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| **Year 9 Term 4.2 - Maths** |  |
| **Enquiry Question:  If I launched a rocket to the moon, and I was 1° off, how badly would I miss?** |
| **Unit title: Estimation****Why now?** This unit builds on the **measuring the world** unit in **year 8** and gives you more tools for dealing with **estimation** in a formal setting. These skills will be useful in almost every area of maths involving measurement and decimals such as **circles** later in **Year 9.**  |
| **Knowledge**Students will know about… | **Application/Skills**Students will be able to… | **Vocabulary***(Tier 2 and 3)* | **Home** **Learning** | **Assessment** | **Extra Resources****Extended Reading** | **Cultural** **Capital** |
| 1. Making sensible estimates
2. How exact do our answers need to be?
3. Can answers be too accurate?
4. Different ways of estimating and rounding
5. Rounding to decimal places
6. Rounding to significant figures
7. Error intervals and bound
 | 1. Work in a team
2. Communicate using mathematical language with others.
3. Having a mathematical Conversation with other students
4. Becoming comfortable working within constraints of accuracy
 | ***Tier 2***EstimateAccuracyAppropriateSignificantRangeScaleVolumeMaximum MinimumInterval***Tier 3***Round (an answer)Significant FigureError Interval | **Pre-classroom:**Pre-lesson tasks on **google classroom** to get you thinking.Diagnostic questions**Post-Classroom:**Post lessons online tasks:* My Maths
* Google Form Quizzes
* Independent learning notes
 | Formative assessment at the end of the units in their LPS books. This will be a combination of students presenting what they know in a creative way followed by some differentiated questions. Summative Assessment at the end of T2.  | **Enrichment:**Research **Enrico Fermi** and learn about his **back-of-the-envelope calculations**.  | Visit the Natural History Museum and estimate the length of Hope, the giant blue whale skeleton!<https://www.nhm.ac.uk/> |
| **Numeracy**IntegerDecimal places |