

Girnhill Infant School

'Where everyone is valued and futures matter'



Statistics	Make a tally chart	Draw a pictogram (1-1)	Interpret a pictogram (1-1)	Draw a pictogram (2,5,10)	Interpret a pictogram (2, 5, 10)	Block Diagram																																																																																										
Skill – Practical/Fluency	<p>Children are introduced to tally charts as a systematic method of recording data</p> <p>e.g.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Favourite Colour</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td> </td> <td></td> </tr> <tr> <td>Red</td> <td> </td> <td></td> </tr> <tr> <td>Yellow</td> <td> </td> <td></td> </tr> <tr> <td>Green</td> <td> </td> <td></td> </tr> </tbody> </table>	Favourite Colour	Tally	Total	Blue			Red			Yellow			Green			<p>Children use tally charts to produce pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures.</p> <p>e.g.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Hair Colour</th> <th>Total</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>5</td> <td>○ = 1 person</td> </tr> <tr> <td>Blonde</td> <td>9</td> <td></td> </tr> <tr> <td>Brown</td> <td>9</td> <td></td> </tr> <tr> <td>Grey</td> <td>4</td> <td></td> </tr> </tbody> </table>	Hair Colour	Total	Key	Black	5	○ = 1 person	Blonde	9		Brown	9		Grey	4		<p>Children use their knowledge of one-to-one correspondence to help them interpret and answer questions about the data presented in pictograms. It is important that children are able to compare data within the pictograms.</p> <p>e.g.</p> <p>Here is a pictogram to show Class 5s favourite t-shirts.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Colour</th> <th>Quantity</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>10</td> <td>👕 = 1 T-shirt</td> </tr> <tr> <td>Green</td> <td>5</td> <td></td> </tr> <tr> <td>Red</td> <td>3</td> <td></td> </tr> <tr> <td>Purple</td> <td>4</td> <td></td> </tr> </tbody> </table> <p>What is the most popular colour t-shirt? What colour is the least popular t-shirt? How many more children chose blue t-shirts than red? How many children are in Class 5?</p>	Colour	Quantity	Key	Blue	10	👕 = 1 T-shirt	Green	5		Red	3		Purple	4		<p>Children draw pictograms where the symbols represent 2, 5 or 10 items. The children will need to interpret part of a symbol, for example, half of a symbol representing 10 will represent 5 Children count in twos, fives, and tens to complete and draw their own pictograms</p> <p>e.g.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Season</th> <th>Quantity</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>2</td> <td>🌸 = 2 children</td> </tr> <tr> <td>Summer</td> <td>1</td> <td></td> </tr> <tr> <td>Autumn</td> <td>3</td> <td></td> </tr> <tr> <td>Winter</td> <td>4</td> <td></td> </tr> </tbody> </table>	Season	Quantity	Key	Spring	2	🌸 = 2 children	Summer	1		Autumn	3		Winter	4		<p>e.g.</p> <p>Which is the most popular sport? How many children voted for football and swimming altogether? What could the title of this pictogram be?</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Sport</th> <th>Quantity</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Football</td> <td>10</td> <td>⚽ = 2 children</td> </tr> <tr> <td>Tennis</td> <td>5</td> <td></td> </tr> <tr> <td>Basketball</td> <td>5</td> <td></td> </tr> <tr> <td>Hockey</td> <td>5</td> <td></td> </tr> <tr> <td>Swimming</td> <td>2</td> <td></td> </tr> </tbody> </table>	Sport	Quantity	Key	Football	10	⚽ = 2 children	Tennis	5		Basketball	5		Hockey	5		Swimming	2		<p>Moving from concrete to pictorial, children build block diagrams using cubes and then move to drawing and interpreting block diagrams. Children use their knowledge of number lines to read the scale on the chart and work out what each block represents. Children ask and answer questions using their addition, subtraction, multiplication and division skills.</p> <p>e.g.</p> <p>5 classes collected their house points. Here are their results.</p> <p>Which class collected the most house points? Which class collected the fewest house points? How many more points did Class 2 get than Class 4? How many fewer points did Class 3 get than Class 5? How many points did Class 2 and Class 3 get altogether?</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Class</th> <th>Points Collected</th> </tr> </thead> <tbody> <tr> <td>Class 1</td> <td>10</td> </tr> <tr> <td>Class 2</td> <td>20</td> </tr> <tr> <td>Class 3</td> <td>15</td> </tr> <tr> <td>Class 4</td> <td>5</td> </tr> <tr> <td>Class 5</td> <td>30</td> </tr> </tbody> </table>	Class	Points Collected	Class 1	10	Class 2	20	Class 3	15	Class 4	5	Class 5	30
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Skill – Knowledge (Address this knowledge through taught input and diagnostic questioning)	<ul style="list-style-type: none">• Understand representation of a quantity	<ul style="list-style-type: none">• Children need to see pictograms horizontally and vertically	<ul style="list-style-type: none">• To use knowledge of more and less to compare data	<ul style="list-style-type: none">• Children need to know half of 2 and half of 10 to represent this	<ul style="list-style-type: none">• Children need to be able to halve 2 and halve 10• Children need to see pictograms horizontally and vertically	<ul style="list-style-type: none">• Knowledge of the four operations
Skill - Evaluation	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses					