Three daily lessons

Unit 13
Handling Data

Year 2
Autumn term

Unit Objectives
Year 2

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

?? Discuss and explain results.

Page ??

Page ??

Link Objectives

Year 1

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

?? Discuss and explain results.

Year 3

?? Solve a given problem by organising and interpreting data in frequency tables and in pictograms with the symbol representing two units.

Merseyside Consultants' Cluster Group

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:

?? multilink

?? plasticine

?? labels for sandwich

?? fillings

?? prepared graph

?? pictures of fruit

Planning Sheet	Day 1	Unit 13: Handling Data	Term: Autumn	Year Group: 2

Oral and Mental

Objectives and Vocabulary	Teaching Activities

Main Teaching

Objectives and Vocabulary	Teaching Activities
Solve a problem by sorting, classifying and organising information in a list or simple table. Discuss and explain results. **VOCABULARY** favourite most popular least popular represent block graph RESOURCES multiilink plasticene labels for sandwich fillings	Introduce the idea of food for the Christmas party. Discuss what we want to eat. Say we will need to decide on which sandwich fillings children like. With the children's help create a list using tallying to record their favourite. (You may need to limit choices) e.g. Children vote / show of hands and make a simple table. sandwich filling / Number of children Jam 4 tuna 6 cheese spread 8 egg 7 Ask the children to go to different tables where there is a label. Give each child a cube (red for jam, yellow for cheese etc.). Ask them to put them together and make a stick with them. Return to carpet – assemble a block graph using plasticene on cards (labelled jam, tuna etc) to push the ticks into.

Plenary

Teaching Activities/Focus Questions
Ask questions such as: Q How many children like jam? Q How many more / less like tuna? Q How many children are in the class? Q How many sandwiches will each child eat? Q How many will we need altogether? Q Do we need more egg than jam? Draw some conclusions and begin to prepare a list of what is needed for the Christmas party. By the end of the lesson the children will be able : ?? To use a simple table to organise information ?? To discuss and explain results.

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

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

VOCABULARY
tally
most popular
least popular
represent
block graph

Problem – What drinks will we need for the Christmas party?

Ask for suggestions for drinks.
Make a frequency chart together – children vote – make a tally mark against their choice and totals are written in.

Drink	Tally	Total
orange	1111111	7
milk	1111	4
water	111	3
cola	111111111	9

Children take a cube from a bucket marked with each drink (orange cubes for orange, white for water, etc). Each group assembles a stick and these are put together as a 3-D block graph pushed into plasticene and labelled.

Reveal a prepared graph with two axes labelled ad with a title.

Write in the choices of drinks. Show how we can represent one person with one sticky square. Ask the children to put a sticky square on for their choice.

Q Which is the most popular drink?

Q Which is the least popular drink?

Q How many children altogether like milk and water?

By the end of the lesson the children will be able to

?? Organise data into a simple table
?? Discuss and explain results

Planning Sheet	Day 3	Unit 13: Counting	Term: Autumn	Year Group: 2
Oral and Mental		**Main Teaching**		**Plenary**
Objectives and Vocabulary	**Teaching Activities**	**Objectives and Vocabulary**	**Teaching Activities**	**Teaching Activities/Focus Questions**
		Solve a problem by sorting, classifying and organising information in a list or simple table. Discuss ad explain results. **VOCABULARY** decide represent label most popular least popular **RESOURCES** Prepared graph with two unlabelled axes Pictures of fruit	Discuss having some healthy eating on the menu for the Christmas party. Guide children to a piece of fruit each. Discuss which fruits are appropriate (apples, bananas) and which are not (strawberries, melon) i.e. those that can be eaten without a spoon. Show a prepared graph - two axes unlabelled. Discuss with the children labels for each axis and a title. Allow each child to attach a picture of their chosen fruit and assemble a pictogram.	Interpret the chat. Q Which fruits are we going to buy? Q How many of each do we need? Q How many more bananas will be needed than oranges? Q Which is the most /least popular? Q Could someone from another class work out how many children there are in this class? How? Ask the children to think of a question they can ask. **By the end of the lesson the children should be able to** ?? Use a pictogram to organise information ?? Discuss and explain results