MATHS • AGES 8 TO 11 • STATISTICS

Birds at our bird feeder

NC England Y4 Maths: Statistics

NAME _____ CLASS _____ DATE _____

LEARNING GOAL

Record data in a tally chart and show it in a bar chart.

SUCCESS CRITERIA

- [ ] I can count tally marks in fives.
- [ ] I can draw bars using a scale.
- [ ] I can label my chart.

1 Count the tallies

We watched our feeder for 10 minutes each morning, Monday to Friday. Count each tally in fives. Write the **frequency** (how many).

𝍸 = 5

BIRD	TALLY	FREQUENCY
House sparrow	𝍸 𝍸 𝍸 𝍸 𝍸 ||	22 EXAMPLE
Blue tit	𝍸 𝍸 𝍸 |	
Starling	𝍸 𝍸 ||||	

BIRD	TALLY	FREQUENCY
Blackbird	𝍸 𝍸	
Robin	𝍸 ||	
Magpie	||||	

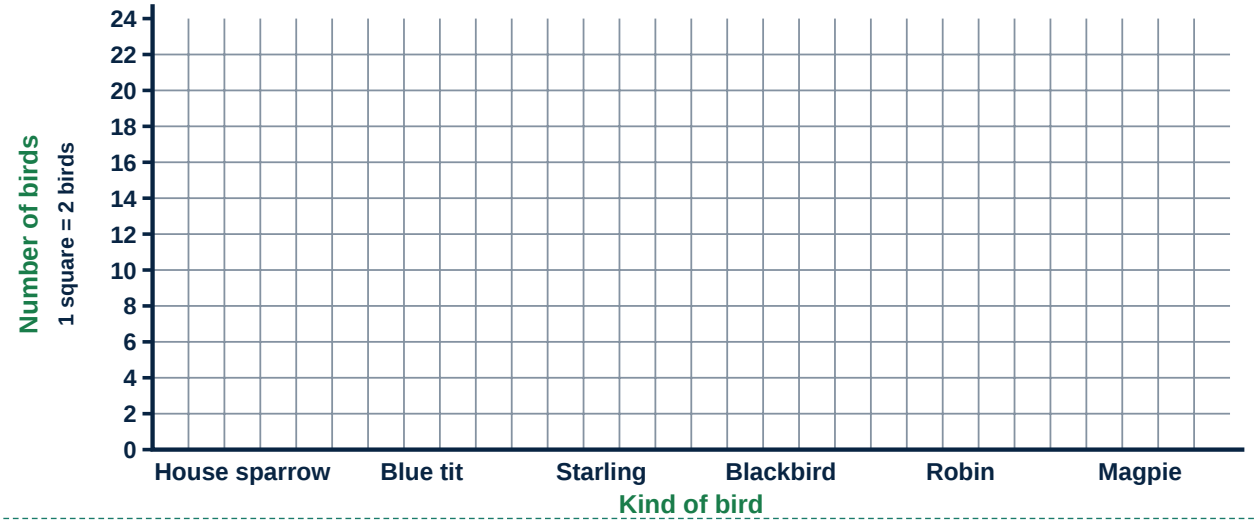
Add all six frequencies for the grand total _____ birds

These tallies are made up. On page 3 you plan a survey of the birds that visit **your** school.

2 Draw the bar chart

TITLE _____

Draw each bar up to its frequency with a ruler.
1 square = 2 birds, so 7 birds is 3½ squares.



Read the chart

3 Read your chart

Q1 Use page 1. Which bird came most?

BIRD _____

How many? ____ birds

Q2 Which bird came least?

BIRD _____

How many? ____ birds

Q3 How many more house sparrows than blackbirds?

Answer ____ birds

Q4 How many birds came in the whole week?

Answer ____ birds

Q5 Which two kinds of bird add up to exactly 30?

_____

AND _____

Q6 The robin bar is half as tall as which bar?

BIRD _____

Q7 **Why could the numbers change next week? Give two reasons.**

Think: weather, food, time of day, a cat nearby.

_____

_____

_____

_____

_____

_____

_____

GO FURTHER

If 1 square = 1 bird, how many squares tall is the house sparrow bar? Would it fit on the grid?

Squares ____ **Fits?** ____

Show your working.

_____

_____

_____

_____

_____

Plan your own survey

4 Plan your own survey

Survey the birds that visit **your** school. Watch quietly from a distance.

MY QUESTION *e.g. Which bird comes most?*

WHERE I WILL WATCH

WHEN, AND FOR HOW LONG

MY PREDICTION

BIRD	TALLY	FREQUENCY
Total		