

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p>Mental: To be able to find one or ten more or less than a number</p> <p>Main: Collect data and represent it in a tally chart</p> <p>Aut066</p>	<p>Mental: Give children a number. Ask them to write one more / less than the number and ten more / less than the number. Display hundred square to help them</p> <p>Main: Explain that this week we will be looking at data handling – data means information in numbers and handling it means looking at it and trying to understand it Today we are going to be collecting some data, but first we need to decide what we are going to collect our data about Ask children what they would like to find out about (if this lesson is near Christmas you can tell the children to keep the topic of Christmas in mind). How could we find these things out (deal with misconceptions or unsuitable suggestions as they come up e.g. how big the classroom is, and discuss why these are not suitable) Choose a question that children come up with or do ‘which Christmas present most children would like’ Ask children what could we use first to get other children’s answers (a list will do for now. Later this will be turned in to a tally chart) Explain to children that they are only allowed to ask each child one, not ask their best friend or a child who votes for their own favourite toy several times. Why should we only ask each child once? Also need to write down each child’s response, whether we like it or not Go over need to be polite and wait if someone is speaking to someone else already Children go and ask other children in the class what they would like for Christmas, just writing down their reply / drawing a picture to show their reply for now Once children have collected a reasonable number of responses have them come back to the carpet Discuss what sort of responses they had (probably have lots of different ones) Discuss what could we do now with what we have found out to make it easier to understand or see quickly what it show? Model for children how to turn their data in to a tally chart. Discuss need to make a few categories e.g. electronic, books etc, otherwise will end up with 30 different responses from 30 different children and this won’t tell us anything Model for children how to complete a tally chart by:</p> <ul style="list-style-type: none"> • Selecting a title for the first column e.g. favourite presents • Choose the categories that you will group your responses under • Draw a tally mark for each response in that category, crossing it off on the original list so you don’t count it twice, and crossing the tally marks diagonally with the 5th mark (make a couple of deliberate mistakes of not doing the 5th mark in a group of 5 diagonally) <p>Count the tally marks for each category and write the number in the frequency column</p>	<p>Lower ability – complete a tally chart and frequency table on a worksheet</p> <p>Higher ability – draw their own tally chart and frequency table and fill it in</p> <p>Extension – tally chart ICT activity at http://www.bbc.co.uk/bitesize/ks2/maths/data/interpreting_data/play/</p>	<p>Children to bring their tally charts and frequency table to the carpet. Ask them to compare their one with their partner’s. Are there are any differences? Why might this be? (might have asked different children, missed someone out etc)</p>

To access the complete version, weekly planning and all of the resources needed to teach these lessons, visit

<http://www.saveteacherssundays.com/maths/year-2/114/year-2-maths-planning-autumn-2/>

