LESSON PLAN 2
Maths Lesson for KS2 year 3-4 class and year 5-6 class

For year 5/6 class, and high-ability year 3/4, the data could be organised into pie charts.

ACTIVITY	OBJECTIVES	TEACHER	PUPILS	TIME (MIN)
Warm Up Note: as a warm up activity you could do a mini data collection activity (such as height and/or shoe size) as a 6-10 minute starter. This would allow for recap/consolidation of key vocabulary – range, mode, mean and modelling of tally chart. They would then be able to do investigation independently	**To investigate the different types of data using birds as examples.**	**Ask children some simple questions to** • What are the different types of data collection? (discrete and concrete) • What sort of data will we be collecting if we are looking at the different species of birds in the UK? (concrete) • How could we go about collecting this data? • How would we represent this data?	**When they answer, ensure all children feel happy to have participated.** Ask a pupil to scribe the suggestions onto sugar paper.	15-20
Group investigation Note: Groups to be arranged into mixed ability		**Children to work in groups of 3.** How are we going to work together? Recap working together as a team. Ensure that all children are participating in the activity and share the roles. Remind the children how to work systematically – how can we work in a logical order? Pupil 1 to look at the raw data and make frequency tables (tally chart, names of table headings) Pupil 2 to make a bar chart (remind the children about using an appropriate scale, labelling the axis). Pupil 3 to look at the data and calculate the range, mean, mode of the data – Remind them of the definition of each one: • Range- difference between the largest and smallest number. • Mean – calculating the average. • Mode – which type of bird is most often occurring?		
Group activity Note: Children could use template answers to reason/justify. For example: I found _____ the most difficult _____ because _____		Children to take it in turns and talk about their findings to the rest of the class. • What were the overall findings of their investigation? • What did you find the most difficult? • Did you work systematically? • Did you work together as a team? • What do you think your data suggests?		
Plenary		How does the region of the UK affect what birds are found? Are there any seasonal factors that affect how many different birds are found? Why do you think this is? How did your group work as a team? How could this be improved? Activities to do	**Toolkit content** **1. Handouts for students** • Raw data sheets – a range of groups can work on a mini project e.g. seasonal data and different parts of the UK (e.g. coastal and woodland regions). Data will show an example of the different types of wild birds that could be spotted in the UK. • Names of different types of birds (the top 10 British birds). • Graph paper • Sugar paper to represent groups' findings. **2. Bird Feeders**	
Other potential ideas for data handling.	Investigating the number of species found in Britain nowadays compared to 10 years ago? What does this show us? Has the number of birds in a particular species increased or decreased? What is the impact on the food chain? Ecosystem? What can be done to raise awareness?			