

Mean, Mode and Median: Maths : Year 6 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to construct and interpret charts and graphs.	Children will recap features of bar charts and line graphs (and how to read them), then draw and interpret line graphs showing two or more sets of data.	<ul style="list-style-type: none"> • Can the children construct simple bar charts? • Can they construct and interpret bar and line graphs? • Can they begin to understand conversion graphs? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D/1E • Squared paper
Lesson 2	To be able to interpret pie charts.	Children will identify the features of pie charts, then interpret data presented in them. They will also ask and answer questions about data presented in pie charts. Some children may start to learn how to draw simple pie charts.	<ul style="list-style-type: none"> • Could the children interpret the numbers from simple pie charts? • Could they interpret numbers and fractions of simple pie charts? • Could they design their own simple pie chart and interrogate the data? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D/2E • Coloured cubes (FSD? activity only) • Felt-tip pens/coloured pencils (FSD? activity only) • Bags (FSD? activity only)
Lesson 3	To describe and interpret results and solutions to problems using the mode, range, median and mean.	Children will learn that data can be interpreted in a variety of different ways by finding the mean, mode and median. They will then practise finding these in given sets of data.	<ul style="list-style-type: none"> • Could the children find the mode and range? • Could they find the range, mode, median and mean? • Could they interrogate the data? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Calculators (if necessary) • Challenge Cards (FSD? activity only)
Lesson 4	To describe and interpret results and solutions to problems using the mean.	Children will recap the meaning of mean, mode, median and range, then find the mean for given sets of data or for sets of data they collect themselves.	<ul style="list-style-type: none"> • Can the children calculate a simple mean? • Can they calculate more complex means with and without a calculator? • Can they interpret real data and calculate the mean? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Calculators • Challenge Cards (FSD? activity only) • Variety of books (FSD? activity only)
Lesson 5	To describe and predict outcomes from data using the language of chance and likelihood.	Children will consider how to collect probability data by using sets of words to describe and categorise the likelihood of an event occurring. They may then investigate the probability of all possible outcomes of an event such as rolling two dice.	<ul style="list-style-type: none"> • Can the children use correct probability language? • Can they carry out a probability investigation? • Can they use terms like 1:6? 	<ul style="list-style-type: none"> • Slides • Statement Cards • Worksheet 5A/5B/5C/5D • Coins • Dice • Access to computers (FSD? activity only)