

Using Maths Aotearoa and Wilkie Way to deliver the refreshed New Zealand Curriculum

Maths Aotearoa Book 3B provides a range of learning opportunities building onto knowledge and concepts developed in year 5. These learning opportunities enable students to achieve the outcomes expected in year 6. The teacher book also provides links to further learning opportunities in the MOE Figure it Out series available in all schools. Statistical investigations are used in inquiry situations across the curriculum and further learning opportunities should be explored throughout the school year.

Maths Aotearoa teacher books and student books are available from edify.co.nz

Wilkie Way members also have access to Professional Resources on the teaching of statistical thinking

Phase 2: Year 6				
Understand: (big ideas)	Do (practices)			
 As students build knowledge through their use of the mathematical and statistical processes, they begin to understand: Patterns and variation Logic and reasoning Visualisation and application 	 Students will have learning opportunities to: Investigate situations Represent situations Connect situations Generalise findings Explain and justify findings 			
Know: Context of Statistics				
Problem: Use multivariate data to investigate summary comparison and time series situations by:				

Problem: Use multivariate data to investigate summary, comparison and time series situatio

- posing an investigative question that can be answered with data
- making conjectures or assertions about expected findings

Plan: Plan how to collect primary data or how to use provided data, including identifying yhe variables of interest and, for provided data:

- identifying who the data was collected from
- identifying the original investigators purpose for collecting the data
- deciding if the source is reliable.

Data: Collect primary data and check for errors, and provide information about variables in secondary data.

Analysis: Create and describe a variety of data visualisations to make meaning from the data, identifying features, patterns and trends in context, and including variables and group interest.

Conclusion: Answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world.

Statistical Literacy: Identify and explain, check, and. if necessary, improve features in others' data investigations.

Maths Literacy Development

- Use specialist vocabulary with increasing confidence See vocabulary list in curriculum document
- Read & understand math texts with increasing confidence
- Confidently create and interpreting visual displays

	Concepts being developed		Key knowledge being developed	
•	Statistical inquiry cycle	٠	Data displays: bar charts, strip graphs, pie charts, dot plots, stem and leaf graphs	
•	Quantitative data (number data)	•	Use fractions and percentages	
•	Qualitative data (category data)	•	Use simple linear equations	
•	Proportional thinking			

Maths Aotearoa Book 3B	Support Material available from Wilkie Way website wilkieway.co.nz: membership area (subscription)
Unit 12: Statistical Investigations	Teacher Professional Resources:
 Chapter 29 Collecting, Displaying and Interpreting Data Interpret information from a range of data displays to answer investigative questions Explain and justify conclusions drawn from data displays through "interrogation" of the data Use probability ideas in a statistical investigation Identify trends in a data set in a specific context Use the statistical inquiry cycle to carry out an investigation. 	Curriculum Knowledge: Statistics Pocket Guide: Further Developing Statistical Thinking
Chapter 30 Using Computers for Statistics	
Enter and sort data on a spreadsheet	
Further explore using spreadsheets	
Use information in a spreadsheet to answer numeric questions	
Create simple formulae within a spreadsheet	