



# ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

<b>Statistics</b>				
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>CURRICULUM LEVEL DESCRIPTIONS</b>	<p><b>Statistical Investigation</b> Conduct investigations using the statistical enquiry cycle;</p> <ul style="list-style-type: none"> <li>· Posing and answering questions</li> <li>· Gathering, sorting and counting and displaying category data</li> <li>· Discussing the results</li> </ul>	<p><b>Statistical Investigation</b> Conduct investigations using the statistical enquiry cycle;</p> <ul style="list-style-type: none"> <li>· Posing and answering questions</li> <li>· Gathering, sorting and displaying category and whole number data</li> <li>· Communicating findings based on data</li> </ul>	<p><b>Statistical Investigation</b> Conduct investigations using the statistical enquiry cycle;</p> <ul style="list-style-type: none"> <li>· Gathering, sorting and displaying Multivariate category and whole number data and simple time-series data to answer questions</li> <li>· Identifying patterns and trends in context, within and between data sets</li> <li>· Communicating findings using data displays</li> </ul>	<p><b>Statistical Investigation</b> Plan and conduct investigations using the statistical enquiry cycle;</p> <ul style="list-style-type: none"> <li>· Determining appropriate variables and data collection methods</li> <li>· Gathering, sorting and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships and trends</li> <li>· Comparing distributions visually</li> </ul>

								· Communicating findings, using appropriate displays
	<b>Statistical Literacy</b> <ul style="list-style-type: none"> <li>Interpret statements made by others from statistical investigations and probability activities</li> </ul>	<b>Statistical Literacy</b> <ul style="list-style-type: none"> <li>Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others</li> </ul>			<b>Statistical Literacy</b> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of different displays in representing findings of a statistical investigation or probability activity undertaken by others</li> </ul>			<b>Statistical Literacy</b> <ul style="list-style-type: none"> <li>Evaluate statements made by others about the findings of statistical investigations and probability activities</li> </ul>
	<b>After 1 year at school</b>	<b>After 2 years at school</b>	<b>After 3 years at school</b>	<b>After 4 years at school</b>	<b>After 5 years at school</b>	<b>After 6 years at school</b>	<b>After 7 years at school</b>	<b>After 8 years at school</b>
<b>NATIONAL STANDARD DESCRIPTIONS</b>	Investigate questions by using the statistical enquiry cycle (with support), gathering, displaying, and or counting data	Investigate questions by using the statistical enquiry cycle (with support), gathering, displaying, and or identifying similarities and differences in category data	Investigate questions by using the statistical enquiry cycle (with support),  Gather and display category and simple whole number data	Investigate questions by using the statistical enquiry cycle independently  Gather and display category and simple whole number data  Interpret displays in context	Investigate summary and comparison questions by using the statistical enquiry cycle  Gather, display and identify patterns in category and whole number data	Investigate summary and comparison questions by using the statistical enquiry cycle  Gather, or access multivariate category and whole number data	Investigate summary and comparison and relationship questions by using the statistical enquiry cycle  Gather, or access multivariate category and	Investigate summary and comparison and relationship questions by using the statistical enquiry cycle  Gather, or access multivariate category, measurement

			Interpret displays in context		Interpret results in context	Sort data into categories or intervals, display it in different ways, and identify patterns  Interpret results in context, accepting that samples vary	measurement data  Sort data and display it in multiple ways, identifying patterns and variations  Interpret results in context, accepting that samples vary and have no effect on one another	and time series data  Sort data and display it in multiple ways, identifying patterns and variations  Interpret results in context, accepting that samples vary and have no effect on one another
<b>LEARNING PROGRESSIONS</b>	Can gather information as a class and talk about this information. eg Eye colour  Can sort objects into categories.	Can ask a question to investigate with support and gather information on this.  Can display findings using a pictograph	Can ask a question to investigate with support and gather information on this.  Can sort whole number data into groups	Investigate questions by using the statistical enquiry (problem, plan, data, analysis, conclusion) cycle independently.  Can sort whole number data into groups	Investigate summary and comparison questions by using the statistical enquiry cycle.  Gather, display and identify patterns in	Investigate summary and comparison questions by using the statistical enquiry cycle.  Gather or access multiple variable category and	Investigate summary, comparison and relationship questions by using the statistical enquiry cycle.  Gather or access multiple	Investigate summary, comparison and relationship questions by using the statistical enquiry cycle.  Gather or access multiple variable

	<p>Display the number of objects into each category, using set grouping or a pictograph</p> <p>Can talk about their display</p>	<p>Can talk about the information on the graph</p> <p>Can compare the information on the graph.</p> <p>Can ask their own comparison questions about the data shown</p> <p>Probability</p> <p>Identify 2 possible outcomes (page 22 Maths Standards)</p>	<p>Can display data in groupings or in a graph. Eg pictograph or bar graph</p> <p>Can make statements based on the ir sorting of the data</p> <p>Can compare and explain the likelihood of outcomes for a simple situation involving chance.</p>	<p>Can display data in groupings or in a graph. Eg pictograph or bar graph</p> <p>Can make statements based on their sorting of the data</p> <p>Can compare and explain the likelihood of outcomes for a simple situation involving chance, acknowledging uncertainty.</p>	<p>categories and whole numbers.</p> <p>Interpret results in context.</p> <p>Order the likelihoods or outcomes for simple situations involving chance, experimenting or listing all possible outcomes.</p>	<p>whole number data.</p> <p>Sort data into categories or intervals, display it in different ways, and identify patterns.</p> <p>Interpret results in context, accepting that samples vary.</p> <p>Order the likelihoods or outcomes for situations involving chance, considering experimental results and models of all possible outcomes.</p>	<p>variable category and measurement data.</p> <p>Sort data and display it in multiple ways.</p> <p>Identify patterns and variations.</p> <p>Interpret results in context accepting that samples vary and have no effect on one another.</p> <p>Order the likelihoods of outcomes for situation involving chance, checking for consistency</p>	<p>category, measurement and time series data.</p> <p>Sort data and display it in multiple ways, identifying patterns, variations, relationships and trends, and using ideas about middle and spread where appropriate (Mean, mode, median, range)</p> <p>Interpret results in context identifying factors that produce uncertainty.</p> <p>Express as fractions the likelihoods of</p>
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<b>Number Strategies</b>	Can count the objects they are comparing	Can count on and back to find the difference.  Can count up totals and compare them	Can count up totals and compare them Can use additive thinking rather than counting					

<b>MATHEMATICAL LANGUAGE</b>	<p>More than Less than most least The same as</p>	<p>Difference More than Less than most least The same as chance could be wont be wouldn't might be</p>	<p>impossible most likely least likely most common number</p>		-	-		