



<p><u>Experience and Outcomes</u></p> <p>I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a</p> <p>I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b</p> <p>Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a</p> <p><u>Learning Outcome</u></p> <p>I am learning to sort, display and present data to show findings. I am learning to create Carroll diagrams and Bar Graphs. I can identify the main features when labelling a Bar Graph.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • A variety of pipe cleaners in different colours. • Chalk • Whiteboards • Pens • Camera • Skipping ropes or metre sticks • Marks
<p><u>Activity</u></p> <ul style="list-style-type: none"> • Whilst working on Information/Data Handling, consolidate the reason for Bar Graphs and Carroll Diagrams. • Outdoors (forest or woodland works well), hide a variety of coloured pipe cleaners. • Ask the children to find these and let them sort them into groups – I normally allow the children to do this on their own. If group requires support, start off a simple bar graph. • Often the children group these according to colour – discussing why it was easier to find some colours compared with others e.g. bright green and brown/camouflaging etc. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Teacher observation and photographic evidence. • Has their been differentiation and challenge – could they extend this to a pie chart or a venn diagram. • Children's feedback and sharing ideas and evaluations with peer groups or talking partners. • Picker cards to assess learning/feedback.

<p>Asking questions and reading data – what was the most common colour, what was the least, what is the difference etc.</p> <ul style="list-style-type: none">• Reinforce the x and y axis, encouraging the children to think of the titles for this.• Are there any other ways we could group these – shape, primary colours, colours from a flag etc – the list is endless.• Optional – Can use a skipping rope or chalk to mark axis and ask the children to represent the colours and make an interactive human bar graph.• Take photographs of these – evidence <ul style="list-style-type: none">• If there are any puddles, encourage the children to estimate and then measure the length of puddles and they can sort their findings into Bar Graphs or a line graph using skipping ropes, chalk and markers. <ul style="list-style-type: none">• Using chalk or metre sticks, create a large Carroll Diagram and ask the children to create titles. Using the surrounding and outdoor area, they could collate information such as using leaves and collating them using colour and symmetry, stones colour and texture etc.• Photo of evidence to upload or ask the children to continue playing this game with younger peers or buddies.	
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