Computing 22-23

	ar 2 – Data and information- pictograms			
Remember when:		Key vocabulary		
Data and information- grouping data				
By the end of the unit children must b	be able to:	More than,	Pictogram,	
I can record data in a tally chart		less than,	enter, data, tally	
I can enter data onto a computer		most, least,	chart, compare,	
I can use a computer to view data in a different format		organise, data, object,	more than, less than, count,	
I can use a tally chart to create a pictogr		tally chart,	Attribute,	
I can tally objects using a common attribute		votes, total	group, same,	
I can use a computer program to present information in different ways			different	
Prior learning in Year 1:				
I can describe objects using labels I can count a group of objects				
I can describe a property of an object				
I can group similar objects				
I can choose how to group objects				
National curriculum:				
•use technology purposefully to create, organise,		nd europort when the	av have concerns	
 use technology salely and respectfully, keeping p about content or contact on the internet or other or 	personal information private; identify where to go for help an nline technologies		ey nave concerns	
Maths- Building on Year 1 number and place value	e:			
 Identify and represent numbers using objects and than', 'less than' ('fewer'), 'most', 'least' 	d pictorial representations including the number line, and us	se the language of:	'equal to', 'more	
Year 2				
 interpret and construct simple pictograms, tally clearly and answer simple questions by counting the 	harts, block diagrams and simple tables e number of objects in each category and sorting the catego	ories by quantity		
 ask and answer questions about totalling and cor 		ones by quantity		
	Software/ overview			
Learners will begin to ur	nderstand what the term data means and how c	lata can be colle	ected in the form	
of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will				
then progress onto pres	and the standard of the standard of a later was seen and finally	5	accase integration	
	enting data in the form of pictograms and finally			
use the data presented				
use the data presented	to answer questions			
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SK- I can use a computer program to present information in different ways	their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns.	
Working towards	End of Unit Assessment Working at Age related expectations	Working at a greater depth