

# **Ice Cream Statistics**

I can present information in a bar chart.

cream flavours as a bar chart: Present the data showing Class 4's favourite ice

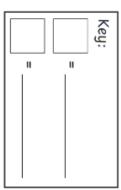
| Caramel | Toffee | Mint | Chocolate | Strawberry | Vanilla | Ice Cream<br>Flavour |
|---------|--------|------|-----------|------------|---------|----------------------|
| 2       | 1      | 5    | з         | 1          | 4       | Number<br>of Boys    |
| 2       | 4      | ω    | 2         | 5          | З       | Number<br>of Girls   |



charts work well. about boys and girls. Stacked or grouped bar Think about how you can show the information

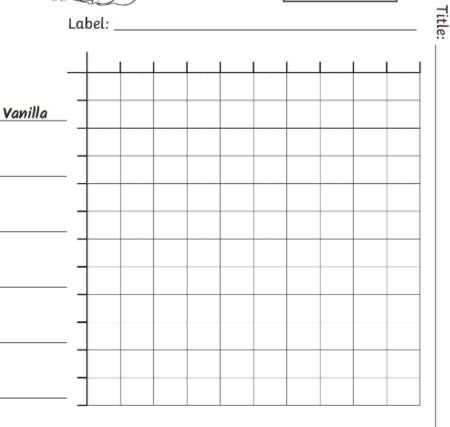
difference between the boys' and girls' data. Remember to use a key/legend to show the

Label:





Label:





## **Capital City Temperatures**

I can interpret and present data using bar charts and graphs.

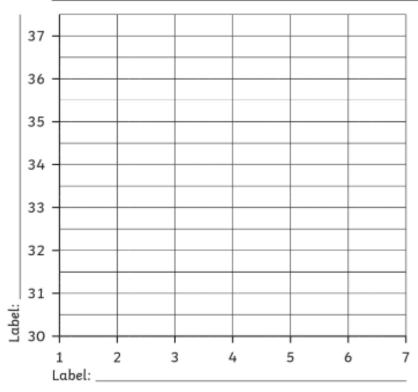


Here is a table of data that shows the temperature over seven days for the capital city of Cairo in Egypt.

| Day            | 1    | 2  | 3  | 4  | 5    | 6  | 7  |
|----------------|------|----|----|----|------|----|----|
| Temperature °C | 33,5 | 32 | 31 | 34 | 34.5 | 36 | 37 |

Draw a time graph to show the data:

A Time Graph to Show



- On which day over the seven days was the temperature the highest?
- 3) Over which two days did the temperature increase by 1.5°C?
- 2) What was the difference in temperature between day 3 and day 4?
- 4) What was the difference between the highest and lowest temperatures?



### **Gardening Statistics**

I can interpret and present data using bar charts and graphs.

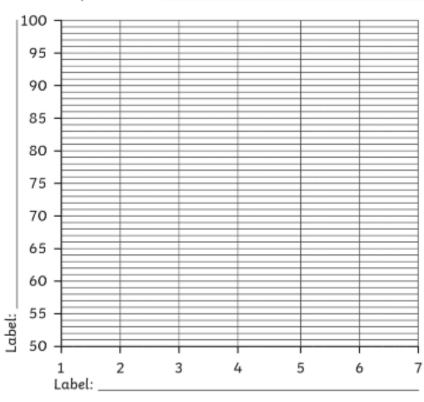


Here is a table of data that shows the height of a sunflower, measured over seven weeks.

| Week         | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
|--------------|----|----|----|----|----|----|----|
| Height in cm | 51 | 28 | 68 | 74 | 80 | 90 | 95 |

Draw a time graph to show the data:

