



YEAR 10 FS Spring Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Units 5

Curriculum Intent

UNIT 5: Statistics

To be able to:

- Interpret and draw conclusions from a list or group of objects.
- Sort and classify objects using more than one criterion (Venn diagrams).
- Construct and interpret line graphs.
- Construct and interpret pictograms.
- Complete a tally chart and the resulting frequency table (including grouped frequency tables).
- Construct and interpret bar charts.
- Read, construct and interpret everyday tables and charts (timetables)
- **Interpret and Construct Pie Charts.**

Links and interleaving

GCSE Curriculum:

Y10 Summer 1 Collecting, representing, and interpreting data.

Y11 Spring 2 Transforming and Constructing.

Y11 Spring 2 Listing and Describing.

Skills/Assessment Objective Links

Spiritual, moral, social, and cultural development	<p>SMSC: Making choices, looking for patterns which may reflect the natural world, supporting and collaborating with each other, realisation that mathematics is an international language and making cultural links as we explore the history of mathematics.</p> <p>PSHE/British Values: Working collaboratively, being respectful during discussion and valuing contributions made by others</p> <p>Skills Builder: Key skills in numeracy used in all topic areas.</p>
Numeracy	Focus on key skills.
Literacy	<p>Vocabulary Tier 2: Command words displayed in the classroom and italicized/bold font used in shared resources/presentations. These are a constant focus in discussion and questioning,</p> <p>Vocabulary Tier 3: Title slide in all shared resource presentations show the key vocabulary for each topic.</p> <p>Reading: Underlining command words,</p> <p>Writing: Modelling solutions</p> <p>Oracy: Think, pair, share, discussion, verbal feedback (peer to peer), questioning, student modelling</p>
Becoming future ready	<p>Personal Skills: As a Mathematics student you will learn many skills: you will gain opportunities to listen to others supportively and to use questioning to develop your own understanding, you will learn how to cope with challenging questions and how to build up your resilience, you will get the chance to work on your own and with others. You will develop problem solving skills and you will learn how to break a problem down into smaller more manageable steps. You will learn how to collaborate with others when solving problems and you will learn how to articulate your solution to a problem.</p> <p>Employability: Mathematical skills are invaluable in the workplace. There are many transferable skills which are much valued by employers. Specific career paths for each topic are discussed at the beginning of each unit of work.</p>
Adaptation	<ul style="list-style-type: none"> • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By intervention: by providing different levels of supervision and support. • By grouping/setting: according to prior attainment, gender, social preference, preferred learning style. • By offering optional activities: In class or as homework, to extend learning.
QFT/SEND Provision	
Implementation Curriculum Delivery	See Curriculum Intent.
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	Students will extend their skills in Year 10 and Y11 in their GCSE Mathematics lessons,
Assessment	External assessments conducted every term.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.