Year 6 maths – Week Beginning 27.4.20
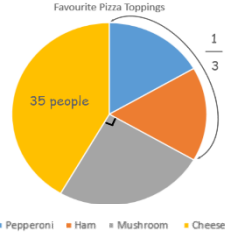
Theme	Pie Charts lesson 1 (of 3) Interpreting Pie Charts in Numbers and Fractions			
Factual fluency (to aid fluency)	Interpret pie charts on this website.			
Problem/ activity of the day	**(Lesson 1 resources below)** **MAKING LINKS:** We learnt about line graphs in Year 5, which can represent data (usually collected in a table). Pie charts are another way to represent the data.			
	THINK: (support below) Can you help me with this problem? A pie chart shows children's favourite pizza toppings. What **fraction** chose cheese?			
	SEE: (model below) Watch lesson video here. **DO:** Use what you have learnt today to solve: How many children chose mushrooms? How many children chose ham and pepperoni? Watch lesson part 2 here. Then, solve the other problems below.			
Methods, tips, clues & checks	**Day 1 resources and answers (below)**			

THEME: This tells us the main concept our children are learning and on what part of the concept they are focusing. Most learning builds on the previous session so it is ideal to work through them in order.

MAKING LINKS: This is a reminder of previous learning linked to this new 'lesson'. It may be a recap connecting this work with the last session or with work they did at an earlier time in school.

THINK: This is the main problem of the session. At school we call it the anchor task or 'In Focus'. The problem often reflects a real life situation that helps children relate to the maths concept.
The problem to 'THINK' about is presented in writing and as an image (see below for the problem to 'THINK' about for this learning session) and, where appropriate, a video clip. Children will need some 'thinking time' to understand the problem and to take a look at the accompanying resources, images or video to help them to think about how they might solve it.
There *may* be an additional activity to support understanding.

SEE: This is a model of the method or strategy to solve the 'THINK' problem. It will be shown on paper (see below for the solution to today's problem) and may be accompanied by a video clip. There is not a video for every problem.
It is useful to give your children time to compare their solution with the model and to work through or watch the method again.

DO: This is a progression of questions or activities for children to work through. It should be done as independently as possible. However younger children may need continued support with, for example, reading.
See below for an example of the work children will 'DO' in this session.

Favourite Pizza Toppings — 35 people, $\frac{1}{3}$ — Pepperoni, Ham, Mushroom, Cheese

See below for resources to support you to THINK-SEE-DO

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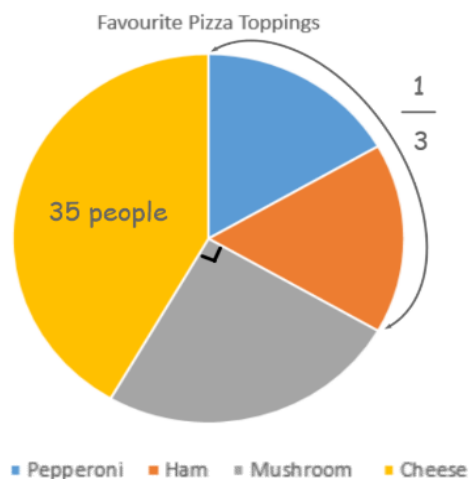
THINK:

Looking at the pie chart below, can you work out: what fraction of people chose cheese? (We know the number that chose cheese, now we need to work out the fraction).

See support video for additional help.

SEE:

Favourite Pizza Toppings

$\frac{1}{3}$

35 people

- Pepperoni - Ham - Mushroom - Cheese

I can see that 35 people chose cheese, but now I need to convert that to a fraction. 1/3 chose Ham and Pepperoni, and I can see from the right angle that ¼ chose mushroom.

So now, all I need to do is work out what fraction is left!
I will convert 1/3 and ¼ so they have the same denominators: 4/12 and 3/12. Added together, this makes 7/12.

I know 1 whole is 12/12 so I can take 7/12 away from 12/12 to get 4/12. This means that 35 people, is the same as 5/12.

Now solve:
How many children chose mushrooms?
How many children chose ham and pepperoni?

DO:

Favourite Colours

? $\frac{1}{5}$

5

$\frac{1}{5}$ 20
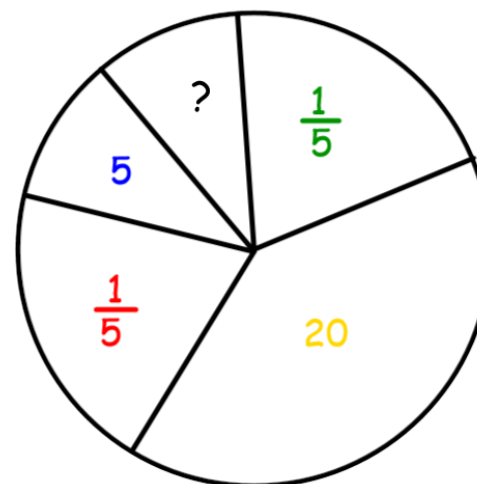
The table below shows the favourite colours of 50 children across the Q1E trust. Use the information on the pie chart to work out the missing information in the table.

Colour	Number	Fraction
Red		1/5
Yellow	20	
Green		1/5
Blue	5	
Black		

Deepening: How would the information change if the total number of people surveyed was 40? Can you explain fully and give ways to solve?

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