|  |  |  |
| --- | --- | --- |
| **Year level: 3/4/5** | **Learning Area: Mathematics** | **Statistics and Probability** |
| **RELEVANT STATEMENTS FROM THE YEAR 3 ACHIEVEMENT STANDARD** | **RELEVANT STATEMENTS FROM THE YEAR 4 ACHIEVEMENT STANDARD**  | **RELEVANT STATEMENTS FROM THE YEAR 5 ACHIEVEMENT STANDARD** |
| **Statistics and Probability**Students conduct simple data investigations for categorical variables. Students interpret and compare data displays. | **Statistics and Probability**Students describe different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data. | **Statistics and Probability**Students interpret different data sets. They pose questions to gather data, and construct data displays appropriate for the data. |
| **YEAR 3 CONTENT** | **←YEAR 3/4→****Conceptual links** | **YEAR 4 CONTENT** | **←YEAR 4/5→****Conceptual links** | **YEAR 5 CONTENT** |
| Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies | Collecting dataConstructing data displays | Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values | Constructing data displaysConstructing different data displays | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies  |
| **🡨COMMON UNDERSTANDINGS→*****Some suggested common understandings that could be applied across year groups for teaching*** |
| * Complete surveys: peers/home/school on an agreed-upon topic
* Develop question/s to include in survey
* Collect survey data
* Explore creating data displays: tables (including frequency tables)/scatter graphs/picture graphs/column graphs
* Explore hand-created data displays as well as digital displays, e.g. Excel
 |
| **SUGGESTED LEARNING EXPERIENCES** ***Ensure meaningful learning experiences explore the above common understandings***  |
| * Identify some examples of specific community groups that individuals in the community belong to and explain the aims and function of these groups
* Survey peers and collect data to determine involvement of students in the community, e.g. what kind of groups do they belong to? What activities are they or their family involved in?
* Construct a data display which represents data accurately, e.g. graph
* Why are community groups important to society?

**→**Link to assessment activity Year 3: ‘*Community participation*’ <https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0006/194217/HASS-C-And-C-Year-3-Sample-Assessment-Task-Community-participation.pdf>* Explore the ‘Act, Belong, Commit’ campaign **→** *Website link:* <http://www.actbelongcommit.org.au/news/act-belong-commit.html>
* Analyse how the campaign ‘Act, Belong, Commit’ contributes to participation in the community and encourages a sense of belonging in individuals in the community
* Interview members of the community to collect data on community groups, e.g. peers/parents/teachers at the school etc.
* Create a data display, e.g. graph and include this on an infographic poster to promote the importance of the Act, Belong, Commit campaign (see website examples)
* Identify the ways in which local government contribute to improving the quality of life for individuals in the community
 |

|  |
| --- |
| **SUGGESTED ASSESSMENTS*****Consider the learning experiences and identify the point/s of assessment for each year level (against the year level Achievement Standard)*** |
| **Year 3** | **Year 4** | **Year 5** |
| Translate information into different formats and give explanations, e.g. poster/TV commercial/interview. Include the following; * Different community groups that exist in the local area and a visual display of collected data, e.g. list, table, picture graph, simple column graph
* Names and descriptions of different groups (as part of the data display)
* Benefits of belonging to community groups (to the individual and the community)
* How the ‘Act, Belong, Commit’ campaign encourages participation in the community
 | Translate information into different formats and give explanations, e.g. poster/mind map/pamphlet/PowerPoint. Include the following; * The role of local government in the community
* How the ‘Act, Belong, Commit’ campaign encourages participation in the community
* Benefits of belonging to community groups and survey of others to find data relating to this.
* Visual display of data, e.g. table, column graph, picture graph
* Analysis of data: The types of community groups, the type of people that belong to each group and how individuals can connect to others who have similar backgrounds/identities by participating in a community group (diversity)
 | Use a variety of appropriate formats to translate information and draw conclusions from [evidence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/evidence) in information, e.g. advertisement/newspaper article/instructional video/infographic/Prezi. Include the following;* Analysis of the ‘Act, Belong, Commit’ campaign
* Survey and data displays of different local councils and the services they offer to the community. Analysis of this data with reference to the points below;
* How diverse community groups help to shape an individual’s identity
* The ways that people work together in community groups to achieve aims, e.g. volunteers
* How community groups can help the community
 |
| **CONSIDERATIONS WHEN LINKING TO OTHER LEARNING AREAS*****What authentic connections can be made across learning areas to develop connected programs?***  |
| **HEALTH AND PHYSICAL EDUCATION****Personal, Social and Community Health**Contributing to healthy and active communities* Ways to be active in natural environments
* Ways in which regular physical activity in natural and built environments promotes health
* Preventive health measures that promote and maintain an individual’s health, safety and wellbeing, such as:
* bicycle safety
* sun safety
 |