Maths home learning tasks:

Focus: Statistics

* Monday:

Outcome: To draw and interpret pictograms

Task: Explain that they will now start looking at statistics, which is looking at and presenting information. Ask when they think most children in their class have birthdays, autumn, winter, spring or summer? What about the whole school?

Next ask them how they would show the information they have found. Discuss the possible ways they could do so, then explain that today they will be looking at pictograms, which is using icons and symbols to represent a value. Make up number of children in the class whose birthdays are in one of the seasons (e.g. autumn = 10, winter = 3, spring = 9, summer = 5). Explain that doing a tally for every single one of the children would take to long and would become difficult to keep track of, specially if they were to do the same for the whole school. Instead they could use symbols to represent multiples of children.

Show them the example (today’s resource), and ask them how many children were born in winter. Using your made-up numbers (or the examples I gave you) ask your child to fill in the table to show all the children in the class.

Have them complete todays worksheet.

* Tuesday:

Outcome: To gather their own data and present it using a pictogram.

Task: Remind the children of their work on pictograms from the previous lesson. Explain that they will now gather and present their own data. It could be something like the types of food items in the fridge, with vegetables, meat, dairy, and snacks being the categories they present their data under. Explain that their symbol should be something simple that is easy to split into 2 and 4. Challenge them to have their symbol represent 4 of a group, rather than 2, if they are confident.

Have your child gather and present their data in a pictogram.

* Wednesday:

Outcome: To interpret information using a bar chart.

Task: Recap pictograms, what they are and how to use them. Ask your child to think what the problem with a pictogram could be (e.g. if data has numbers ranging in the 100s, things start to become tricky to present).

Explain that they will now look at bar charts, a different form of presenting information. Use the class birthdays from Monday’s task and draw it up in a bar chart for your child to see. Explain that they need to label the axis clearly so that it is clear what the chart represents.

If you have dice, grab one for your child to roll. If not, you can easily find a digital dice for them to roll online. Ask your child to roll the dice as many times as they can in a time limit (2 minutes for example). For each number they roll, they should keep a tally of the number of times it was rolled. Once they are out of time, have them present that information using a bar chart.

* Thursday:

Outcome: To draw and interpret bar charts where one square is 100.

Task: If possible, prepare a set of scales for your child. Have them grab a number of their toys and ask them to arrange them from what they think is to heaviest to the lightest toy that they have. Next have them weigh each toy to the nearest 50g. Once they have done that, help them draw up a bar chart with increments of 100 and have them record their toys weights on it. Once they have done that, ask them if the results were what they predicted.

Have them do something similar independently now. For example, they could weigh all the potatoes in a bag of potato and arrange them in order from heaviest to lightest, and show that data on a bar chart.

* Friday:

Outcome: To create a survey are represent the information using a chart of choice.

Task: Work with your child to find out a question that they want to find the information for and that they could realistically find the information for. It could be all their friends favourite fruit, or favourite animals etc. Once they have settled on an idea and criteria (for example, the favourite animal might result in too many variations, so they could limit options to just 5 such as; cat, dog, bird, fish, snake.) help them gather the data needed.

Once they have collected the data, have your child create a poster using the data gathered using either as a bar chart or pictogram.