Year 2 – Pictograms

Lesson	Brief overview	Learning objectives
1 Counting and comparing	During this lesson learners will begin to understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.	To recognise that we can count and compare objects using tally charts • I can record data in a tally chart • I can represent a tally count as a total • I can compare totals in a tally chart
2 Enter the data	During this lesson learners will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. Learners will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions.	To recognise that objects can be represented as pictures • I can enter data onto a computer • I can use a computer to view data in a different format • I can use pictograms to answer simple questions about objects
3 Creating pictograms	During this lesson learners will think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. They will collect data to create a tally chart and use this to make a pictogram on a	To create a pictogram • I can organise data in a tally chart • I can use a tally chart to create a pictogram • I can explain what the pictogram

	computer. Learners will explain what their finished pictogram shows by writing a range of statements to describe this.	shows
4 What is an attribute?	During this lesson learners will think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.	To select objects by attribute and make comparisons • I can tally objects using a common attribute • I can create a pictogram to arrange objects by an attribute • I can answer 'more than'/'less than' and 'most/least' questions about an attribute
5 Comparing people	During this lesson learners will understand that people can be described by attributes. They will practise using attributes to describe images of people and the other learners in the class. The learners will collect data needed to organise people using attributes and create a pictogram to show this pictorially. Finally, learners will draw conclusions from their pictograms and share their findings.	To recognise that people can be described by attributes • I can choose a suitable attribute to compare people • I can collect the data I need • I can create a pictogram and draw conclusions from it
6 Presenting information	During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Learners will then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns.	To explain that we can present information using a computer • I can use a computer program to present information in different ways • I can share what I have found out using a computer • I can give simple examples of why

		information should not be shared