

National Curriculum

Pupils:

- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- 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.

Vocabulary

Data collection, present data, data, graph, bar chart, category, label, x-axis, y-axis, 2Count, 2Graph, input data,

Snapshot overview

Collect group data for - What is the class' favourite fruit? Use tally chart.
Input data using 2Count program to present as a graph.
Label and print graph.

Collect data as a class for the question - What is the class' favourite animal?
Input data into 2Graph.
Model different types of graph and children to explore different ways of presenting the data.
Label axis and add title.

Children to collect their own data using a tally chart. Question – What is the class' favourite food?
Children to input their own data using 2Graph program.
Children to label axis and graph.
Children to present using different graphs.

ICT Short Term Planning

Year Group: 1

Term: Autumn 2

Subject area: Computing

	Learning Objectives	Input	Task design including scaffold and challenge	What and how will the learning be assessed?
1 - short session	<p>2count</p> <p>I can input data I have collected on to a computer program</p> <p>I can enter information into a template on a computer to make a graph</p> <p>I can discuss how the digital graph helps me to interpret data</p>	<p>Starter: Key question (5 mins): should I talk to someone I don't know online?</p> <p>What is Class 4's favourite fruit?</p> <p>Collect group data using a tally chart for children's favourite fruit as a class.</p> <p>Teacher to model how to input data in 2Count, labelling the data, selecting the correct categories (pictures) and printing the graph.</p> <p>In pairs, follow a simple procedure to input data into Purple Mash 2Count.</p> <p>What is the benefit of using 2Count to present this data?</p> <p>Can you tell me why? How does it compare to drawing?</p> <p>Label the graph</p> <p>Print the graph.</p> <p>What tool do you need to use to print the graph?</p> <p>Plenary: Choose hard working child to come up to the front and show how they made a graph</p>	<p>Support: adults to lap and feedback as appropriate.</p> <p>Extend : add another category to your graph - e.g. we have found out that 5 children like mangos. Use the + button at the top to update your graph.</p>	<p>-By outcome</p> <p>-Assess level of independence and where more support is needed</p>

<p>2</p>	<p>2graph</p> <p>I can input data I have collected on to a computer program</p> <p>I can enter information into a template on a computer to make a graph</p> <p>I can discuss how the digital graph helps me to interpret data</p>	<p>Starter: Key question (5 mins): When should I use the internet? Who should be with me?</p> <p>Collect data as a class on the favourite animal (easy to spell animals, cat, dog, pig, cow, sheep). introduce 2graph- we can do more with this program and represent data in a variety of ways. Model how to input data and discuss results as shown on the graph. Model how to change the type of graph and discuss what they think of how this shows the data - <i>which do they find easiest to interpret?</i></p> <p><i>How does the graph look different to the one you made previously?</i></p> <p><i>What is the class' favourite animal? How do you know?</i></p> <p><i>Which graph shows the class' favourite animal in the best way?</i></p> <p><i>Can you label your graph?</i></p> <p>Model labeling axis. Reinforce axis.</p> <p>chn go and create their own graph using the class tally.</p> <p>Plenary: Choose hard working child to come up to the front and show how they made a graph</p> <p>Teacher to print out graphs and put in books for evidence</p>	<p>Support: adults to lap and feedback as appropriate.</p> <p>Extend : add another category to your graph - e.g. we have found out that 5 children like mice. add this to your data box and discuss what happens to your graph.</p>	
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2Graph

I can input data I have collected on to a computer program

I can enter information into a template on a computer to make a graph

I can discuss how the digital graph helps me to interpret data

Starter: Key question (5mins): what information can I give to people online?

Recap previous learning - introduce 2graph- we can do more with this program and represent data in a variety of ways.

Show chn the tally chart pro forma for them to collect their own data on favourite food

Food	Tally	Total
Pizza		
Chips		
Peas		
crisps		
biscuits		
apple		

Children need to lap the classroom and ask their peers their preference to create their own tallys.

Ask children how to input this data remind them of yesterday's learning. Recap how to input data and then how to change the type of graph and discuss what they think of how this shows the data - *which do they find easiest to interpret?*
What is the class' favourite food? How do you know?

Support: adults to lap and feedback as appropriate.

Children to complete more independently than lesson 2.

Extend : add another category to your graph - e.g. we have found out that 5 children like pizza. add this to your data box and discuss what happens to your graph.

By outcome.
By adult written observations.

		<p>Can you label your graph?</p> <p>Model labelling axis. Reinforce axis.</p> <p>children go and create their own graph using the tally chart they have collated.</p> <p>Plenary: Choose hard working child to come up to the front and show how they made a graph</p> <p>Teacher to print out graphs and put in books for evidence</p>		
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Impact statements-

To be able to:

- input data I have collected on to a computer program
- enter information into a template on a computer to make a graph
- discuss how the digital graph helps me to interpret data
- label the graph and the axis correctly.