

# ICT SCHEME OF WORK



<p>Pictograms <b>PoS: KS 1 2a 3b 3b</b></p>	<p><b>Yr 1: Unit 1E</b> <b>Representing information graphically: pictograms</b></p>	<p><b>Class:</b> <b>Date:</b></p>
<p><b>Theme:</b> Children learn how to use IT to create pictograms to represent information graphically. They will learn how to answer questions on the data shown in their pictograms. Children use a simple graphing package to produce a pictogram. They select the appropriate icon to represent their data correctly and display as a pictogram.</p>		
<p><b>Where the unit fits in:</b> This unit builds on unit 1D, which shows that objects can be sorted using a range of criteria and that there are standard classifications of objects that are used by scientists geographers etc; Children should be shown how data can be collected and organised in a graphical form.</p>		
<p><b>Vocabulary:</b> Pictogram icons collect sort classify columns</p>		
<p><b>More obvious curriculum areas</b></p> <ul style="list-style-type: none"> <li>• Science/geography: putting symbols onto a simple weather chart</li> <li>• Geography mathematics: count recording traffic/birds/personal likes or dislikes</li> <li>• Mathematics: Birthdays/shoe fastenings/hair colour</li> </ul>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Graphing package for creating pictograms Popular programs include <i>2simple, my world</i> (maths chart),</li> <li>• Starting Graph or the <a href="#">NNS Interactive teaching program Handling data</a></li> </ul>		
<p><b>Expectations</b> At the end of this unit: <b>Most children will:</b> use a graphing package to select appropriate icons, recognise quantities and create Pictograms <b>Some children will not have made so much progress and will:</b> enter information into a graphing Package; <b>Some children will have progressed further and will:</b> use a graphing package to select appropriate icons; recognise quantities and create pictograms, make comparisons, such as 'twice as many'.</p>		

**YR1: Unit 1E – Representing information graphically: pictograms**

Key Understanding	Key Techniques	Activity
<p>Data can be collected and presented as pictograms</p> <p>Data represented graphically can be easier to understand than textual data</p>	<ul style="list-style-type: none"> <li>• To solve a given problem by collecting, sorting and organising information</li> <li>• To group pictorial information</li> <li>• To use pictorial information to answer simple questions</li> </ul>	<p><b>1 Lesson (Away from the ICT Suite)</b></p> <p>This introductory session builds on Unit 4 where the children learnt the skills of labelling and classifying</p> <p>Set the scene by asking the children to imagine there is to be a class party - pose the question – how much different flavoured ice cream should we buy?</p> <p>Take children’s responses and draw the conclusion that we need to find what our favourite flavoured ice creams are. Ask the class as whole what their favourite ice cream flavour is - take individual children’s responses. Ask the class is this enough information or can anyone think of an easier way of counting and finding an answer?</p> <p>Draw the conclusion that it would be more efficient to take all the children’s responses and then group them by putting all the same flavours together.</p> <p>Children should quickly draw/colour their favourite flavoured ice cream using equal sized card – about the size of a playing card. (It may be useful to limit the number of choices to avoid a vast array of obscure ice cream flavours!)</p> <p>Look at the children’s pictures of their favourite flavoured ice cream and ensure they can all be identified. Explain to the children that they need to be <b>grouped or classified</b> by sorting all the same ice cream flavours together. Using a large space (hall/playground) ask the class to sort themselves into the different flavours. Once this is done ask the children to sit in their groups. What is the favourite flavoured ice cream? Is it easy to tell from just looking at the groups – establish that it is necessary to count the number of children in each group and then record the number on card to display by each group. How can we make this information even clearer?. Conclude that it is helpful if the information is ordered by size.</p> <p><b>Plenary</b> Pose the questions: Can we buy the precise amount of ice cream using the grouped information? Was it easier to count the favourite ice cream flavours by grouping children’s responses? What is the most popular/least popular flavoured ice cream?</p> <p><b>(Children should keep their ice-cream picture for the introduction of lesson 2)</b></p>

**YR1: Unit 1E – Representing information graphically: pictograms**

<b>Key Understanding</b>	<b>Key Techniques</b>	<b>Activity</b>
<p>To recognise the connection between data collected, sorted and classified and a pictogram</p>	<ul style="list-style-type: none"><li>• To use a paper based pictogram to answer simple questions</li></ul>	<p><b>1 Lesson (Away from the ICT Suite)</b></p> <p>The introduction could take place in a hall/playground. (The children will need to have their ice-cream picture or be able to remember their favourite ice cream flavour.) Introduce the lesson by reminding the problem the class solved during lesson 1. Ask children to group/classify themselves and revise the most popular flavour/least popular flavour.</p> <p>Now show the children how to arrange each group vertically to build a human <b>pictogram</b> reinforcing this key vocabulary.</p> <p>Is it easier to see the favourite flavours of ice cream when organising the groups into straight <b>columns</b></p> <p>Transfer the children's pictures of ice cream onto a large sheet of sugar paper – organising into a pictogram. Reinforce that each picture represents one child and discuss the numerical values of the column and the relationship between the largest/smallest columns. The pictures can then be stuck down and the pictogram used as display.</p> <p>During the main activity the children can work in pairs, each with a selection of different coloured cubes. The colours then need to be sorted and the cubes arranged in the form of a pictogram rather than simply in groups.</p> <p><b>Plenary</b></p> <p>Tell the children that all information that is classified into groups can be displayed as a pictogram. These types of charts are used in hospitals, weather stations, etc where information needs to be read clearly and at a glance.</p>