

**Curriculum objectives**

- To interpret and construct tally charts and simple tables.
- To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.

**Success criteria**

- I can make lists.
- I can turn the information from a list into a table.

**You will need****General resources**

'Ways to organise data'

**Equipment**

Large pieces of sugar paper

**Differentiation**

Check that the less confident learners have the opportunity to take part in the activity.

**Curriculum objectives**

- To interpret and construct simple pictograms.
- To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

**Success criteria**

- I can make a pictogram.
- I can tell you information from a pictogram.

**You will need****Photocopiable sheets**

'Pictograms'

**Equipment**

Individual whiteboards

**Differentiation****Less confident learners**

Children work with a higher attaining child for support.

**More confident learners**

Ask children to do a survey of the class to find out their favourite hobbies. They create a pictogram to show the results.

**Lesson 2****Oral and mental starter** 22**Main teaching activities**

**Whole-class work:** Recap the meaning of data handling as discussed in lesson 1 and also the vocabulary. Give out copies of photocopiable page 'Ways to organise data' from the CD-ROM to pairs of children. For each sheet ask: *How is the information being shown? What can you tell me from this list/table? What is the most/least common? How many people/children were asked/involved?* Ask as many children as possible to tell you something from the information shown. It might be very simple such as, 'The longest word is...' or more complex, such as 'Six more...had...than...'

**Group work:** Remind the children of the activity they did in lesson 1 and tell them that, today, they will be doing something similar but making up their own topic to investigate. They need to make a list, take a tally and then sort their results into a table. Give each group a large piece of paper on which to work. You could discuss and write up possible topics to help them, such as favourite foods, books, sports or use the children's names or birthdays as in 'Ways to organise data'.

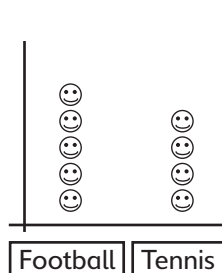
**Progress check:** Spend a few minutes with each group to make sure they understand their task.

**Review**

Ask each group to share their work and explain how they decided on their topic and criteria. Ask the class questions to check that they are able to extract information from tables. Ask: *Is this a good way to present information? Why?*

**Lesson 3****Oral and mental starter** 26**Main teaching activities**

**Whole-class work:** The focus of this lesson is pictograms. Ask: *What can you tell me about pictograms? Talk to your partner.* Agree that there are ways of showing information using pictures. Ask the children to give you the names of some sports they like to take part in. Write these on the board. Ask them to vote for their favourite one. Make a tally and together find the totals of the tallies. Ask: *How can we show this information in a pictogram?* Listen to any suggestions. Show them how to construct one for the sports information. One symbol should represent one child.



Ask questions from the pictogram that involve extracting information and finding totals and differences. Repeat this for favourite animals. When you have collected the data, ask the children to sketch their own pictogram on their whiteboard. When they have finished invite children to share their pictograms with the rest of the class.

**Paired work:** Distribute photocopiable page 'Pictograms'. The children's task is to create a pictogram to show the given information.

**Progress check:** Spend a few minutes with pairs of children as they create their pictogram and ask such questions as:

- *What is a pictogram?*
- *What do the symbols represent? Can you explain this in a different way?*

**Review**

Take feedback from the activity. Invite children to share their pictograms and give two or three pieces of information from them that involve finding totals and differences, for example three more people prefer football than reading. Discuss why this is a useful way to show information. Ask: *How is a pictogram the same as a table? How is it different?*