

# Describing Data: Maths : Year 5 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To interpret information in tables.	In this lesson the children will use their knowledge of interpreting data to identify desired information from tables and use the existing information to fill in missing data where needed. They will need to think carefully about which information is useful or irrelevant before using it to answer questions. There is an alternative opportunity for them to use the information from tables to create a top trump game based on their chosen categories.	<ul style="list-style-type: none"> <li>• Can the children input data into a table?</li> <li>• Can children interpret statistics from a table?</li> <li>• Are children able to interpret multiple statistics from a table?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C</li> <li>• Information Table 1A/1B</li> <li>• Card Template 1A</li> <li>• Prediction Cards 1A</li> </ul>
<b>Lesson 2</b>	To solve comparison, sum and difference problems using information presented in a line graph.	Children use their understanding of line graphs to interpret and question the information that the graph is presenting. They must use their own interpretation skills to create questions about selected graphs as well as predicting future data and drawing overall conclusions about the information they are presented with.	<ul style="list-style-type: none"> <li>• Can children interpret face-value information from data displayed in a line graph?</li> <li>• Are children able to answer sum/difference information about data displaying in a line graph?</li> <li>• Are children able to identify the purpose of a graph?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Flashcard Template 2A</li> <li>• Worksheet 2A/2B/2C</li> <li>• Line Graphs 2A</li> <li>• Line Graphs 2B (FSD? activity only)</li> <li>• Fact Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To tell the story of a line graph.	This lesson challenges the children to look at line graphs from a different angle and see the graphs as telling a story over time. Using minimal information they must think about what the line's angle and steepness is telling them about the data and use their imaginations to think of stories to match a given line graph.	<ul style="list-style-type: none"> <li>• Do children understand that line graphs usually display a change in a variable over a length of time?</li> <li>• Are children able to hypothesise a what has happened to create the data on a line graph?</li> <li>• Can children use a line graph to (approximately) display a change in a variable over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Teacher Card 3A</li> <li>• Worksheet 3A/3B/3C</li> <li>• Worksheet 3D/3E (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To decide the best ways to present data.	The children will make decisions about the best ways in which to present data based on the types and contexts of the data they are given. This lesson gives the children the opportunity to think about the purpose for their graph or chart. They must decide on the clearest presentations of the data and draw a chart or graph accordingly.	<ul style="list-style-type: none"> <li>• Can children describe the difference between discrete and continuous data?</li> <li>• Are children able to choose a suitable graph to display a set of data?</li> <li>• Can children use reasoning to explain why a type of graph is more suited to a set of data?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Graph Paper 4A</li> <li>• Graph Hints and Tips Sheet 4A</li> <li>• Challenge Card 4A (FSD? activity only)</li> <li>• Colouring pens/pencils (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To investigate how graphs can be misleading.	This lesson encourages the children to investigate the scales and layouts of a graph to see how the data can be presented differently and often in misleading ways. They are challenged to look conscientiously at graphs to spot how they have been manipulated and what effect this has on the data shown.	<ul style="list-style-type: none"> <li>• Can children name one way a graph could be made to be misleading?</li> <li>• Can children identify a misleading graph?</li> <li>• Can children describe the effects of a misleading graph?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Graph Cards 5A</li> <li>• Graph Paper 5A</li> <li>• Challenge Card 5A</li> <li>• Challenge Card 5B (FSD? activity)</li> </ul>