

Pioneer Federation
Medium term plan
Cycle B, Term 6
ICT



Subject: Purple Mash unit 1.3 Pictograms

Key Concept/ Theme: • To understand that data can be represented in picture format. • To contribute to a class pictogram. • To use a pictogram to record the results of an experiment.

Prior Learning links: EYFS: Children have been exposed to the layout of purple mash and have had experience of using a variety of technology including interactive whiteboards, ipads and using a keyboard.

Cycle A

Unit 1.2 Grouping and Sorting • Sorting data according to criteria

Key Vocabulary

Collect Data

Gathering facts and information.

Pictogram

A diagram that uses pictures to represent data.

Compare

Looking at what is the same and what is different.

Record Results

Writing down what you have found out.

Data

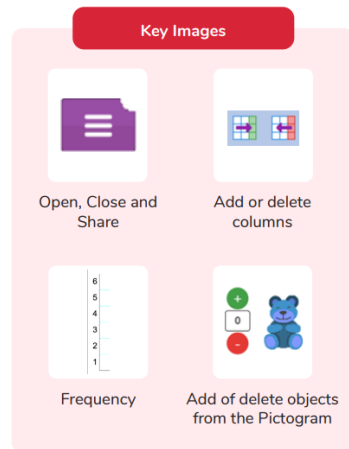
A collection of information, used to help answer questions.

Title

The name given to a piece of work.

Vocabulary:

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Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

- 2Connect tool within Purple Mash.
- How I Travel To School sheet; each sheet should be cut up making enough cards for six children' data

Lesson 2



2Count Pictogram – Favourite Fruits. To open this, open the 2Count tool then select the 'Fruit' file from the list of options:

You can change the fruit pictures from the default values by clicking on the fruit images at the bottom of the pictogram. Use alternatives from the clipart gallery or draw using the paint tools.

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- Pictures of fruit (optional – these pictures are also displayed on the slideshow)
- Extension: Set the Green Class Pictogram as a 2do for children. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

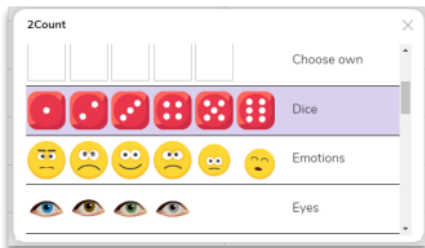
Edit Objectives ✕

Year:	Y1	▼
Subject:	Computing	▼
Strand:	IT	▼

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Lesson 3

- 2Count Pictogram – Dice. This is opened in the same way as the fruit file in the last lesson. This can be set as a 2do for children by saving it in your work folder and then clicking on the Share button (the globe symbol) to set as a 2do.



- Dice Rolling Record– print per child or one between two.
- Dice (1 per child/pair).

You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

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Edit Objectives ✕ Year: <input type="text" value="Y1"/> <input type="button" value="v"/> Subject: <input type="text" value="Computing"/> <input type="button" value="v"/> Strand: <input type="text" value="IT"/> <input type="button" value="v"/> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <input checked="" type="checkbox"/>	
1. Unit 1.3 Lesson 1	<p>Deeper learning question: Why is tis helpful to interpret data?</p> <p>Reconnection: Go over online safety learning and staying safe on the internet.</p> <p>LO: To understand that data can be represented in picture format.</p> <p>Activity: Go over new key vocab for lesson.</p> <p>Go over vocab and success criteria. Using slide 4, ask the children to thought shower as many methods of transport as they can think of and think about when they might be used. Introduce and explain the advantages of a pictogram using slide 5. Use slide 6 to create a physical pictogram on the board/flipchart, sticking the like pictures in columns. (See link on lesson plan for cards). Use the suggested questions slide 7 to interrogate the data produced.</p> <p>Go over vocab and success criteria</p> <p>Extension: Extend children by asking them to come up with scenarios that would find a pictogram useful.</p>
2. Unit 1.3	<p>Deeper learning question: What would make a good title? Why?</p> <p>Reconnection: recap previous vocab from last lesson.</p>

