**Strand:** Number  
**Band:** Middle Years  
**Standard:** 3  
**Year Level:** 6

**Key Idea**  
Students recognise relationships within different number concepts in order to make sense of, and represent numerically, a range of community activities and social processes encountered in their lives. [In] [T] [KC1]

Students use computational tools and strategies, and understand and represent thinking processes employed in solving problems involving proportions. [T] [KC6]

**Outcome**  
3.6 Represents and analyses relationships amongst number concepts and uses these to make sense of, and represent the world. [In] [T] [KC1] [KC2]

3.8 Uses a variety of estimating and calculating strategies with whole numbers, including memorising multiplication and division facts, fractions and decimals. [T] [KC6]

**Task/Activities**  
Discover the value of pi  
1. Draw 5 circles of varying diameters.  
2. Measure the circumference and diameter of each circle.  
3. Complete the table with the results.  
4. Explain what you have discovered.

**Examples of evidence towards achievement of outcomes**  
Students:  
- Draw and label 5 circles of different size.  
- Fill in table accurately  
- Calculate relationship between circumference and diameter and compare results for each circle.  
- Report on findings  
- Make reference to the value of pi. ie it does not matter what size the circle is, if you divide circumference by diameter = pi

Results table on next page
Table for results

<table>
<thead>
<tr>
<th>Circle number</th>
<th>Circumference</th>
<th>Diameter</th>
<th>Circumference/Diameter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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