the analysis of data displays. |  |
| **Slides** | 14.1 | 14.2 | 14.3 | 14.4 |  |
| **Book** | p. 84 | p. 85 | p. 86 | p. 87 | pp. 88–89 |
| **Concrete Resources** |  |  |  |  |  |
| **Digital Resources** | 14. Data 2: Game | | | | |