



Unit: Data Handling

Overview of this Unit:

Children should be made aware that information and activities can be accessed from the Internet and CD ROMS and encouraged to ask and answer questions about the information/pictures displayed. They should talk about and begin to compare other ways that we can get information for example, television, books, etc.

Children will be introduced to 'concrete' activities to count and sort objects and will use a computer/IWB to produce simple pictograms. They will be encouraged to talk about the information displayed and count in both English and Welsh language.

Expectations at the end of this unit:

Most pupils are beginning to: show awareness that the Internet and CD ROMS are sources of activities and information. They are beginning to use a simple graphing/pictogram program to develop counting and numeracy skills and can talk about the information in the pictogram.

Some pupils will only be able to: use a simple graphing/pictogram program with help and show little awareness that the Internet and CDROMs can provide information.

Some pupils will also be able to: Talk about the Internet and CD ROMS as sources of activities and information and begin to compare other ways of finding things out e.g. books, television etc. They use a simple graphing/pictogram program to develop counting and numeracy skills and can talk about the pictogram beginning to use words like, most, least etc.

KEY:

Personal and Social Development, Well-Being and Cultural Diversity (PSDWBCD)	Welsh Language Development (WLD)	Creative Development (CD)
Language, Literacy and Communication Skills (LLC)	Knowledge and Understanding of the World (KUW)	Outdoor Play (OP)
Mathematical Development (MD)	Physical Development (PD)	Role Play (RP)



Early Years Finding and Developing Information and Ideas

Teacher Assessment: The skills demonstrated by the children should form part of continuous assessment. Tracking and recording pupils' progress should be done in line with the schools assessment policy and used to inform future planning. Recording sheets are provided for schools as an optional part of this Scheme of work.



Data Handling

ICT Skills	Areas of Learning	Suggested Activity	Vocabulary	Resources	Skills across the Curriculum
Shows awareness that CD-Roms and the internet are sources of activities and information.		<p>Discuss with the children where we might find things out and introduce the idea of a variety of sources, e.g. asking questions, books, television, software, internet, talking to people etc.</p> <p>Read a story from a book and then show the version of the story on a CD ROM or on the internet. An IWB is a good way to share this with large groups of children. Discuss differences and similarities and talk about the story. Some stories become interactive on a computer or IWB talk about this with the children.</p> <p>Use websites that give simple information and show pictures of e.g. animals, weather, seasons, toys, homes, different cultures etc. Staff can help children explore the site and talk about the information that the website is showing. This can also be done with appropriate CD-ROMs and software. Talk about being able to find information on the computer and Internet and encourage the children to ask simple questions relating to a chosen activity or topic.</p>	pictures words numbers information website questions Internet Stories CDROM	Books Computer CD-ROMs Internet Television	

<p>Can use simple graphing /pictogram software for counting.</p>		<p>Make a 'human pictogram'"</p> <p>Ask each child to select one coloured teddy from a choice of four different colours. Vary the total number of each colour available to the class in order to make the graph more interesting. Now ask the children to stand in rows according to the colour teddy they each have. From an elevated position the teacher could photograph the class and use the IWB to discuss the photograph with the children e.g. Why is John standing there? Which is the longest/shortest row? How many children have blue teddies?</p> <p>The children could now place their teddies on the ground to correspond with the positions the children were previously standing in. The teddies could then be photographed and displayed on the IWB. The teacher could then discuss with the children any differences/similarities between the two photographs.</p> <p>This activity could be reinforced by the children making paper teddies to correspond with the photograph or using Compare bears, shapes etc.</p> <p>This type of activity can be replicated on screen by the use of simple graphing/pictogram software or by dragging and arranging objects to make pictograms/graphs on the computer and IWB.</p> <p>Further pictograms could be developed for eye/hair colour, pets, modes of transport to school, etc. Individual photographs of the children would facilitate the transition from the 'human pictogram' to the more abstract photograph/computer-based pictogram.</p>	<p>graph</p> <p>pictogram</p> <p>numbers</p> <p>most</p> <p>few</p> <p>count</p>	<p>coloured card</p> <p>teddies</p> <p>children's photographs</p> <p>camera</p> <p>IWB</p> <p>pictogram software</p> <p>generic software that allows moving objects on screen to make a pictogram</p>	
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The children's photographs could be imported into proprietary pictogram software.

It is important to talk to the children emphasising the reasons for the objects placement in the pictogram and use the activity for counting in both the English and Welsh language. Children should be encouraged to develop thinking skills and form questions and answers about the pictogram and work cooperatively with others.