

N.B. Macros need to be enabled in order to complete this sheet (Tools > Macro > Security > Medium) - Close and re load page)

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|---|-------------|---------------------------------------|
| <ul style="list-style-type: none"> Discuss with the children the different ways the computer was used to represent real or fantasy situations. Tell them that they are going to create their own representations and they can choose what they would like to represent and how they will do it using appropriate software. This might be linked to topic work, <i>eg a story or nursery rhyme, designing a new classroom or school, concocting a new set of meals for school dinners, visualising places to go on holiday, fantasy creatures from out-of-space or new modes of transport for the next century.</i> | Activity | 1E. Representing info. graphically: p |
| <p>Children should learn:</p> <ul style="list-style-type: none"> that recording a sequence of instructions forms the basis of control work | Outcome | 1F. Understanding instructions.... |
| <p>most children will: know that information exists in a variety of forms and be able to gather it from a variety of sources</p> | Expectation | 1C. The information around us |
| <p>Children:</p> <ul style="list-style-type: none"> sort objects using one criterion use a graphing package to produce a pictogram of their data present verbally what they have learnt from their pictograms | Objective | 1E. Representing info. graphically: p |
| <ul style="list-style-type: none"> Explain to the children that they are going to use the skills they have learnt to produce a piece of text about themselves. Ask them to select the initial sentence and then to add their choice of words. The words could be chosen from a word bank. Print the work. | Objective | 1B. Using a word bank |
| <p>most children will: use key words to label and classify objects</p> | Expectation | 1D. Labelling and classifying |