



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

<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To interpret and construct simple block graphs</li> </ul>
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Accurate use of the tally data</li> <li>Careful recording</li> <li>Use of both charts to check data has been recorded carefully</li> </ul>
<p><b>Starter activity</b> On the IWB, quick fire questions about the graph “Travelling to School”: <a href="http://www.topmarks.co.uk/Flash.aspx?f=barchartv2">http://www.topmarks.co.uk/Flash.aspx?f=barchartv2</a></p> <p><b>Teacher Input with key questions:</b> Recap on the context of the Head Teacher wanting to buy more cycle and storage.</p> <p>In order to work out the amounts, it is helpful for her to see the data in a bar chart as well as a tally. Why might she need it in two ways?</p> <p><a href="http://www.topmarks.co.uk/Flash.aspx?f=barchartv2">http://www.topmarks.co.uk/Flash.aspx?f=barchartv2</a></p> <p>Using the bar chart about Travelling to school – look at the different scales.</p> <p>Why is a bar chart useful? What does this tell us? Why would we need a different scale? Using a tally from yesterday, show the children how to transfer onto a bar chart. Demonstrate the use of the axis and the importance of 0.</p>	<p><b>LA 2a – 3c</b> CT supported. First create a large scale block graph (simplified bar chart) using squares of paper and large sugar paper from one of the children’s data from yesterday with one square representing 2 items. Discuss how the blocks create bars. Then work through with the children drawing the data as a labelled bar chart in their books.</p> <p><b>MA 3C – 3B</b> LSA supported – children to turn their tally charts into bar charts. Decide which scale would be the best, then draw and label their chart correctly as a bar chart.</p> <p><b>HA 3b – 4c</b> Turn tally charts into bar charts. Decide which scale is the best and label axes correctly.  EXTESNION – Draw a bar chart (check the scale) to estimate the amount of storage that will be needed by all the classes in the school based on the results.</p> <p><b>Plenary</b> Chn to swap books and check for accurate use of the tally to create the block graph and accurate labelling. What was successful? What was difficult?  Ask: If (x) new scooter storage spaces are required, and (y) new cycle storage spaces, then: * If a new Scooterpod costs £350 and holds 12 scooters, how many new Scooterpods are required in total? How much will this cost? * If a new cycle rack costs £500 and holds 20 bikes, how many new bike racks are required in total? How much will this cost?</p>

- Assessment:**
- Can ask and answer questions about pictograms.
  - Can ask and answer questions about tally charts.
  - Can ask and answer questions about bar charts.
  - Can work systematically to gather data and explain the system.
  - Can create pictograms and tally charts.
  - Can transfer data from a tally chart to a bar chart.