DATA HANDLING

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| 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. | |

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| 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 areas  make 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 questions  compare 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) |