



YEAR 10 FS Summer Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Unit 5

UNIT 5: Data and Probability

Curriculum Intent

To be able to:

- Extract and Interpret information from tables, diagrams, charts and graphs and create frequency tables.
- Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs.
- Group discrete data and represent grouped data graphically.
- Calculate the mode, median, mean and range of a set of data.
- **Estimate the mean of a grouped frequency distribution from discrete data.**
- Use Averages and the range to compare two sets of data.
- Understand probability as a scale from 0-1.
- Use equally likely outcomes to find the probability of simple events and express them as fractions.
- **Work out the probability of combined events using two way tables, sample space diagrams and Venn diagrams.**

Skills/Assessment Objective Links

Links and interleaving

GCSE Curriculum:

Y10 Spring 2 Probability.

Y10 Summer 1 Collecting, representing, and interpreting data.

Y11 Spring 2 Listing and Describing.

Spiritual, moral, social, and

SMSC: Making choices, looking for patterns which may reflect the natural world, supporting and collaborating with each other, realisation that

cultural development	<p>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.