



Y3&4 – Maths using Data Handling with links to Sustainable Travel - Lesson 2

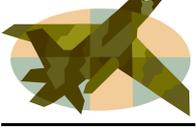
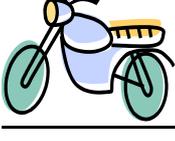
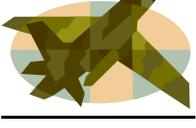
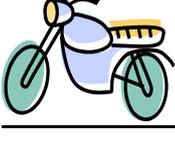
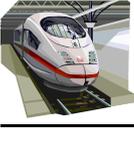
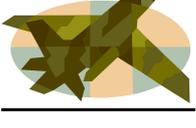
Objectives:	<ul style="list-style-type: none"> To interpret pictograms with a scale of 2, 5 or 10 To interpret and construct simple pictograms using a simple scale
Success Criteria:	<ul style="list-style-type: none"> Accurate counting and recording in 2s Systematic gathering of data
<p>Starter activity See p.2 vehicles pictogram with a scale of 2. Ask quick fire questions including discussion of half images.</p> <p>Why is the scale of two useful?</p> <p>Teacher Input with key questions: Explain that today we are going to be working with scales of 2 as the HA did yesterday. Why is this a good idea? What advantage does it have over a scale of 1? What might be the problems?</p> <p>Source: http://www.tes.co.uk/teaching-resource/pictograms-about-transport-6193017/</p> <p>Look at the pictogram on p.3 which shows how the older children travel to school. How does it differ to the Favourite Vehicles pictogram? Is it easier or more difficult to interpret than Favourite Vehicles? What can we use as the collection symbol, ☺ the vehicle, a star – what can be easily recorded and read? What can we do to ensure that we are accurate? Work through the questions answering on white boards.</p> <p>Explain that today we are going to collect data to show our Favourite way of travelling to school but each picture is going to represent 2 answers. How can we be sure that we are gathering systematically? Ask for ideas from yesterday. Invite 2 children from HA to model on IWB how to record.</p>	<p>LA 2a – 3c CT – as a group use copies of smiles cut in half so that the children can see clearly the representation of 2=1. Record group/class responses and draw pictogram on squared paper. Ask and answer questions.</p> <p>MA 3C – 3B LSA – discuss the system for gathering the information- register order, girls then boys, group at a time? When children have decided then begin to gather data and record with the scale of 2-1.</p> <p>HA 3b – 4c I – the children to think of how they will gather the information and then create their pictogram.</p> <p>EXTENSION – what could happen if there were two classes of children to survey? Which other scales might work? If time, redraw using a different scale.</p> <p>Plenary Look at results from each group.</p> <p>What have we discovered?</p> <p>How accurate were we?</p> <p>What are the advantages of using a scale?</p>

Maths



Favourite vehicles

Note: each picture represents a count of two

14					
12					
10					
8					
6					
4					
2					
					



WALT- read and answer questions about a pictogram.

This pictogram shows how a class of Year 6 children travel to school.



walk 							
bus 							
scooter 							
bike 							
car 							

How many children travel by scooter? _____

How many children travel by car? _____

Which is the least popular way of travelling to school? _____

Which is the most popular way of travelling to school? _____

How many children walk and travel by bike altogether? _____

How many more children travel by scooter than on a bus? _____

How many children are there altogether? _____

2 new children join the class and they travel by bus. Show this on the pictogram.