DATA HANDLING

|  |
| --- |
| AOLE: Mathematics and numeracy |
| 4 Purposes: Ambitious, capable learners |
| WM: Statistics represent data, probability models chance, and both support informed inferences and decisions. | DL: I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data.I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. |
| LO: I can collect data and organise it into tables and charts in order to answer questions. |

|  |  |
| --- | --- |
| Introduction:  | Discuss different ways to show data:**tally charts****tables****bar and line charts****pie charts*** Task to map wildlife found in a given area (school grounds, woods, rockpools, school yard, individual gardens) and to collate and organise the data so that we can;compare it with other data sets
* answer questions
* identify anomalies or trends
 |
| Main body:  | Decide what data is to be collected and how. **suggestions**:work as:whole class, small groups or individuals* survey a hoop’s worth in a given area
* survey their own garden
* 2 surveys in different weather or situation (before and after rain/ storm/high tide)

Use identification cards to help spot species (available from Twinkl, RSPB, online, or via plant spotter apps) |
| Extension:  | compare results from different areasmake a database using Excel or J2data use formulae to add columns and create different graphs to see which ones are more suitable. |
| Plenary:  | Discuss which graphs show results most clearly.generate and answer questionscompare results between groups or survey areas |
| Resources:  | <https://naturedays.co.uk/>Dawn is great at organising this type of session in different environments.Grants may be available to help with cost (sometimes)[Maths in Museums](https://museum.wales/media/35922/maths-in-museums.en.pdf) |