

KS2 Maths Year 4

National Curriculum: KS2 Ma4 1c, e, g, 2a, b, c. **Time:** 50 minutes

Cross Curricular Link: ICT – QCA: 4D – Collecting and presenting information.

Children will learn to solve a problem by collecting, organising, representing, extracting and interpreting data in tables and charts.

Lesson Objectives

- Find the answer to a question by collecting data quickly and making a tally chart.
- Find the answer to a question by using data collected in another subject.
- Make a pictogram where the symbol represents several units.

Preparation

- Have a 'Pets' tally chart and pictogram table ready to fill out on the board (cat, dog, rabbit, bird and fish).
- 1 set of farm animals per group of four (see attached sheet)
- A drawing of Esther's farm with goats, chickens, bees and camels (you could use colour dots to represent the animals) to an appropriate number.

Starter/ Warm Up

Remind the children that information can be recorded in different ways. What pets do you have? How could we collect the data? Use the tally chart to record the information. Transfer the data as a class onto the pictogram.

Look at the results. Which pet is most popular? How many more cats than dogs are there? Etc.

Whole Class Teaching

Introduce Esther, a girl who looks after animals in Africa. Show the class the diagram of Esther's farm. What animals does she have to look after? Ask children to count the total number of each animal on the drawing. Make a pictogram to represent the data. Demonstrate that drawing one symbol for each unit is impractical. How can we solve this? As a class complete the table where each symbol represents 5 units.

Check understanding. How many goats are there? How many more chickens than bees are there? Etc.

Independent Work

Ask the class to pretend that they live in Africa like Esther. Divide the class into mixed ability groups of four, and give each group a slightly different set of animals.

Each group must separate the animals into groups and then record their numbers and create a pictogram displaying their results. Think about how many units per symbol to use. Extension – children can use computers to recreate their pictograms.

Plenary

Pick one group to share their data with the class. Use their pictogram to ask questions from. How many of each animal did they have? Compare their numbers to other groups. How did they decide how many units each symbol would represent?