A Time Graph to Show \_



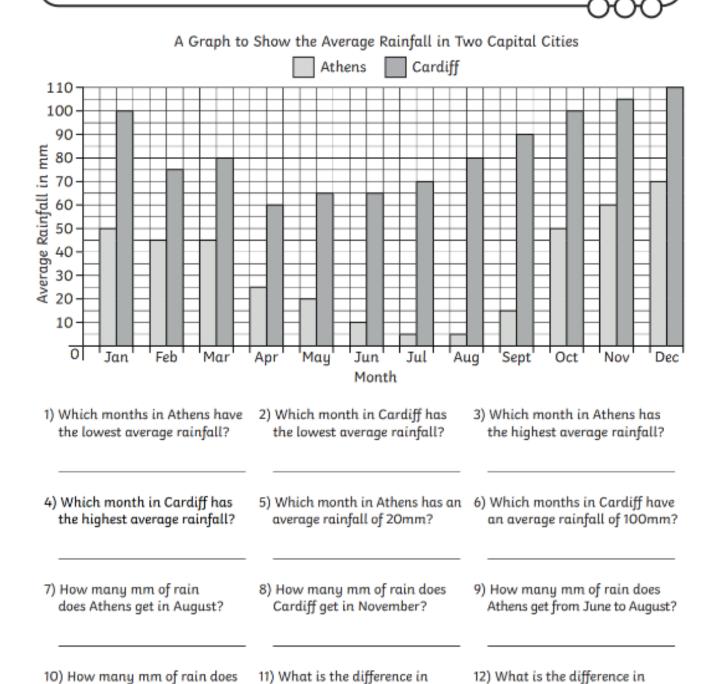


- 1) What type of data is the height of the sunflower?
- 3) How many cm did the sunflower grow over week 2 and week 3?
- 2) How many cm did the sunflower grow over week 1?
- 4) How many cm did the sunflower grow altogether over the seven weeks?

## \*

### **Climate Graphs**

I can answer questions about data presented in bar charts and graphs.



rainfall between the two

cities in February?

rainfall between the two

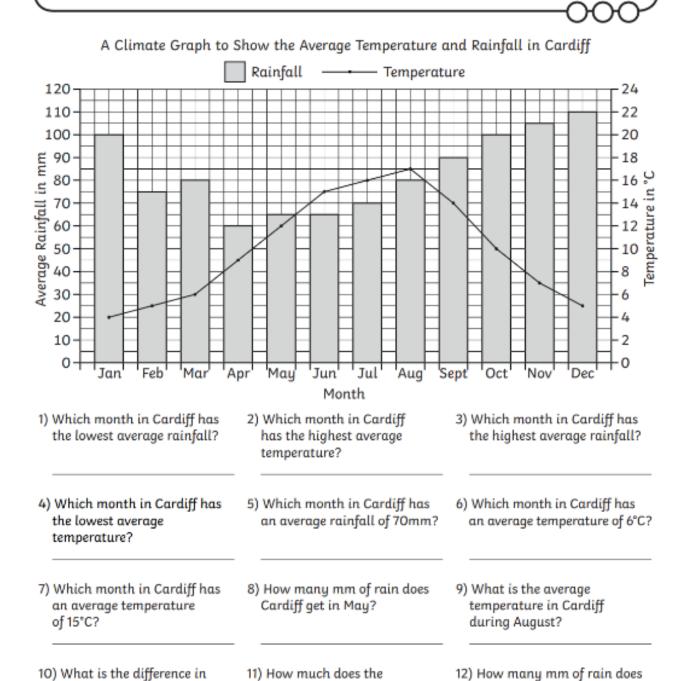
cities in December?

\* . \* \* \*

Cardiff get from June to August?

### **Climate Graphs**

I can answer questions about data presented in bar charts and graphs.



temperature rise on average

from May to August?

Cardiff get from September

to November?

\_

and May?

rainfall between April

| A Closer Look at Paragraphs   |
|---|
| I can use paragraphs correctly.   |
| Can you give a title to each paragraph? Could you summarise the content of the paragraph using just one word? |

## courtship, mating, and egg-laying. insect's structures are formed. The chrysalis of most species is brown or green and blends into the background. It is the feeding and growth stage. The egg hatches into larva, this is the long, worm-like stage of the butterfly or moth. It often has an interesting pattern of stripes or patches and it may have spine-like hairs. The adult (or imago) is when a butterfly or moth is usually seen. The adults undergo transformation stage within which the caterpillar's tissues are broken down and the adult microscopic structures. The female attaches the egg to leaves, stems or other objects. Life Cycle of Butterflies and Moths The chrysalis (or pupa) is when a hard case is formed around the larva. This is the The egg is a tiny, round, oval, or cylindrical object, usually with fine ribs and other Title Word

## Using Paragraphs in Stories

| I can use paragraphs correctly.   |
|---|
|   |
| Think about a picture book you know well or look at a picture book you are familiar with.  Can you 'box' the story in order to identify the main stages of the narrative? These would then become your main paragraphs when writing the story out as text without any pictures. |
| Stage 1   |
|   |
|   |
| Stage 2   |
|   |
|   |
| Share 2   |
| Stage 3   |
|   |
|   |
| Stage 4   |
|   |
|   |
|   |
| Stage 5   |
|   |
|   |
|   |

## **Application Activity**

I can use fronted adverbials.

