Final Outcome: I can create a block graph by collecting and calculating data on a spreadsheet to answer a question.

Article 17

Component 6:

What we will know after this sequence:

- Children have used a range of yes/no questions to separate different items.

Vocabulary:
Questions, yes, no, information, separate,

How will this feed into my next learning:
I will use my knowledge of questions to inform my interview with Oxfam and Unicef on child labour during my humanities lessons.
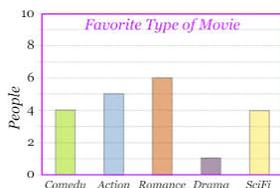
SEN:
To be pre-taught difference between yes/no questions and open ended questions and to have sentence stems and word banks to support them with answering them.

Component 4:

What we will know after this sequence:

- How to create a table of data on a spreadsheet.
- How to use the data to create a block graph manually.

Favorite Type of Movie

Vocabulary:
Table, block graph, spreadsheet, manually,

How will this feed into my next learning:
I will use this knowledge of making table and block graphs to relate to my mathematics work on statistics and calculating.

SEN:
Some children might have difficulty with the mathematical concepts in some lessons and might need guidance with this aspect. For example, in lessons where spreadsheets are being used to add up prices; children who are not familiar with converting pence (45p) to pounds (£0.45) might need this aspect explained in more details; in lessons dealing with percentages and fractions some children might need extra support for the mathematical concepts.

Component 5:

What we will know after this sequence:

- That the information on pictograms cannot be used to answer more complicated questions.

Vocabulary:
Pictograms, information, question,

How will this feed into my next learning:
I will use my knowledge of pictograms and answering simple questions to look at how to use yes/no questions to separate information.

SEN:
To be pre-taught vocabulary and have opportunity to explore concept of pictograms prior to the lesson.

Component 3:

What we will know after this sequence:

- How to use images in a spreadsheet.
- How to work out how much they need to pay using coins by using a spreadsheet to help calculate

Vocabulary:
Spreadsheet, amounts, calculate, pay, coins, images,

How will this feed into my next learning:
I will use my knowledge of adding amounts into a spreadsheet to look at creating a table and block graph in a spreadsheet.

SEN:
Some children might have difficulty with the mathematical concepts in some lessons and might need guidance with this aspect. For example, in lessons where spreadsheets are being used to add up prices; children who are not familiar with converting pence (45p) to pounds (£0.45) might need this aspect explained in more details; in lessons dealing with percentages and fractions some children might need extra support for the mathematical concepts.

Component 2:

What we will know after this sequence:

- How to use copying a pasting to help make spreadsheets.
- How to use tools in a spreadsheet to automatically total rows and columns.
- How to use a spreadsheet to solve a mathematical puzzle.

Vocabulary: Copying, pasting, tools, spreadsheet, puzzle,

How will this feed into my next learning:
I will use my knowledge of copying and pasting on spreadsheets to then look at how to add in amounts to spreadsheets to help calculate different totals.

SEN:
Relating copying and pasting tools to other software, e.g Word. Working in mixed ability pairs and modelling step by step so everyone is following the instructions. First and Next boards could be used too.

Component 1:

We should know:
- How to login and save work on Purple Mash
- What a table and block graph is

What we will know after this sequence:
- What rows and columns are in a spreadsheet.
- How to open, save and edit a spreadsheet.
- How to add images from the image toolbox and allocate them a value.
- How to add the count tool to count items.

Vocabulary:
Spreadsheet, open, save, edit, toolbox, rows, columns,

How will this feed into my next learning:
I will use my knowledge of spreadsheets to look at in detail how to use the copying and pasting tools within them.

SEN:
Relating copying and pasting tools to other software, e.g Word. Working in mixed ability pairs and modelling step by step so everyone is following the instructions. First and Next boards could be used too.