Statistics: How far can we jump?

**(Y3)**

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| To read the most recent version of this sequence, download associated resources, and view embedded professional learning including classroom videos and work samples, visit: [https://resolve.edu.au/teaching-sequences/year-3/statistics-how-far-can-we-jump](https://resolve.edu.au/teaching-sequences/year-3/statistics-how-far-can-we-jump?utm_source=docx&utm_medium=sequence_overview&utm_campaign=how_far_jump) |

# Sequence Overview

## About this sequence

Students investigate how far they can jump. They define their question, plan to collect and record data. They analyse this data and use it as evidence to answer the question.

## Australian Curriculum: Mathematics (Year 3)

### Achievement standard

Students conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. They record, represent and compare the data they have collected.

### Statistics

**AC9M3ST01 -** Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets

**AC9M3ST02 -** Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

**AC9M3ST03 -** Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest

# Lessons in this sequence

## Lesson 1 • Jumping

Students establish the problem for investigation—How far can students in our class jump?—and determine the data to be collected.

## Lesson 2 • Developing jumping protocols

Students establish protocols to control some variables, so that the data they collect on jump distance is reliable.

## Lesson 3 • How far?

Students collect data from three jumps, following the jumping and measuring protocols established in the previous lesson. They focus on collecting consistent, reliable data.

## Lesson 4 • Our jump data

Students represent their jump data, and to use the data as evidence for predictions.

## Lesson 5 • How far we can jump

Students use the data to answer the question "How far can we jump?".

## Suggested implementation

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|  | **Week 1** |
| **Monday** | **Lesson 1 • Jumping**  Problem   * Jumping * Jumping far * Brainstorm ideas |
| **Tuesday** | **Lesson 2 • Developing jumping protocols**  Plan   * Making a plan * Pilot the plan * Developing protocols |
| **Wednesday** | **Lesson 3 • How far?**  Data   * Collecting jumping data |
| **Thursday** | **Lesson 4 • Our jump data**  Data & Analyse   * Collate data * What is typical? * Making predictions |
| **Friday** | **Lesson 5 • How far we can jump**  Data & Conclusion   * Data as evidence * Our data story * Review |