<u>Reasoning and Problem Solving</u> <u>Step 6: Pie Charts with Percentages</u>

National Curriculum Objectives:

Mathematics Year 6: (6S1) Interpret and construct pie charts and line graphs and use these to solve problems

Differentiation:

Questions 1, 4 and 7 (Problem Solving)

Developing Turn a pie chart into a table. Values are multiples of 10 up to 5 selections. Expected Turn a pie chart into a table. Values are multiples of 5 and with up to 5 selections.

Greater Depth Turn a pie chart into a table. Values are multiples of any number and with up to 5 sets of input data.

Questions 2, 5 and 8 (Reasoning)

Developing Explain a child's mistake in reading a pie chart. Values are multiples of 10 with up to 5 selections.

Expected Explain a child's mistake in reading a pie chart. Values are multiples of 5 and with up to 5 selections.

Greater Depth Values are multiples of any number and with varying amounts of input data. Can be more than 1 pie chart.

Questions 3, 6 and 9 (Reasoning)

Developing What information can you get from this pie chart. Values are multiples of 10 with up to 5 selections.

Expected What information can you get from this pie chart. Values are multiples of 10 and with up to 5 selections.

Greater Depth What information can you get from this pie chart. Values are multiples of any number and with varying amounts of input data. Can be more than 1 pie chart.

More <u>Year 6 Statistics</u> resources.

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Reasoning and Problem Solving – Pie Charts with Percentages – Teaching Information



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Reasoning and Problem Solving – Pie Charts with Percentages – Year 6 Developing



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Reasoning and Problem Solving – Pie Charts with Percentages – Year 6 Expected



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Reasoning and Problem Solving – Pie Charts with Percentages – Year 6 Greater Depth

<u>Reasoning and Problem Solving</u> <u>Pie Charts with Percentages</u>

Developing

1a. R&B – 5, Classical – 5, Pop – 20, Rock – 20

2a. No, although that section is largest it is not over 50%.

3a. Various answers, for example: It tells you that twice as many said/chose cricket than rugby. It does not tell you what people were choosing for as it has no title.

Expected

4a. Necklace – 90, Ring – 50, Earrings – 10, Watch – 30, Bracelet – 20
5a. No because double 20% is 40%.
6a. Various answers, for example: That different numbers of people liked each drink. You cannot tell what the drinks were because there is no key.

Greater Depth

7a. R&B – 22, Rock – 72, Jazz – 14, Classical – 18, Pop – 62, Rap – 12
8a. No, she has added the percentages rather than number of children.
9a. Various answers, for example: You can tell that the proportion for cheese is larger than tuna. It does not tell you what people were choosing for as it has no title.

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Developing

1b. Cheese – 10, Tuna – 20, Peanut Butter – 5, Ham – 15

2b. No, Hugh has not worked out what the percentage is worth; 10 children like city breaks.

3b. Various answers, for example: It tells you that half of the people asked chose a watch. It does not tell you how many people that might have been.

Expected

4b. Beach – 110, Pool – 50, City – 10, Safari – 10, Lake – 20

5b. No, half as many children liked classical than jazz.

6b. Various answers, for example: You can tell that just less than half of the people liked cheese. You cannot tell how many people chose any topping as there are no numbers given.

Greater Depth

7b. Americano – 18, Latte – 22, Cappuccino – 18, Tea – 74, Mocha – 32, Hot chocolate – 36 8b. No, he has only looked at the Year 6 pie chart.

9b. Various answers, for example: You can tell that half as many people liked earrings as rings. You cannot tell how many people chose any jewellery type as there are no numbers given.



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Reasoning and Problem Solving – Pie Charts with Percentages ANSWERS