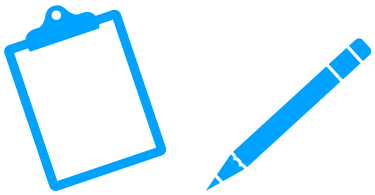
Tuesday 19th January 2021

ONLINE LESSON - Maths focus today

For this lesson you will need:



- Be ready to discuss 'forces' and concept cartoons to start.
- Pencil and paper at the ready, as we double and halve numbers, including decimals.
- Circuit training data and a calculator. (I will demonstrate using my own data during the lesson.)

*Sound switched on as we continue to 'talk' live in our lessons, with the 'chat' option used in a much more directed way.

Your brain, as well as your 'Dhoon High 5' and 'Values'.

Follow up challenges/ suggested learning can be found below:

Tuesday 19th January - Follow up challenges/ suggested learning:

- **Maths - 'Doubling and halving'**
- There are 4 sets of questions (A - D), which increase in the level of challenge, with more emphasis on decimals in the later questions. You could use a calculator to check answers and support you with the decimals in particular.

- **Data Handling - Analysing circuit training data**
- As demonstrated in the live lesson, work to analyse data sets for different exercises. You may continue to use my data (on website) and/or work with your own data. It might be interesting to compare your data to mine, or one of your classmates.

  Calculate: mean, median, mode, maximum, minimum and **range.**
  I look forward to seeing your findings.

Science : Prepare for our **Forces test (**Questions are already on the web site.)

- Continue to study/work to memorise the '**Forces**' knowledge organiser, which can be found on the website in the Class 3 resources section.
- We will discuss some of the **forces test questions** in Wednesday's lesson. Once again, it would be great to see some follow up work on this. You could respond with writing, typing, recordings....

***I didn't have time to remind you about the forces investigation recommended after Monday's lesson, so I thought I should bring it to your attention again:**

- **Design and carry out an experiment to test either**:

Does the mass of an object affect the speed at which it rolls?

Does the mass of an object affect the distance it will roll?

- Based on experience, what do you think should happen? This is your 'hypothesis'.
- How will you make the test as fair as possible? What is your 'variable'. (You may find this challenging. For example if using balls, they may have different surface materials.)
- What will you measure/record to allow you to test your hypothesis?
- Should you repeat measurements and find the average (mean)?

I'd really like to see your findings, whether written/typed, labelled diagrams, results tables, photographs, video clips... Over to you.