A cartoon illustration of a classroom. In the foreground, a student is sitting at a desk with a laptop. In the background, a teacher is holding a clipboard and talking to another student. The room has yellow walls and a wooden floor.

WALT: collect and record data using a frequency table.

WILF: I know what a frequency table is. I can collect data from a frequency table. I can record data using numbers or tallies in a frequency table. I can use a frequency table to create a bar chart.

Frequency Tables

4 children counted how many laps of the playground they could run in 5 minutes.



Child	Number of Laps
Ann	12
Hardeep	8
Jaz	6
Ben	15

This is a frequency table.

- A frequency table helps us put information together in an organized way.
- A frequency table tells us how often a piece of information occurs.

For example, this frequency table tells us how many laps every child ran in 5 minutes.

Laps run in 5 minutes ← title

labels →

Child	Number of Laps
Ann	12
<u>Hardeep</u>	8
Jaz	6
Ben	15

This is a frequency table with numbers.

Every frequency table has : 1) title 2) labels

We can also use a frequency table with tally marks instead of numbers.

Laps run in 5 minutes ← title

labels →

Child	Number of Laps
Ann	
Hardeep	
Jaz	
Ben	

Below you can see how we can draw the tally marks.



We can use the tables to answer to questions. Based on the table below, answer the following questions:

Child	Number of Laps
Ann	12
<u>Hardeep</u>	8
Jaz	6
Ben	15



Who did the fewest laps?

How many laps did Ann and Ben do altogether?

How many more jumps did Hardeep do than Jaz?

41 laps were done altogether. True or false?

We can use the tables to answer to questions. Based on the table below, answer the following questions:

Child	Number of Laps
Ann	12
<u>Hardeep</u>	8
Jaz	6
Ben	15



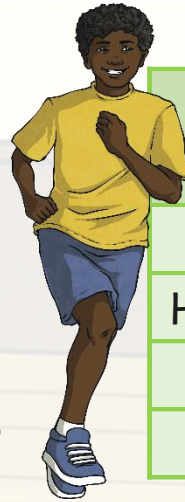
Who did the fewest laps? **Jaz**

How many laps did Ann and Ben do altogether? $12 + 15 = 27$

How many more jumps did Hardeep do than Jaz? $8 - 6 = 2$

41 laps were done altogether. True or false? **True.** $12 + 8 + 6 + 15 = 41$

Four children counted how many laps of the playground they could run in 5 minutes. **They repeated the same activity the following week.**



Child	Number of Laps	
	Week 1	Week 2
Ann	12	11
Hardeep	8	10
Jaz	6	9
Ben	15	15

What's different in this table?

Answer the following questions:

- 1) Who did fewer laps in week 2 than in week 1?
- 2) Describe what you notice about the number of laps Hardeep did in week 1 and week 2.
- 3) How many more laps did Jaz do in the second week?
- 4) Who did the most laps in the second week?
- 5) Were more laps run in the first week or the second week?



Four children counted how many laps of the playground they could run in 5 minutes. **They repeated the same activity the following week.**



Child	Number of Laps	
	Week 1	Week 2
Ann	12	11
Hardeep	8	10
Jaz	6	9
Ben	15	15

What's different in this table?

Who did fewer laps in week 2 than in week 1? **Ann**

Describe what you notice about the number of laps Hardeep did in week 1 and week 2.

Hardeep completed two more laps in week 2 than in week 1.

How many more laps did Jaz do in the second week? **3 more laps**

Who did the most laps in the second week? **Ben**

Were more laps run in the first week or the second week?

The second week because 45 laps were run in week 2 (11 + 10 + 9 + 15 = 45) and only 41 laps were run in the first week (12 + 8 + 6 + 15 = 41).



It's your turn! Complete the table and use the data to make a bar chart!

Year 3 found out what each child liked to do at lunchtime in the playground. 15 children liked dancing, 35 children loved playing football, 20 children enjoyed running and 5 children singing.

Activity				
Number of children				

Describe how you would represent this data in a bar chart. What scale would you use? Why?