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<p>Lesson 2</p>	<p>LO: To contribute to a class pictogram.</p> <p>Activity: Go over new key vocab for lesson.</p> <p>Recap the learning from the last session and introduce today's main activity. Discuss with the children the different fruits and which they like and don't like. Introduce 2Count and demonstrate how it can be used to create a class pictogram. You will need to set the pictogram up with your desired fruits. Explain to children that they need to think of one fruit which is their favourite. Add a title to the pictogram and ask the children questions tailored to interrogate the chart you have produced.</p> <p>Go over vocab and success criteria</p> <p>Extension: Introduce the optional extension activity. This can be set as a 2Do in advance. Think of your own questions that you could ask your friends about this pictogram.</p> <p>Have a go at answering the question at the bottom of the page.</p>
<p>3. Unit 1.3 Lesson 3</p>	<p>Deeper learning question: Why is a pictogram useful?</p> <p>Reconnection: Go over vocab and techniques learnt.</p> <p>LO: To use a pictogram to record the results of an experiment.</p> <p>Activity: Go over new vocab for the lesson.</p> <p>Recap the learning from the last session and introduce today's main activity. Introduce the investigation. The worksheet can be found in the resource list on the lesson plan. Children can work individually or in pairs. Explain how the children can create their own pictograms with their data. Add a title to the pictogram and ask the children questions to interrogate the chart they have produced.</p>

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Go over vocab and success criteria.

Extension Share extension. Roll another 20 times and add these results to the initial 20 rolls. Save this file under a new name.

Compare the old and new pictogram values.

❓ What do you notice about the totals for 20 rolls and 40 rolls?

❓ Are they more similar? Have the columns evened out?

If time, this could be repeated again for 60 rolls to confirm statement.

End of unit quiz & reflect on gaps from the unit:

Unit 1.3 Quiz – found on unit page on PM

Questions:

What is data?

Which of these shows a pictogram?

Match the definition to the correct word.

Which statements are true about this pictogram?

What is wrong with this pictogram?

What would be a good title for this pictogram?

End Points:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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Subject: Purple Mash unit 2.8 Presenting Ideas

Key Concept/ Theme: • To explore how a story can be presented in different ways. • To make a quiz about a story or class topic. • To make a fact file on a non-fiction topic. • To make a presentation to the class.

Prior Learning links: EYFS: Children have been exposed to the layout of purple mash and have had experience of using a variety of technology including interactive whiteboards, ipads and using a keyboard.

Cycle A

Unit 2.6 Creating Pictures • Presenting ideas in art form • 2Paint a Picture: art effects, collage effects

Cycle B

Unit 1.6 Animated story books • Creating text and the use of illustrations • Genre: animated picture book

Vocabulary:

Key Vocabulary

E-book

An electronic version of a printed book that can be read on a computer or a specifically designed handheld device.

Fact file

A document containing all the important information about one subject.

Fiction

A book or story that is written about imaginary characters and events and not based on real people or places.

Mind map

A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Node

A way to represent a concept or idea using text and/or images.

Non-fiction

Writing that is about real people or events rather than stories that have been made up.

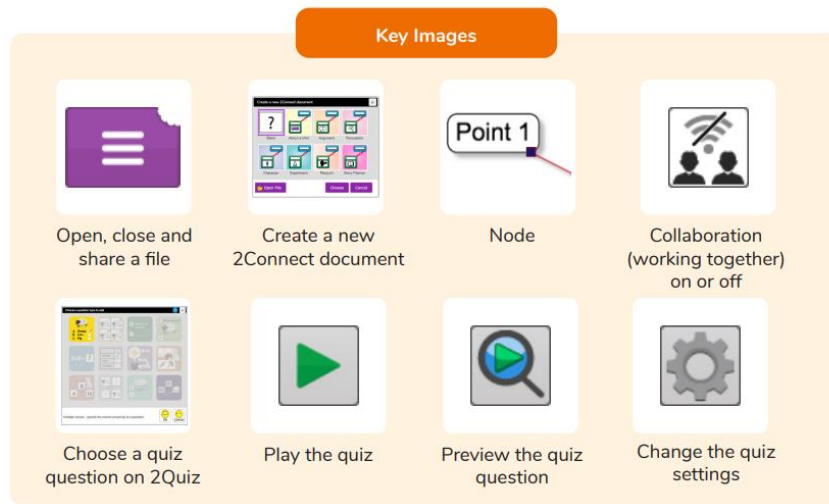
Presentation

A way of displaying information about a subject to an audience.

