Computing – Year 2

Spring 1	Pictograms					
Prior learning	This unit progresses students' knowledge and understanding of grouping data. It builds on the Year 1 Data and Information unit where learners labelled objects and grouped them based on different properties					
Lesson objective	To recognise that we can count and compare objects using tally charts	To recognise that objects can be represented as pictures	To create a pictogram	To select objects by attribute and make comparisons	To recognise that people can be described by attributes	To explain that we can present information using a computer
Key vocabulary	More than, less than, most, least, organise, data, object, tally chart, votes,	Pictogram, enter, data, tally chart, compare, more than, less than, objects, count	Tally chart, data, pictogram, explain, more, less, most, least, more common, least common	Attribute, group, same, different, object, more than/less than, most/least	Attribute, compare, tally chart, pictogram, more than, less than, most popular, least popular, conclusion	Tally chart, pictogram, block diagram, most, least, common, sharing, data
Creative context	**Real-World & Job Links**- Shop managers (deciding what to stock), Scientists (recording and comparing results), Sports coaches (tracking scores or choices), Traffic planners (counting vehicles). **Links to Other Year 2 Units**: Maths (counting, comparing, more/less, most/least, grouping), Science (minibeasts, sorting living things) Geography (surveys, local environment (cars, transport)), PSHE (sharing information safely).					
Substantive knowledge	I know that Data can be recorded to help us remember and compare information I know that a tally chart has headings, tally marks and total I know that Tally marks are grouped in fives to make counting easier	I know that a pictogram uses pictures to represent data I know that each picture represents one item or vote. I know that data can be shown in different formats	I know that data should be collected for a clear purpose. I know that tally charts can be used to create pictograms. I know that pictograms help us see patterns and make comparisons	I know that objects can be grouped using different attributes (e.g. colour, number of wheels) I know that the same objects can be grouped in different ways I know that data can be organised and compared by attribute	I know that people can be described using visible and non-visible attributes I know that data about people must be chosen carefully I know that pictograms can show information about groups of people	I know that data can be presented in formats other than pictograms I know that block diagrams show data using blocks and numbers I know that some data is personal and should not be shared
Disciplinary knowledge	I can collect data by counting objects carefully I can record data accurately using tally marks	I can enter data into a computer program I can convert data from one form into another	I can collect data systematically using a tally chart I can transfer data from a tally chart into a pictogram	I can choose a suitable attribute to group objects I can tally and represent grouped data in a pictogram.	I can select an appropriate question and attribute I can collect and organise class data.	I can use software to create a block diagram. I can interpret and discuss data with a partner.

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	I can interpret data by comparing totals using mathematical language	I can use pictograms to answer simple questions	I can describe findings using clear statements	I can answer comparison questions using mathematical vocabulary	I can draw conclusions from a pictogram	I can make decisions about when it is safe to share information
Outcome for lesson	Children create a tally chart and use it to answer comparison questions	Children create a simple pictogram, first manually and then on a computer.	Children collect data and create a pictogram, explaining what it shows	Children create a pictogram based on an attribute and answer comparison questions	Children create a pictogram from class data and explain their conclusions	Children create a block diagram and explain when data should not be shared
Outcome for unit	Over the course of this unit, the children should be creating pictograms to show their learning. Pictures and examples of work can be added to the floor book. At the end of the unit, could you please complete the unit evaluation, either as a self-assessment or teacher assessment. The slide is at the end of the unit in the floor book; Add the children's names into the boxes that are the best fit.					
Future learning	In Year 3 learners develop their understanding of attributes (properties) using branching databases to structure data according to different object attributes.					