Year 3 found out what each child liked to do at lunchtime in the playground. 15 children liked dancing, 35 children loved playing football, 20 children enjoyed running and 5 children singing.

Activity	Dancing	Football	Running	Singing
Number of children	15	35	20	5

Describe how you would represent this data in a bar chart.
What scale would you use? Why?

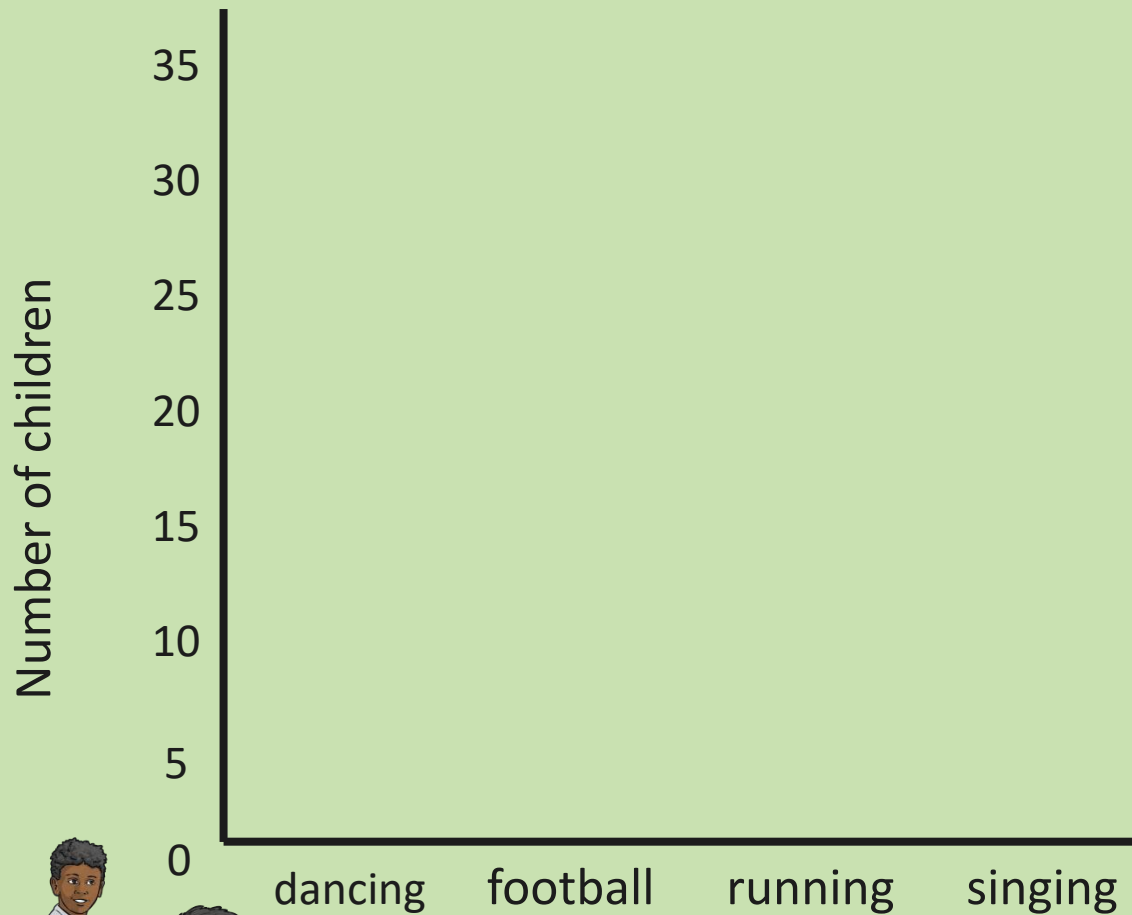
A scale going up in fives would be sensible as all the numbers are multiples of 5.



Use the data from your frequency table to make your bar chart!

First draw your axis, write your title, labels and scale.