Look at the picture and describe it using sentences that contain fronted adverbials.



| Name:            |  |                              | Date:                                   | [       | tota |  |  |
|------------------|--|------------------------------|---|---------|------|--|--|
| Fronted <i>F</i> | Adverbials Mini Te   | st                           |   |         | 100  |  |  |
| 1. Tick all 1    | the sentences that co  | ntain a fronted adve         | rbial.                                  |         |      |  |  |
| Walking          | Walking across the field, the children became very muddy.    |                              |   |         |      |  |  |
| It was n         | reat fun doing the wa  | ashina un                    |   |         |      |  |  |
|                  |  | ishing up.                   |   |         |      |  |  |
| Her mu           | m works in an office.  |                              |   |         |      |  |  |
| Standin          | ng by Emma, Jack hop   | ped on one leg.              |   |         |      |  |  |
|                  |  |                              |   |         |      |  |  |
| 2. Make th       | nree fronted adverbia  | l sentences from the         | blue and orange tile                    | s. Your | 3    |  |  |
|                  | ces must make sense.   |                              |   |         |      |  |  |
|                  | After that,  | As quickly as possible,      | Without reason,                         |         |      |  |  |
|                  | In the morning,  | Back at the house,           | Unexpectedly,                           |         |      |  |  |
|                  | Fortunately,   | Once a year,                 | While I was waiting,                    |         |      |  |  |
|                  | I tried again.   | we are going to the seaside. | my computer screen turned off.          |         |      |  |  |
|                  | Dad was cleaning the<br>kitchen.                             | we celebrate<br>Christmas.   | she reappeared right<br>in front of us. |         |      |  |  |
|                  | I checked my coat<br>pocket and my lunch<br>money was there. | she ran back from school.    | I drew a picture in my<br>journal.      |         |      |  |  |
|                  |  |                              |   |         |      |  |  |
| 1.               |  |                              |   |         |      |  |  |
| 1.               |  |                              |   |         |      |  |  |
| 2.               |  |                              |   |         |      |  |  |
|                  |  |                              |   |         |      |  |  |
|                  |  |                              |   |         |      |  |  |
| 2.               |  |                              |   |         |      |  |  |

Underline the adverbials, circle the verbs.

1 mari

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

1 mark

Watching from the castle wall the archer readied his bow.

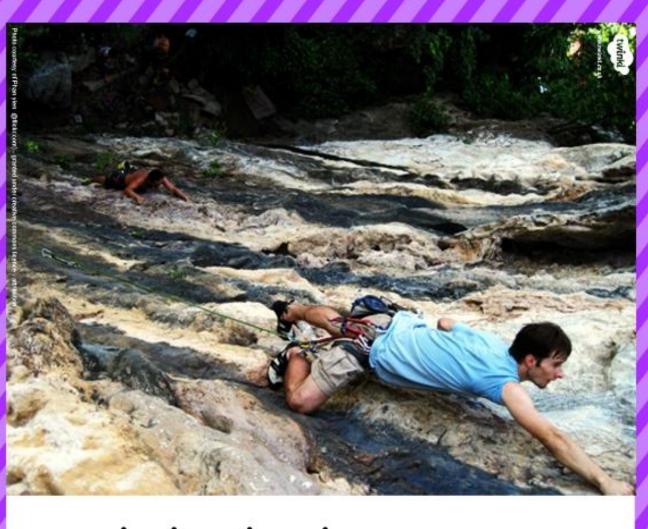
Even if you ask politely I will not let you eat that chocolate.

Despite the rain she didn't have her umbrella up.

Although I love sweets they are bad for my teeth.

Throughout the film my sister talked on her phone.

Because my mum loves the seaside we often go for day trips.



## Predict what Happens Next...

Mike and his friend Joe are experienced rock climbers enjoying what they do best. However as the sky begins to cloud over quickly, spots of rain fall.

## What happens next?

- What dangers are there around Mike?
- What problem could happen to Mike?
- How could it be fixed?
- How do Mike and Joey finish the story?