Quiz

A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

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Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Three Bears mind map.
- 2CAS Example - The Three Bears.
- Three Bears quiz. Set the quiz as a 2Do for the children.
- Extension: Riddle Template. Set this as a 2Do. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives		×
Year:	<input type="text" value="Y2"/>	▼
Subject:	<input type="text" value="Computing"/>	▼
Strand:	<input type="text" value="IT"/>	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		<input checked="" type="checkbox"/>

Lesson 2

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Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Three Bears quiz.
- Headphones. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives ×

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <input checked="" type="checkbox"/>		

Lesson 3

Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- United Kingdom 2Connect file. This will be used on the whiteboard.
- United Kingdom fact file. This should be set as a 2Do for the children. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives ×

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <input checked="" type="checkbox"/>		

Lesson 4

Unless otherwise stated, all resources can be found on the main unit 2.8 page. From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Children will have a choice of how to present their information using one of the methods that we have looked at in previous weeks. • The blank fact file might be useful to set as a 2Do for children who decide to make a fact file.
- 2Connect and 2Create a Story can be accessed from the Tools area in Purple Mash.

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- You could create a different 2Publish template for children to use with appropriate word banks and clipart.
- 2Paint A Picture - extension activity to add images to the presentation.
- You could also use existing Purple Mash writing frames by using the search facility within Purple Mash to search for your topic and evaluate the resources. You can select the following suggested computing objectives when setting the 2Do to make future assessment easier:

Edit Objectives ×

Year:	Y2	▼
Subject:	Computing	▼
Strand:	IT	▼

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

1. **Deeper learning question:** Why do we need different types of questions?

Unit

2.8 **Reconnection:** Go over online safety learning and staying safe on the internet.

Lesson

1 **LO:** To explore how a story can be presented in different ways.

Activity:

Go over vocab and success criteria.

Talk to the children about the story of Goldilocks and Three Bears. Can they summarise what happens in the story?

Explain that they are going to be looking at some work that other children have done using Purple Mash to represent the story of the Three Bears.

Open the e-book on the whiteboard. Ask the children if they know what an e-book is. If they completed Unit 1.6 – Animated Story Books in Year 1, they will have made their own e-book. Click on the presentation to reveal the definition. Click on the story link in the presentation and watch/read the book together.

Explain that we are going to look at something called a mind map (also known as a concept map) that is also about the story of the Three Bears. Open the mind map, click on the central text Goldilocks and the Three Bears node and then click on the Start button at the top left of the screen. This hides all the nodes except the central one.

Clicking on one of the + symbols will open a node for viewing. The information is then presented gradually rather than all in one go, which can be overwhelming for the viewer. Click on the top left + ; this reveals a node called 'Characters'.

You can see that four nodes come from this one (there are four + symbols on the edge). Can children suggest what they might be?

Reveal the four nodes by clicking on the + symbols.

Continue to reveal nodes and discuss what they show. You could choose individual children and ask them to do this on the whiteboard. If you move in a clockwise direction around each node, the story is revealed in the expected order.

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	<p>Once the whole mind map has been revealed, ask children to suggest how this type of presentation might be useful. You can show them that clicking on the Show Story button opens a screen onto which you can type. Mind maps can be very useful for organising your ideas, especially when a whole group of people get together to share ideas. You can then use the mind map to write a story or a report on the shared information.</p> <p>The next presentation of the story is a quiz. Children will be making a quiz next week so this should give them some ideas that they can use. Show children how to open the 2Do for the quiz on their own computers. Give them some time to work out the right answers. As a teacher, you can open and start the quiz and then click the Stop button to look at individual questions and preview them one at a time. This could be done on the whiteboard as part of the discussion about questions.</p> <p>Once the children have had a good go at this, have a brief discussion about the different types of questions in the quiz and any difficulties that they had with it. This will prepare the children for making a quiz next week. As a teacher, you can open and start the quiz and then click the Stop button to look at individual questions and preview them one at a time. This could be done on the whiteboard as part of the discussion about questions.</p> <p>Review the different ways that the children have seen the story presented this week. Can they think of any other ways of presenting the story? A poster for a play or movie could be one. Children might have read books at home or school that use this story as the basis of other stories. <i>Beware of the Bears</i> by Alan MacDonald is a follow-up about what the bears do in response. <i>A Chair for Baby Bear</i> by Kaye Umansky is about how Goldilocks tries to make amends. <i>Believe Me, Goldilocks Rocks</i> by Nany Loewen tells the story from the point of view of Baby Bear. If you or the children have any of these books, they will lend an added dimension to the ideas in this lesson.</p> <p>Go over vocab and success criteria</p> <p>Extension: Children should use the riddle template which has been set as a 2Do to create a three-clue “Who am I?” riddle for others to guess. The clues should contain information from the story.</p>
2. Unit 2.8 Lesson 2	<p>Deeper learning question: What makes a good quiz? What makes it bad? How could you improve your quiz?</p> <p>Reconnection: recap previous vocab from last lesson.</p> <p>LO: To make a quiz about a story or class topic.</p> <p>Activity: Go over new key vocab for lesson.</p> <p>Recap the learning from the last session and introduce today’s main activity. Look at the Three Bears Quiz from last week (a link is in the presentation). Look at the different types of questions the quiz author has used. Show the children how to open 2Quiz on the computer from the Tools area in Purple Mash. Give children a tour of the screen that opens first.</p>

