



## Where did we go on holiday this year?

A differentiated whole-group activity for the first session after the summer break

- Ask learners where they went in this country during the summer break (if they went abroad, find out the name of the airport or ferry port). Tutor to record place names on whiteboard or flipchart.
- Calculate the distances using [www.theaa.com](http://www.theaa.com) or a road map (using the mileage chart where possible). Entry Level learners to record distances on the flipchart or whiteboard.
- Order the distances.
- Round the distances to the nearest 10 miles.
- Discuss the best way to graph the data: probably a simple bar chart. Discuss the need for: a title; labels on the axes; and scales on the axes. Learners' names should go on the horizontal axis (as they are fixed - the same learners will be in the group during the next holiday) and mileages should go on the vertical axis (as they are variable - learners will probably go somewhere different next time). Choose a sensible scale.
- Ask learners questions such as: who went the furthest/shortest distance, how much further did A go than B, etc.
- Level 1 and Level 2 learners to calculate the mean and range. Is there a mode? Check calculations using a calculator.
- Convert miles into kilometres using the formula

$$\text{km} = \frac{5}{8} \text{ m}$$

where km is the distance in kilometres and M is the distance in miles.

### Main curriculum links

N1/E2.2 ordering numbers.  
N1/E2.6 E3.7 rounding numbers.  
N1/E3.2 add and subtract 3 digit numbers.  
N1/E3.9 L1.3 L2.2 problem solving, written calculations.  
N1/E1.7 E2.8, N2/E3.4 L1.11 L2.10 calculator work.  
N1/L2.4 evaluate expressions and make substitutions in given formulae.  
MSS1/E3.4 (L1.5) read, interpret (compare) distances.  
MSS1/L2.6 convert measures between systems.  
HD1/E2.5 E3.4 L1.2 L2.2 organise and represent information.  
HD1/E3.2 make numerical comparisons from bar charts and pictograms.  
HD1/L1.3 L1.4 (L2.3) mean, range, (mode, median).