



Handling Data Home Information Sheet

First Level (c)



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

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

Over the next few weeks we are going to be learning to:

- Realise that data can be presented in different ways.
- Read and interpret a range of data displays.
- Recognise where a simple scale (e.g 1:”) has been used
- Appreciate that the quantity and nature of the data will determine how it is best displayed.
- Ask and answer relevant questions about the data presented using appropriate vocabulary, e.g. least, most, fewer than, greater than etc.
- Choose how to collect, sort and organise data and discuss the merits of their chosen method.
- Evaluate how others have collected, sorted and organised data and compare methods chosen.
- Appreciate the importance of working logically and systematically when gathering information.
- Recognise that tally marks are a useful way of collecting and organising data.
- Understand how data can influence the choices we make in our daily lives.

Here are some ideas of how you can help me at home!

Toss a coin - Help your child to toss a coin 20 times and use tallies to record whether it lands on heads or tails. Back in class they collate their results with a partner's and create a block graph to show the combined results.

Media search – Ask your child to look at advertisements (on TV, in newspapers or magazines, in leaflets around the home) and to try to find examples quoting numbers of people responding to survey questions, for example, ‘86 out of 139 women said Magic Shine is the best shampoo’.

Toy sort challenge – ask your child to create a tree diagram on which to sort some toy cars, animals or other toys. They record their results. Back in class they share their tree diagrams.

Dice roll – Your child rolls a dice repeatedly, records the results, and displays them in a table, graph or chart. They may choose to ‘tweak’ the results (i.e. falsify them) or not. Back in class

they share their chart with their group who try to guess whether the information is true or false.

Here are some websites that you may find useful to use with me!

Picking data - <http://www.bbc.co.uk/schools/mathsfife/shockwave/games/datapick.html>

Bar charts- <http://www.topmarks.co.uk/Flash.aspx?f=barchartv2>

Logic Zoo - <http://pbskids.org/cyberchase/math-games/logic-zoo/>

Handas Fruit Venn -

http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/851/Handav2.swf

