

Unit 13 Handling Data

Three daily lessons

Year 1 Summer Term

**Unit Objectives
Year 1**

Solve a problem by organising information in a list or table.

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Discuss or explain results.

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit

- collections of mixed items in boxes.
- elastic bands
- boxes of pencils – some bundled in fives
- boxes of plastic cups, plates, spoons etc.
- multilink cubes

Link Objectives

Reception

Year 2

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

Discuss and explain results.

(Key objectives in bold)

Day: One

Unit: 13 Handling Data

Term: 3

Year Group:One

MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
<p>Solve a problem by organising information in a list or table. Discuss or explain results.</p> <p><u>Vocabulary</u> more most less tally bundles sort</p> <p><u>Resources</u> Collection of mixed items in boxes. Elastic bands Boxes of pencils – some bundled in fives</p>	<p>Using a prepared jumbled box of classroom items (e.g. rulers, scissors. Rubbers, pencils).</p> <p>Task to tidy the box and to find out how many of each item there are.</p> <p>Demonstrate taking one item at a time and creating a list with ticks</p> <p>e.g. scissors 11111 rubbers 1111111111111 rulers 1111111 pencils 11111111</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q What do we have most of? How do you know? Is it easy to count each line? How can we make it easier?</p> </div> <p>Guide children towards ‘tallying’. With a new box with drawing pins, paper clips, rubbers, pencil sharpeners, demonstrate ticks.</p> <p><u>Tasks</u> Children to sort boxes (drawers) of mixed materials in pairs / small groups e.g crayons, scissors, rulers, pencils, rubbers, pencil sharpeners, cutlery drawer. Junk jewellery (Shoe boxes ideal to store items)</p>	<p>Using a box of between 50 and 60 crayons or pencils (some bundled together in fives using elastic bands – some loose).</p> <p>Show how to count quickly counting bundles of five. Practise together.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q How many bundles do I have? How many pencils is this?</p> </div> <p>Extend to bundles plus loose ones.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q How many altogether? How do we count the loose ones?</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Q When should we count them in?</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> • Count bundles of five adding loose ones. • Count tally marks in fives and ‘loose ones’.. </div>

Day: 2 & 3

Unit: 13 Handling Data

Term:3

Year Group:One

MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
<p>Solve a problem by organising information in a list or table. Discuss and explain results.</p> <p><u>Vocabulary</u> sort tally vote most popular, least popular (Y2 vocabulary)</p> <p><u>Resources</u> multilink cubes collection of toy crockery and cutlery</p>	<p>Sing the Teddy Bears Picnic.</p> <p>Discuss having a picnic for each child's 'guest teddy' or favourite 'stuffed toy'.</p>	<p>Using 3-D block graph discuss the results.</p>
	<p>Q What will we need? (cups, spoons, plates as well as food).</p>	<p>Q How many more teddies will have jam than cheese?</p>
	<p>Discuss sandwich fillings, crisp flavours, drinks.</p>	<p>Q How many tuna and cheese are there altogether?</p>
	<p>Keeping a tally children choose one type of sandwich for their guest.</p>	<p>Q If each teddy has 2 sandwiches how many of each will we need?</p>
	<p>Collect a cube appropriate to flavour e.g. yellow / cheese, brown / tuna, red / jam.</p> <p>Using cubes link same colours and assemble into 3D block graph with labels for each column. Discuss which is the favourite sandwich filling / least favourite.</p> <p>Day 3</p> <p>REPEAT giving a choice of flavours for crisps and/or drinks.</p> <p>Ask children to sort the crockery box to see if there are enough cups, plates, spoons for the teddy bears on their table (ongoing).</p>	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> organise information using simple graphs. discuss and explain results.