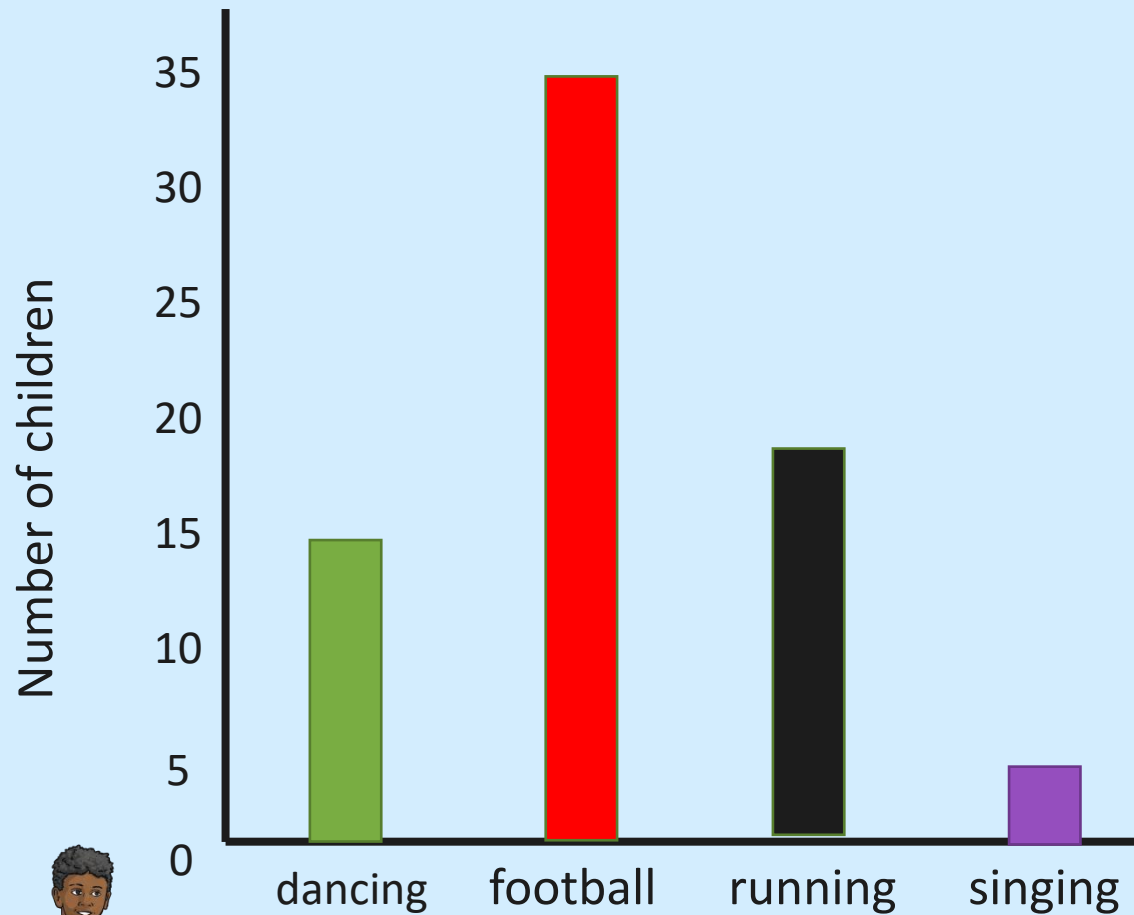
Favourite activity at lunch time



Use the data from your frequency table to make your bar chart!

Then draw the bars!

Favourite activity at lunch time



Plenary: True or False

- 1) A frequency table helps us organise information. T / F
- 2) A frequency table doesn't need to have a title. T / F
- 3) A frequency table is useless when I try to make a bar chart. T / F
- 4) In a frequency table I can use numbers or tally marks. T / F

Plenary: True or False

1) A frequency table helps us organise information.

T / F

2) A frequency table doesn't need to have a title.

T / F

3) A frequency table is useless when I try to make a bar chart.

T / F

4) In a frequency table I can use numbers or tally marks.

T / F

Well done!
Continue with the activities!

