

Unit 13 Handling Data

Four daily lessons

Year 2 Summer Term

**Unit Objectives
Year 2**

Solve a problem by sorting classifying and organising information in a table, pictogram or block graph.

Discuss and explain results.

This Unit Plan is designed to guide your teaching.

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

**Link Objectives
Year 1**

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

Discuss and explain results.

Year 3

Solve a given problem organising and interpreting data in Venn and Carroll diagrams – one criterion.

Resources needed to teach this unit

Resource sheet 13:1
OHT 12:1

Squares of coloured sticky paper

Large sheet plain paper.

OHT 13:2
13:3
13:4

2 prepared blank graphs

(Key objectives in bold)

Day: One

Unit: 13 Handling Data

Term: 3

Year Group:2

MAIN TEACHING		PLENARY																					
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions																					
<p>Solve a problem by sorting, classifying and organising information in a table, pictogram or block graph.</p> <p><u>Vocabulary</u> tally pictogram most popular least popular represent</p> <p><u>Resources</u> Resource sheet 13:1 OHT 13:1</p>	<p>Sports Day / Summer fete / Drinks Survey.</p> <p>Collect data in table groups.</p> <p>Children can sit at a particular table if they like orange, water, milk, lemon, blackcurrant.</p> <p>As a class collect the data and put together a frequency table using tallying.</p> <table border="1"><thead><tr><th colspan="3">What do we like to drink</th></tr><tr><th>Drink</th><th></th><th>Total</th></tr></thead><tbody><tr><td>water</td><td>11111 11</td><td>7</td></tr><tr><td>milk</td><td></td><td></td></tr><tr><td>orange</td><td></td><td></td></tr><tr><td>lemon</td><td></td><td></td></tr><tr><td>ribena</td><td></td><td></td></tr></tbody></table> <p>Agree to a symbol e.g. a tumbler.</p> <p>Use the symbol to represent one child. Assemble a pictogram together.</p>	What do we like to drink			Drink		Total	water	11111 11	7	milk			orange			lemon			ribena			<p>Put up O.H.T. 13:1</p> <p>Ask the children what the graph is about.</p> <p>Discuss what one book on the graph represents.</p> <p>Q How many books were borrowed on Monday?</p> <p>Q On which day were most books borrowed?</p> <p>Q How many books were borrowed altogether?</p> <p>Q How many MORE books were borrowed on Tuesday than Wednesday?</p> <p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none">• use tallying• solve a problem by organising information onto a pictogram.
What do we like to drink																							
Drink		Total																					
water	11111 11	7																					
milk																							
orange																							
lemon																							
ribena																							

Day: Two

Unit: 13 Handling Data

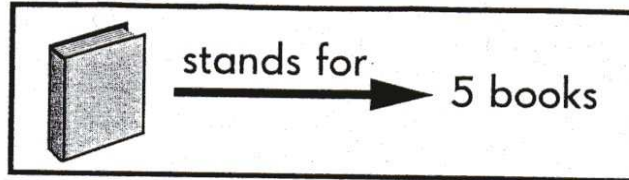
Term: 3

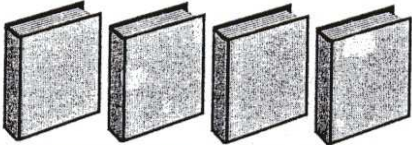
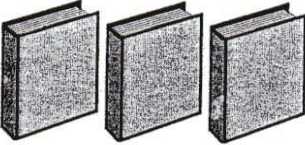
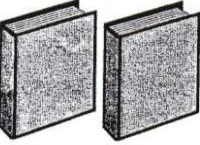
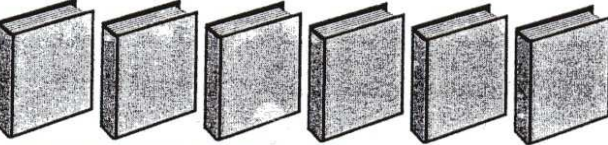
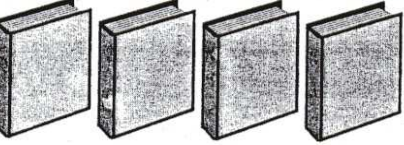
Year Group:2

MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
Solve a problem by sorting, classifying and organising information in a table, pictogram or block graph.	Problem to solve. Which colour is the favourite of most children in the class? Discuss how we are going to find the answer. Discuss how to organise a survey. Ask children for their ideas. Provide sticky squares in trays. Each child chooses a square. These are then stuck to a chart which the children help to prepare. Teach that the graph must have two axes with labels and a title. Prepare the sheet together horizontal axis – colour vertical axis – number of children Title – Our Favourite Colours	Display O.H.T. 13:2 Q How many days in March were windy? Q How many days were sunny? Q How many days did it rain? Ask the children to make up their own questions.
	<u>Resources</u> Squares of coloured sticky paper Large sheet plain paper O.H.T. 13:2 13:3 13:4	Interpret the graph Q How many people like blue? Q What is the least favourite colour? Q What is the most popular colour? Q How many more children like red than yellow? Ask the children to think of their own questions.
































MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
<p>Solve a problem by sorting, classifying and organising information in a table, pictogram or block graph.</p> <p><u>Vocabulary</u> most popular least popular label title block graph represent tally</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> Squares of coloured Sticky paper 2 prepared blank graphs 	<p>School Trip What flavour ice cream is favourite? Discuss various flavours of ice-cream. At this point ask the children if they have a way of collecting the information needed. In their group ask them to produce a frequency table.</p> <p>Q How can we make sure that we've asked everybody?</p> <p>Bring children together and compare their results.</p> <p>Q Did your data collection method work?</p> <p>Q What did you find out?</p> <p>Q Did we all find out the same thing?</p> <p>Q Should we all have the same results?</p> <p><u>Day Four</u> Draw axes on a flip chart. Discuss together how to put the information onto a graph – one symbol for each person. Emphasise the title, the labels for the axes etc. Stick a coloured square / symbol on for each tally.</p> <p>Q Which is the most popular?</p> <p>Q Which is the least popular?</p> <p>Q How many children like vanilla and chocolate?</p>	<p>Discuss data with larger numbers.</p> <p>Q What if 18 people chose chocolate?</p> <p>Q Have we enough room?</p> <p>Q What can we do?</p> <p>Q Can one square represent 2 people?</p> <p>Q How can we show one person? 5 people?</p> <p>On new axes prepare a graph to represent 18 children like chocolate 7 children like vanilla using 1 square for 2 people.</p> <p>By the end of the lesson the children should be able to</p> <ul style="list-style-type: none"> solve a problem by sorting information and organising into a block graph.

Number of books borrowed from the library

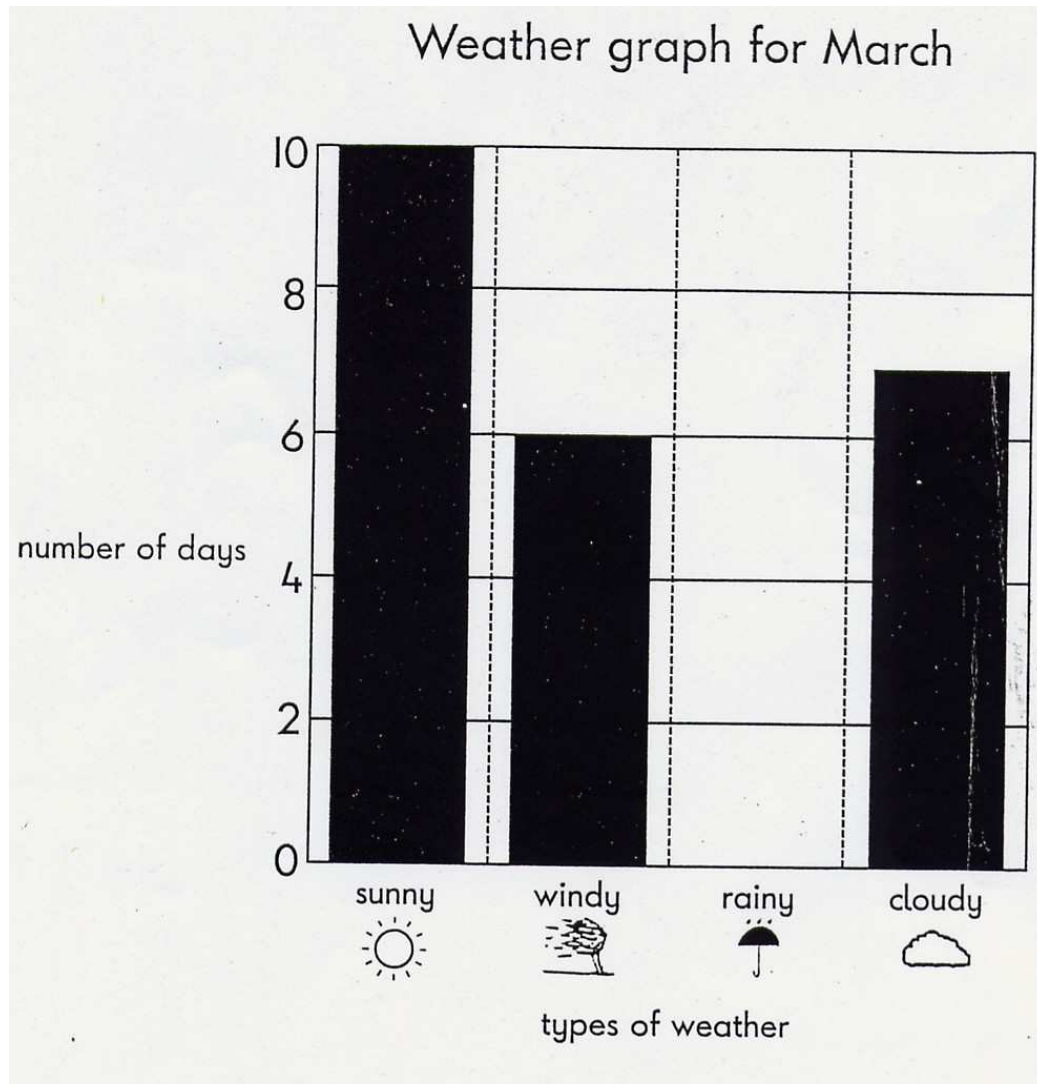


Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
































Weather chart for March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 	2 	3 	4 	5 	6 
7 	8 	9 	10 	11 	12 	13 
14 	15 	16 	17 	18 	19 	20 
21 	22 	23 	24 	25 	26 	27 
28 	29 	30 	31 			

Key
sunny 
windy 
rainy 
cloudy 



Weather chart for March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 	2 	3 	4 	5 	6 
7 	8 	9 	10 	11 	12 	13 
14 	15 	16 	17 	18 	19 	20 
21 	22 	23 	24 	25 	26 	27 
28 	29 	30 	31 			

Key

sunny	
windy	
rainy	
cloudy	

Weather graph for March

