

**Unit 13**  
**Handling Data**

**Three daily lessons**

**Merseyside Consultants'**  
**Cluster Group**

**Year 1**  
**Autumn term**

This Unit Plan is designed to guide your teaching.  
You will need to adapt it to meet the needs of your class.

**Unit Objectives**  
**Year 1**

?? Solve a problem by sorting information using objects or pictures.  
Link – shape, Space and Measures.

?? (Use everyday language to describe features of familiar 3-D and 2-D shapes)

Page 90.93

**Link Objectives**

**Reception**

**Year 2**

N/a

?? Solve a problem by sorting, classifying and organising information in a list or simple table.  
Discuss and explain results.

**Resources needed to teach this unit:**

- ?? coloured cubes.
- ?? sets of animal pictures or toy animals.
- ?? set of logic blocks
- ?? two hoops
- ?? A3 sheet with 3 circles drawn on
- ?? large P.E. mat
- ?? bag of food / pictures of food

Planning Sheet	Day 1	Unit 13: Handling Data	Term: Autumn	Year Group: 1
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities/Focus Questions</b>
		<p>Solve a problem by sorting information using objects or pictures.</p>	<p>?? Give a cube to each child sitting in a circle.          ?? Label two hoops red / not red. Place on mat.          ?? Ask the children to name their shape and its colour (yellow cube).          ?? Ask each child to place his / her shape in the right hoop.</p>	<p>Give each child a logic block.</p> <p>Ask children to examine their shape and look at their partners shape.</p>
			<p><i>Q -What can you say about the cubes in the first hoop? Second hoop? (Red, not red).</i></p>	<p>Q Is your shape the same as your partners in any way?</p>
			<p>Repeat using different criteria e.g. blue/red, red/yellow. All children to place cube in correct hoop.</p>	<p>Q How is it different?</p>
			<p><i>Q – What can you say about the cubes in the first hoop? (Blue) Second hoop (Yellow). Where shall we put the other cubes? Why?</i></p>	<p>Talk about circle, triangle, rectangle, square, thick / thin, colour, large / small e.g.</p>
			<p>Repeat using different criteria / labels.</p>	<p>Teacher says 'I have small thick rectangle?'</p>
		<p>VOCABULARY</p>	<p>Teacher places yellow cubes in one circle and green in another. Rest outside on mat.</p>	<p>Q - Who else has a rectangle? Show me yours. Is yours thick or thin?</p>
		<p>cube red yellow not red label</p>	<p><i>Q - Who can tell me how I have sorted the cubes?</i></p>	<p>Q – What makes your different to mine?</p>
		<p><b>RESOURCES</b></p>	<p>Ask a child to sort using their own criteria. Rest of children describe how they have been sorted.</p>	
			<p><u>ACTIVITY (if needed)</u></p>	
		<p>Cubes (multilink) Sets of animal pictures toys. A set of logic blocks. A3 sheet with two circles</p>	<p>Children given resource sheet per table and sets of pictures of animals. Take turns to sort the pictures into pets / not pets. Describe how and why they have been sorted.</p>	<p>By the end of the lesson the children should be able to:</p> <p>?? Sort a set of objects into two groups. Describe how a group of objects has been sorted.</p>

--	--	--	--	--

<b>Planning Sheet</b>	<b>Day 2</b>	<b>Unit 13: Handling Data</b>	<b>Term: Autumn</b>	<b>Year Group: 1</b>
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities/Focus Questions</b>

		<p>Solve a problem by sorting information using objects or pictures.</p>	<p>Show children logic blocks on floor. Describe some shapes. Ask the children to describe some.</p> <p>Ask the class</p> <p>Q How many red shapes are there?</p> <p>Q How can we find out?</p> <p>Sort into two groups with children's help.</p> <p>Further questions to investigate</p> <p>Q How many triangles?</p> <p>Q How many large shapes?</p> <p>Q How many thin shapes?</p>	<p>Collect together all the circles.</p> <p>Examine the set.</p> <p>Q: Can you find two the same? (if not why not?)</p> <p>Let us sort them into groups. (colour / size / thickness)</p> <p>Choose one of the circles and start a chain (e.g. large thick red). Put next to it a shape with only one change. (e.g. small thick red or large thick yellow). As the children can they add to the chain.</p> <p>Repeat using triangles; squares.</p> <p>By the end of the lesson the children should be able to:</p> <p>?? Sort shapes by colour, thickness and size.</p> <p>?? Begin to be able to describe attributes of shapes.</p>
	<p><b>VOCABULARY</b> Inside / outside not thick / thin large /small</p> <p><b>RESOURCES</b> large mat two hoops set of logic blocks</p>			

Planning Sheet	Day 3	Unit 13: Handling Data	Term: Autumn	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<p>Solve a problem by sorting information using objects or pictures.</p>	<p>Show children pictures of food /box of food. Say we are going to decide which of these we could have at the Christmas Party (cake, biscuits, cabbage, sprouts, crisps, jelly, potatoes, apples, tangerines, sandwiches, sausages, chips, fish, orange squash, tea).</p> <p>Q Which of these would we like to eat at the Christmas party?</p> <p>Discuss why / why not?</p> <p>Sort into two groups.</p> <p>Party food – not party food.</p> <p>Teacher to write two lists of party food / not party food.</p> <p>Discuss what children would like for the party.</p> <p>Compile a menu together.</p>	<p>Discuss sandwiches.</p> <p>Ask for ideas for sandwich fillings.</p> <p>Make a simple chart of sandwich fillings.</p> <p>Children vote for their favourite filling – teacher to record by tallying and totals.</p> <p>Choose 3 or 4 and decide how many of each sandwich we will need. (Suggest each child will probably eat two then count in twos).</p>
		<p><b>VOCABULARY</b> Count, sort, vote favourite list</p> <p><b>RESOURCES</b> Bag of food (or pictures of food)</p>		<p>By the end of the lesson the children will be able to:</p> <p>?? Solve a problem by sorting information using objects or pictures.</p>



