

Unit 12 Handling Data

Three daily lessons

Year 2 Spring Term

**Unit Objectives
Year 2**

Solve a problem by sorting classifying and organising information in a pictogram / block graph.

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This Unit Plan is designed to guide your teaching.
You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit

- Logic blocks
- hoops
- Carrol diagram
- P.E. mats
- labels
- children's names on sticky labels

Link Objectives

Year 1

Year 3

Solve a problem by organising information in a list or simple table.

Solve a gi9ven problem by organising and interpreting data in bar charts – intervals labelled in ones then twos.

(Key objectives in bold)

Day: One

Unit: 12 Handling Data

Term: 2

Year Group:2

MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
<p>Solve a problem by sorting, classifying and organising information in a pictogram/block graph.</p> <p><u>Vocabulary</u> sort describe name</p> <p><u>Resources</u> logic blocks two hoops</p>	<p>LINKED TO SHAPE. Choose a logic block. Describe it – large, red, thin circle. Ask the children to choose a shape and describe it.</p> <p>Ascertain that there are four shapes, and four different colours. Some are thick some are thin, some are large and some are small.</p> <p>Take out a set of shapes e.g. red shapes/ blue triangles etc. Ask individual children to put different sets into a hoop. (Ask two groups of children to do it at the same time choosing groups which do not overlap</p> <p>e.g. triangles / circles red shapes / blue shapes large / small thick / thin</p> <p>Ensure they have <u>all</u> the pieces for that set.</p>	<p>Ask the to put sets into two hoops choosing sets which overlap – but do not indicate this e.g. blue shapes / triangles. After they sit down ask each of them if he/she has all the shapes for the set. If not why not. (Some may be in the other circle). Encourage the class to find a way of putting one shape in both circles (overlap the hoops to create an intersection). Allow time for children to think, find a way of doing this. Talk about how each area can be described. – blue shapes, triangles, blue triangles, not blue and not a triangle.</p> <p>Examine how to organise further overlapping sets Circular / blue shapes Triangular / large shapes</p> <p>Each time ask the children how we can describe the shapes in all the areas.</p> <p>By the end of the lesson the children should be able to</p> <ul style="list-style-type: none">Sort information into sets using Venn diagram.

Day: Two

Unit: 12

Term: 2

Year Group:2

MAIN TEACHING		PLENARY												
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions												
<p>Solve a problem by sorting, classifying and organising information in a pictogram / block graph.</p> <p><u>Vocabulary</u> circular triangular rectangular</p> <p><u>Resources</u> logic blocks Carroll diagram</p>	<p>Linked to Shape.</p> <p>On a prepared Carroll Diagram stick labels Yellow / not yellow</p> <table border="1" data-bbox="688 537 1087 610"><tr><td>yellow</td><td>Not yellow</td></tr><tr><td></td><td></td></tr></table> <p>Give each child a logic block. Ask them to put their shape in the right square of the Carroll Diagram explaining reasons for their decision. Allow discussion each time to ensure the final positioning is correct.</p> <table border="1" data-bbox="478 818 1241 886"><tr><td>Q</td><td>How can we describe the shapes in each of the sections?</td></tr></table> <p>yellow / not yellow</p> <p>Repeat for other criteria</p> <p>triangle / not triangle</p> <p>thick / not thick</p> <p>Insist that "NOT THICK" is used not "THIN".</p>	yellow	Not yellow			Q	How can we describe the shapes in each of the sections?	<p>Use 4 section Carroll Diagram labelled</p> <p>red / not red</p> <p>square / not square</p> <table border="1" data-bbox="1457 607 1738 886"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <table border="1" data-bbox="1308 906 1871 1084"><tr><td>By the end of the lesson the children should be able to:</td></tr><tr><td><ul style="list-style-type: none">Sort information onto a simple Carroll diagram.</td></tr></table>					By the end of the lesson the children should be able to:	<ul style="list-style-type: none">Sort information onto a simple Carroll diagram.
yellow	Not yellow													
Q	How can we describe the shapes in each of the sections?													
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Day: Three

Unit: 12 Handling Data

Term: 2

Year Group:2

MAIN TEACHING		PLENARY
Objectives & vocab	Teaching Activities	Teaching Activities/Focus Questions
<p>Solve a problem by shorting and organising information in a pictogram/block graph.</p> <p><u>Vocabulary</u> decide label title</p> <p><u>Resources</u> 4 P.E. mats labelled can swim can't swim can ride can't ride children's names on sticky labels</p>	<p>Use the hall / playground / large teaching area.</p> <p>Ask the children Who can swim? Who can ride a bike?</p> <p>Ask them to go into a particular corner of the room for each question. Some children will want to be in both corners. Some children will not move.</p> <p>Q Do we need a corner for children who can ride a bike and swim.?</p> <p>Q Where will the children who can't swim and can't ride a bike sit?</p> <p>Establish four areas. Bring children together to sit on four mats on the floor close together labelled can swim / cant swim can ride / can't ride a bike</p> <p>Check with some children in each group whether they can swim / ride a bike. Give out name labels to each child. Return to classroom and complete a Carroll Diagram .</p>	<p>Complete together a prepared Carroll Diagram together using resource sheet 12:1. Blue eyes / not blue eyes, fair hair /not fair hair The children put their own name in the correct space explaining reasons for their choice.</p> <p>Teacher to interact.</p> <p>Q Is that the right place for Tom?</p> <p>Q How many children have blue eyes – do not have blue eyes?</p> <p>Q What can you tell me about the children in the box at the top left? top right?</p>

