



Year 7 : Support Scheme of Work for pupils working at Levels 2 and 3
 Handling Data 2 (5 hours)

| Lesson | Learning Objective | Learning Outcomes | | | Lesson strategies, activities and ideas | Resources |
|--------|--|--|--|---|---|---|
| | | Must | Should | Could | | |
| 1 & 2 | <p>Solve a simple problem (or question) by collecting, sorting and organising information in simple ways.</p> <p>Construct a simple bar chart.</p> <p>Extract information to solve the problem/answer the question.</p> | <p>Collect and organise data from a whole class 'survey'. *</p> <p>Draw a bar chart on pre-prepared and scaled axes.</p> | <p>Organise data in a simple frequency table</p> <p>Draw a bar chart on pre-prepared axes.</p> | <p>Organise a larger set of data in a frequency table.</p> <p>Draw a bar-chart, scaling and labelling axes.</p> | <p>*Starting with a simple hypothesis/ question e.g. are names with 5 letters the most common.</p> <p>Collect data from the class, this could be supplemented with secondary data e.g. class lists. Pupils then draw a bar chart to represent the data.</p> <p>Plenary : write one statement about the bar chart e.g. the highest bar is for six letters</p> <p>Use ICT to draw bar charts or use ITP : Handling data</p> | <p>PFWK y123 p. 91 PFWK y 456 p. 114</p> <p>TL4 y7 - Lesson D 1.3</p> |
| 3 | <p>Interpret data in tables and bar charts</p> | <p>Be able to answer simple questions relating to bar charts and tables.</p> | <p>Be able to answer questions relating to bar charts and tables.</p> | <p>Write simple statements about tables and diagrams.</p> | <p>Use ICT to draw bar charts or use ITP : Handling data</p> <p>I deally, pupils should create bar charts using ICT and use them to answer simple questions.</p> <p>Use TL4 y7 - OHT D 1.3a and ask questions.</p> | <p>TL4 y7 - Lesson D 1.3 NNS Unit plans : Year 4 Unit 13 (autumn term) OHTs 13.3 & 13.4</p> |



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| 4 | Draw and interpret simple pictograms. | Interpret simple pictograms with a scale of 1:1 or 1:2 | Draw and interpret simple pictograms with a scale of 1:1 or 1:2 | Draw and interpret simple pictograms with a scale of 1:5 or 1:10 | Collect data from the class e.g. tutor groups and draw a simple pictogram on cm squared paper, stressing the simple techniques e.g. symbols same size and 'lined up'. | PFWK y123 p. 93 PFWK y456 p. 114 NNS Unit 13 Y4 (Aut) OHT 13.1 NNS Unit 13 Y4 (Summer) OHT 13.2 NNS Unit 13 Y4 (Summer) OHT 13.3 (extension) |
| 5 | Interpret simple pie charts. | Understand that a pie chart represents all the data. Interpret $\frac{1}{2}$ and $\frac{1}{4}$ sectors on a simple chart. | Compare sectors within a pie chart in terms of 'bigger' and 'smaller' and identify key features. | To understand the 'pie' as 100% and interpret information from the chart e.g. using a percentage pie chart scale marked in multiples of 10%. | Pupils are likely to meet pie-charts in other subjects (e.g. Geography, ICT) and may need to interpret them, hence, their inclusion here. Starter : TL4 y7 – Lesson D2.1 starter Main : Teacher uses ICT to generate simple pie charts. TL4 y7 – Lesson D2.4 page 12 beginning of main activity & use OHT D2.4a, b Plenary : Use OHT D2.1b Use ITP : Data Handling | PFWK y456 p. 115 (this is Y6 – use for reference only) Y7 FWK p. 262 TL4 y7 – Lesson D2.1 OHT D2.1b TL4 y7 – Lesson D2.4 page 12 beginning of main activity & use OHT D2.4a, b S/board p. 399 (for 'could' pupils) |