Maths

Y3&4 – Maths using Data Handling
with links to Sustainable Travel - Lesson 3

Objectives:	• To interpret simple tally charts by counting accurately • To interpret and construct simple tally charts
Success Criteria:	• Accurate counting in 5s, adding • Careful recording • A systematic gathering of data

Starter activity
Count round the class when a multiple of 5 is reached, that child is to stand up. Repeat starting a different 0 points and asking the 5th child to stand or kneel behind or in front of the previous four.

Teacher Input with key questions:
Recap what the children have learnt so far about data. What is it for? Why is it important? How can we collect it systematically?

Explain that today we are going to work on Tally charts – Have displayed the chart "How do you get to school?" (see p.2).

The Head Teacher is keen to buy more scooter and cycle storage but needs to know how many children are cycling and scooting to school.

What is different to the pictograms we have been looking at? Why might the advantages of a tally chart be?

Look at the key at the top. What has the person forgotten to do on the chart? In partners, with wipe boards, children record as it should have been done?

Explain that today the children are going to tally how they get to school and record in their maths books. Demonstrate how to draw the grid.

LA 2a – 3c

Working individually and as independently as possible, children to ask three groups how they get to school and then record. LSA then to discuss what they have found out and suggest ways of recording their findings in simple sentences.

MA 3C – 3B

CT – work with children to find the system they will choose for gathering the data. Once decided children work independently. Once data gathered, CT to then discuss what they have found out and suggest ways of recording their findings in terms of ranking and amounts.

HA 3b – 4c

LSA to check they have a good system for gathering the data and how they might record the findings in terms of ranking of popularity and the amounts.
How much cycle scoter storage will the head teacher need to buy?
Extension - what could be done to try to change the way the children travel to school?

Plenary
* Discuss with the children the original focus for the lesson: How much scooter and cycle storage might the Head Teacher need to buy?
* Say there was already (x) scooter storage spaces and (y) cycle spaces allocated for each class, how many more spaces are needed for this class in order for everyone to be able to park their scooter or bike in the morning?
* If there were (z) classes in the school, how many new scooter and cycle spaces would be needed if each class had the same amount of additional storage required?

Maths

Tally chart – how do you get to school?

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