

# Computing – Summer 2 - 24-25


## Year 2 – Data and information- pictograms – Cross curricular (Maths)

<b>Remember when:</b> Data and information- grouping data	<b>Key vocabulary</b>
<b>By the end of the unit children must be able to:</b> I can record data in a tally chart I can enter data onto a computer I can use a computer to view data in a different format I can use a tally chart to create a pictogram I can tally objects using a common attribute I can use a computer program to present information in different ways	More than, less than, most, least, organise, data, object, tally chart, votes, total  Pictogram, enter, data, tally chart, compare, more than, less than, count, Attribute, group, same, different

<b>Prior learning in Year 1:</b> 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
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<b>National curriculum:</b> <ul style="list-style-type: none"> <li>●use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>●use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> Maths- Building on Year 1 number and place value: <ul style="list-style-type: none"> <li>●Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: 'equal to', 'more than', 'less than' ('fewer'), 'most', 'least'</li> </ul> Year 2 <ul style="list-style-type: none"> <li>●interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>●ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>●ask and answer questions about totalling and comparing categorical data</li> </ul>
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### Software/ overview

	Learners will begin to understand what the term data means and how data can be collected 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 presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions
<b>'Purple Mash: 2Count'</b>	

Title / Focus	Lesson outline
<b>Lesson 1</b> Counting and comparing LO- To recognise that we can count and compare objects using tally charts SK- I can record data in a tally chart	During this lesson learners will begin to understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.
<b>Lesson 2</b> Enter the data LO- To recognise that objects can be represented as pictures SK- I can enter data onto a computer I can use a computer to view data in a different format	During this lesson learners will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. Learners will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions.
<b>Lesson 3</b> Creating pictograms LO- To create a pictogram SK-I can use a tally chart to create a pictogram	During this lesson learners will think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. They will collect data to create a tally chart and use this to make a pictogram on a computer. Learners will explain what their finished pictogram shows by writing a range of statements to describe this.
<b>Lesson 4</b> What is an attribute? LO- To select objects by attribute and make comparisons  SK- I can tally objects using a common attribute	During this lesson learners will think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.
<b>Lesson 5-</b> Presenting information LO- To explain that we can present information using a computer	During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Learners will then share

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	<p style="text-align: center;"><b>End of Unit Assessment</b></p> Working at Age related expectations	Working at a greater depth
<b>To be evidenced in maths book – computing objective stuck in.</b>		