Crosby Primary School	Computing Medium Term Plan Year - Autumn Term 1	Cycle A Unit 1.4 Grouping Data Y1 2

National Curriculum (Core Learning) NC LINKS **Computing** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support. Curriculum Links **Maths** Grouping . Know objects can be grouped by different properties, so there are multiple ways of grouping the same objects.	**Prior Knowledge** This is a new unit. So No prior teaching required Assessment: Teacher assessment. Opportunities detailed in each lesson plan.	**Resources** **Visit:** Teach it website https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data For Unit Plan, Lesson Plans unit plans and Learning Graphs
	Vocabulary Generic vocabulary: colour, differences, fewest, least, less, more, most, object, search, size, shape, similarities and the same. New Topic vocabulary: **Data** : data means information. You can collect data by showing it in tables, charts or graphs. **group :** a collection of people, things, or ideas that are in one place. **Image** : a visual representation of something or a picture of an object. **Label** : describing something or someone. (written in words). **Property** : describe characteristics of object or image (can be used to classify them based on similarities or differences). **Set**: a collection of objects or things that share a common well-defined property. **Value** : the numerical worth or amount	

Lesson Sequence

Learning Objective	Core Knowledge	Additional Information
L1 LO To Label objects Success criteria: Describe objects using label Match objects to groups Identify the label for a group of objects	**Procedural Knowledge (Skills):** Collect simple data and show that collected data can be counted. Identify similarities (attributes) of an object; describe properties of an object and group objects (based on commonality) to answer questions.	L1 See lesson plan https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/label-and-match Use Key Q Why do objects have labels?
L2 LO To identify that objects can be counted Success criteria: Count objects Group objects Count a group of objects		L2 See lesson plan and presentation https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/group-and-count Use Key Q Say how computers can be used to count and group.

L3 LO To describe objects in different ways Success criteria: Describe an object Describe a property of an object Find objects with similar properties	**Propositional Knowledge (Concepts):** Identify that objects can be counted. Recognise that information can be presented in different ways.	L3 See lesson plan and presentation https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/describe-an-object Use Key Q What could the labels of these groups be?
L4 LO To count objects with the same properties Success criteria: Group similar objects Group objects in more than one way Count how many objects share a property		L4 See lesson plan and presentation https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/making-different-groups Use Key Q What properties have you used?
L5 LO To compare groups of objects Success criteria: Choose how to group objects. Describe groups of objects Record how many objects are in a group		L5 See Lesson plan and presentation https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/comparing-groups Use Key Q Can you compare these groups? How could you describe these groups?
L6 LO To answer questions about groups of objects Success criteria: Decide how to group objects to answer a question Compare groups of objects Record and share what I have found		L6 See Lesson plan and presentation https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data/answering-questions Use Key Q Was it easy to work out the answer to the question? What made it tricky?