Year 1 Handling Data 2 Present my weather information (choice)

Timing	Children will
4 sessions of approximately 30 - 45 minutes	- Collect data about weather OR length of shadows - Children record data measurements from equipment - Use appropriate software to create a pictograph - Create, save and retrieve an annotated image

e-safety links	Objectives
I can talk about why it's important to be kind and polite (when I give feedback to my friends)	**Handling Data** - I add information to a pictograph and talk about what I have found out. - I can present data in a digital format. **Multimedia** - I can be creative with different technology tools. - I can save information in a special place and retrieve it again.

Links to other learning

Computing: Technology in our Lives 1
Maths: Know properties of 2d shapes. Understand term right angle. Compare and sort 2d shapes and everyday objects.

Resources	Preparation
2Simple/Purple Mash 2Count or http://primaryschoolict.com/pictograph Or https://www.j2e.com/jit5#pictogram, Powerpoint, Google slides, Textease CT, Phoxo - http://www.phoxo.com/en or Pic Collage/Doodlebuddy / Skitch App	- Collect 2 litre drinks bottle with sand for each group if measuring shadows - Plan time period for collecting weather information - Identify the pictogram software to use with the children such as 2Simple 2Count (available for iPads within Purple Mash) **OR** https://www.j2e.com/jit5#pictogram (can be accessed on any device without cost but subscription required to save) to investigate a question and record data. The online pictograph maker by Primary School ICT can be used on any device and will also allow you to share the pictograph online. - Identify the presentation software or app you will use.

	Expectations	Activity	Success Criteria
1	**Handling Data** I can use technology to collect information including photos.	**Measuring shadows OR recording weather** • When we read a book how do we know what things look like? Explain that pictures are a great way to share what things look like with other people. What could we use if we don't have time to draw a picture? What devices do we find cameras on? – Tablet / Phone / Camera (write a list on IWB.) • Show children pictures of rain gauges; explain that the person who took the photos wanted us to know what they looked like. We are going to measure shadows **OR** record weather. We will take a photograph of how we will measure shadows **OR** We will take photographs to record the weather each day. **Shadow (session 3a)** • We are going to measure the length of a shadow at different times of the day, to do this we will need something that will stay the same size. • Children to work in groups. Each group will have a tablet or a camera (Size of groups depends on cameras.) Each child to make a shadow stick at their table (2 litre drinks bottle filled with sand, stick poking out of the top.) • Model the process of taking a photo of my shadow stick when it has been finished. Make sure children are confident to take a photograph with the tablet or camera. (Turning the camera on and looking through the viewfinder or at the display screen. Make sure the children see the image being captured so they know that is has been saved.) Place shadows sticks at different locations around school and collect measurements at different times of the day before next session. **Weather (session 3b)** We are going to record the weather each day. Decide where photographs will be taken each day. Decide on the names of the weather types you will record.	Gold: Can I use a digital camera to take a clear photograph? Silver: Can I use the viewfinder and LCD screen to find my subject and take a photograph with support? Bronze: Can I take a photograph with support?
2	**Handling Data** I can present data in a digital format. **Multimedia** I can save *photos* in a special place and	**Selecting photographs** • Show the children the pictures that we have already taken on the tablet or the camera. Now show the same images on the PC. How did they get on there? • Explain that the images are *stored* on the tablet / camera but we need to take them off and put them on to the computer. How do we connect the two? Introduce the USB cable. Demonstrate plugging the camera into the computers USB sockets. Model double clicking on 'My Computer' icon. This should now show us where our camera is located. (Photos are normally located in the	Gold: Can I transfer the images from the camera to a folder on the pc? Silver: Can I locate the images stored on the pc? Bronze: Can I connect a camera to a pc using a USB cable?

		DCIM folder on a camera.)
		• Open an image on the screen to show how it has moved through the cable.
		• Show children the way to select and drag files from one folder to the other. (Ideally have folders pre-setup for individual children or a weather folder for a whole class project)
		• Show children how a file can be renamed.
		For those working with tablets:
		• Talk about where pictures are saved and how they can be used.
		• Look at Apps which will make use of the photographs (eg Pic Collage or Doodlebuddy).
		• Talk about the importance of deleting unwanted images. How can we share these with other people?
3 a	**Handling Data** I can add information to a pictograph and talk to you about what I have found out. **Handling Data** I can present data in a digital format.	**Presenting data – shadows** • Show the children the readings from the shadow sticks at different days. Explain that there are lots of different ways to show information; we have used text and/or numbers. We could use pictures to help show our findings, this is called a pictograph. Remind the children of the software they have used previously to create a pictogram. • Change the title by clicking on it, "Length of shadows." Now change the labels at the bottom to the times of the day that you collected the results. Model the process of adding our findings from our shadow lengths to the pictograph. Choose pictures by using the arrows underneath the text. • Children to work in pairs using a laptop to create their own pictograph. Children should work together to get their data onto the website. When the children have changed the labels and added the data then allow them to use "file" and "print" to print off their pictographs. If possible save the pictograph or a screen shot of the pictograph in a folder to be used in session 4.	Gold: Can I add labels and change the image to customise my pictograph? Silver: Can I add a title to my pictograph using the keyboard? Bronze: Can I input data to pictograph website?
3 b	**Handling Data** I can add information to a pictograph and talk to you about what I have found out. (Weather)	**Presenting data – weather** • Look at a weather pictograph in the software you are using. Ask the children how we can use one pictograph to record the weather each day – guide them to talk about the need to save and retrieve data. • Children working in pairs to add weather for each day, saving and retrieving the pictograph or a screen shot of the pictograph. Each pair to save a photograph and rename with date and weather. Plan to record weather for a set amount of time based on the number of children in the class / length of time available for project.	Gold: Can I open, add to and save a file? Silver: Can I open a file and add weather for the day? Bronze: Can I add weather to a pictogram?

| 4 | **Handling Data**

I can present data in a digital format.

Multimedia

I can be creative with different technology tools *such as manipulating an image.* | **Labelling photographs**

- Re-cap previous learning and vocabulary from earlier lessons. Can anybody help me find my photos from last session? Look for the photos on the camera roll or find the photos saved on the school network - make the path to the photo folders very clear to the children so they know where to find their images.

- Explain that we would like to add some labels to provide information for people on how to measure shadows (3) OR describe the weather we have recorded (4).

- Open programme to add text to an image (Powerpoint, Google Slides, Textease, Phoxo - http://www.phoxo.com/en or Pic Collage/Doodlebuddy/Skitch App) and model using the 'import picture' button. Locate the files using the folder path we have created or from camera roll with Pic Collage. Explain the way we can resize and rotate the images using the dots on the side of the image.

- Using the drawing tool, add an arrow pointing to the stick in the picture, how could we label this? Model typing in label and dragging it to the right place. (A word bank can be used in Textease.)

- Allow the children to work in pairs to import their picture of a shadow stick / range of weather experienced and then draw arrows to label the different parts of the picture / different pictures.

- Remind children of the shift key to create a capital letter, thumb on space bar and index fingers on each hand to add text.

- Once all children have completed the activity demonstrate using the 'save' button at the top of the screen. Children to save to a relevant folder. | Gold: Can I add text and drawings to an image?

Silver: Can I change the size and orientation of an image?

Bronze: Can I import an image? |