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	<p>Look at the process of how to add questions to 2Quiz. Look at the different types and how to add questions and answers. Depending on the ability of the children you just select three or four examples rather than looking at all the different types.</p> <p>Discuss possible themes with the children. They might want to choose a different well-known story, or they could choose a topic that you are studying in class at the moment. The aim is for children to make a short quiz of at least two questions, save it and have a peer play it and give feedback. Children will have the opportunity to extend their quiz in a future lesson. The children can save their work into their own folder and then into the class folder using their name as the filename.</p> <p>Ask the children to play their peers quizzes. Can they think what they like about the quizzes and what could be improved?</p> <p>Go over vocab and success criteria</p> <p>Extension: If there is time, then the children could return to their devices and add more questions to their quizzes.</p>
<p>3. Unit 2.8 Lesson 3</p>	<p>Deeper learning question: Why is the way information is presented important?</p> <p>Reconnection: recap previous vocab from last lesson.</p> <p>LO: To make a fact file on a non-fiction topic.</p> <p>Activity: Go over new key vocab for lesson.</p> <p>Recap the learning from the last session and introduce today's main activity.</p> <p>In the last two lessons, we have been looking at the presentation of fiction information. Today, we are going to look at non-fiction. Can children explain what fiction and non-fiction are?</p> <p>Click on the presentation to show the definition.</p> <p>Open the 'United Kingdom' 2Connect file on the whiteboard and firstly review the way that it is presented. Can children remember what this is called (mind map or concept map)? How can they see just a bit of the information at a time?</p> <p>Next discuss the content of the information; what can children find out from reading this?</p> <p>Show the children the United Kingdom fact file. Draw their attention to the different features of this file.</p> <p>Explain that you have set the fact file as a 2Do for them to fill in. If necessary, show children how to open the file from their 2Dos. Explain that the mind map will stay on the whiteboard for them to use to find the correct information. If the images disappear, click on the grey background and they will reappear.</p> <p>Children should try to complete the fact file and save their work.</p>

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	<p>Near the end of the lesson, spend some time discussing which presentation is clearer for displaying the information. There is no right answer to this; it is a matter of opinion. Point out the use of the table to show information about the countries in the UK. Do they think that this is a clear way to present information?</p> <p>Go over vocab and success criteria</p> <p>Extension: The children can open their quiz from the last lesson and add in some more questions.</p>
4. Unit 2.8 Lesson 4	<p>Deeper learning question: Why do different presentations work for different topics?</p> <p>Reconnection: recap previous vocab from last lesson.</p> <p>LO: To make a presentation to the class.</p> <p>Activity: Go over new key vocab for lesson.</p> <p>Recap the learning from the last session and introduce today's main activity.</p> <p>Discuss the different methods of presenting ideas that we have looked at in the last three lessons. Explain that today children are going to create a presentation on a topic and that they can choose the method to use. Children will need to spend time creating their resource and practising presenting it. You might need to set time aside outside the lesson for children to do their presentations. They could present it as part of a class assembly. Children could work in pairs or groups depending upon how you think that they will work best. Organise the class as you prefer. Children should spend some time familiarising themselves with the topic then get started on creating one resource: a fact file, a 2Connect file or a brief 2Create a Story file (this can be used as effectively for a non-fiction book as for fiction). They should then practise and perform their presentation. Children could share their presentations to a class display board. For information about display boards, see the user guide in the Guides and Resources section.</p> <p>Go over vocab and success criteria</p> <p>Extension: This is an open-ended task, but children who finish early could be challenged to improve their work by creating artwork images in 2PaintAPicture (they have previous experience of this tool), saving, and inserting into their presentation.</p>

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End of unit quiz & reflect on gaps from the unit:

Unit 2.8 Quiz – found on unit page on PM

Questions:

Fill in the blanks

Match the presentation software to its name.

Match the vocabulary to its definition.

Match the icons with their function.

End Points: What do we need to think about when planning a presentation? The important thing to consider is the audience. Think about how old they are and what they would find interesting. For younger children, a presentation with pictures may be more appropriate.

Why should I plan out my presentation? Planning out your presentation allows you to make sure you have included all the information you need to. It is easier to do this in the planning phase rather than when you have started the presentation

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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