

			questions when very large or small numbers are needed.	ability to answer these and directly sequential problems.
Key vocabulary pupil will know and learn	Sampling, Random, Stratified, Average, Mean, Mode, Median, Range, Interquartile range, Discrete, Outlier, Frequency, Grouped	Fractions, Compare, Denominator, Simplify, Equivalent fractions, Multiply, Divide, Improper, Mixed number, Decimals, Percentages, Convert	Standard form, Ordinary number, Calculations, Mass, Speed	
Assessment activities	Year 9 Half Term Test 3 Homework 6 – Sampling and Averages	Year 9 Half Term Test 3 Homework 7 – Fractions	Year 9 Half Term Test 3	AFL and adaptive teaching will continue to support staff to assess the address areas.
Resources available	MathsWatch clip numbers 62, 130a, 130b	MathsWatch clip numbers 25, 26, 70,71, 73, 74, 84, 85, 72	MathsWatch clip number 83	Before any assessments are completed, revision and guidance materials are provided for students to assist in independent study.
Notes Why this topic is important...	The unit starts with the understanding that the word average has a different context than what is used in the wider world. This leads to an understanding between the different averages and when they can be used to help or hinder clarity. The concept of spread is introduced through the range at this point which will be used later in KS5 with standard deviation becoming a central part.	The start of this unit uses the 4 basic operations which have been covered numerous times in earlier years. Although it is often seen as basic more topics/marks visit the skills of fractions than many other that we teach. An advancement through these skills will lead to increasingly challenging values being used to work with and then into problems that use these skills “in context”.	In this unit the ideas to standard form are introduced to allow students the ability to see the need for a way of writing either very big or small numbers. The need and value of accuracy will also be visited. This unit should aim to allow students the ability to handle standard form when it appears as a part of a larger question.	This is an important point in the curriculum plan that enables individual teachers to review the gaps in learning for the classes they teach. The half-termly assessments are used to track students’ progress and enable teachers to react quickly to any gaps in knowledge and prepare students for the next assessment. The feedback and modelling of the exam answers enables students to pick up exam techniques and the ability to communicate effectively.