

Year 3 Statistics Planning (Weekly)

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p>Mental: Know the 2 times-table</p> <p>Main: Collect data in a tally chart</p> <p>Aut066</p>	<p>Mental: Show the children the 2-times-table. Have them recite it in a silly voice of their choice. Play gunfighters with it: split class in to two teams and have them line up opposite each other. Give children at the front of the row a calculation from the 2 times-table. Child who answers quickest gets a point for their team. First two join back of line. Repeat. (Leave the 2 times-table up throughout so that children are learning, not being tested)</p> <p>Main: Explain that we will be looking at data handling – revise how data means information in numbers and handling it means looking at it and trying to understand it Ask children to think about questions that we could ask about Christmas e.g. are you staying at home? What is your favourite Christmas food? How many people will be at your Christmas dinner? Make a list of suitable questions for children to choose from. As doing this, discuss any unsuitable suggested questions and why they are unsuitable e.g. are you coming to school would be unsuitable because we know the answer already 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 once, not ask their best friend or a child who votes for their own favourite response 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 their question, 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 shows? Model for children how to turn their data in to a tally chart. Discuss need to make a few categories e.g. meat, vegetables, desert etc, otherwise will end up with 30 different responses from 30 different children and this won't tell us anything Explain how a category of 'other' can be useful Model for children how to complete a tally chart</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>Children to bring their tally charts and frequency table to the carpet. Ask them to tell their partners what they found out. Display vocabulary to help them e.g. most, least etc</p>

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

<http://www.saveteacherssundays.com/maths/year-3/52/year-3-maths-planning-autumn-2/>



© www.SaveTeachersSundays.com 2013