

Year 4 Autumn 2: Week 4 Maths Planning

Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
23.11.20	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	To recall multiplication facts up to 10 x 10 Alternatively Lower ability children to work on tables up to 10 x 5 to begin with. https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4 https://www.topmarks.co.uk/maths-games/7-11-years/times-tables	Mymaths -> library -> statistics -> Y5 grouping data Work through the first 2 slides to show some examples of a frequency chart Pose a question for the class to vote on and complete a tally chart to record results. E.g What is your favourite flavour crisps? Do no more than 5-6 choices. Ask pupils to record the tally and add the frequency. In your resources there is some tally chart templates ready to go if required	Go through the frequency charts together with the pupils. Have they recorded the correct amounts from the tally? Fill one in on the board to use for tomorrow. Question children on key vocabulary – such as tally and frequency.
24.11.20	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Pose some problems to the whole class based on the skills of addition, subtraction and multiplication. For example, there are 5 classes in a year group each with 30 children. How many children is that in total?	Open Powerpoint: 'Using a tally chart to make a pictogram' – this is a good introduction before then leading on to the interactive pictogram found below. http://primaryschoolict.com/pictograph/ The website above is an online pictogram creator you may wish to use. Make a pictogram to show results from yesterday's tally chart LA – There is a template in your resources to help. MA/HA- complete pictogram in books	Check that the pictogram has been completed correctly by asking pupils what they have recorded for each choice in their books.
25.11.20	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	MA-HA http://flash.topmarks.co.uk/4022 LA	There is some work to do with bar graphs on mymaths -> library -> statistics -> Y3 Pictograms and Bar Charts. Go through lesson 2 The children can produce a bar chart that is similar to the drinks one on my maths.	Ask the class questions based on their graphs.

		https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering	They need to complete a survey first using a tally and then transfer it into bars. They can use drinks or they may come up with their own idea	
26.11.20	To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	http://www.topmarks.co.uk/Flash.aspx?f=barchartv2 Choose a context, click vertical bars, LA choose 10 intervals, AA/HA choose 20 intervals.	Log onto my maths- library- statistics- y3 interpreting data Go through relevant slides which will give the children experience of interpreting different types of graph Independent work Sets 5-6 NHM3 pages 113, 114 and 115 Sets 3-4 NHM5 pages 119 and 120 Sets 1-2 as above but also NHM6 page 112	Share answers and children's own questions
27.11.20	To develop a deeper understand of this week's topic and cover any areas where more confidence is needed.	Here are a selection of activities to do with tallies/bar graphs/pictograms. http://www.topmarks.co.uk/Flash.aspx?f=barchartv2 mymaths -> library -> level 3 -> data -> presenting data -> Pictograms and Bar Charts http://www.topmarks.co.uk/Flash.aspx?f=pictograms http://primaryschoolict.com/pictograph/		