Year 2 Handling Data 2 Making my habitat block graph (Choice)

Timing 2 sessions of approximately 40 minutes**.**	**Children will** • Use a branching database to identify animals • Talk about how the branching database was made and make a paper-based decision tree. (Or use to sort technology in **Technology In Our Lives 1**) • Collect and present data on the habitats of animal using a chart. (Or to present information gathered in **Technology In Our Lives 1.**)
e-safety links I can talk about why it is important to be kind and polite online and in real life.	**Objectives** **Handling Data** • I am starting to understand a branching database. • I can talk about the different ways I collect information. • I can make and save a graph using the data I collect. • I can talk about the data that is shown in my chart or graph.
Links to other learning **Computing:** **Multimedia 2** **Technology in our Lives 1 and 2** **Science:** Identifying and classifying; gathering and recording data to help in answering questions. Identify and name a variety of plants and animals in their habitats, including micro-habitats **Mathematics:** Construct and interpret pictograms and block diagrams.	
Resources CLEO Branch 2Graph IVT, or 2Count (2Simple Infant Video Toolkit or Purple Mash) www.j2e.com/JIT5 EasyChart HD (79p)	Preparation • Ask the technician to set a short cut to CLEO's bird branching database **OR** use Year 2 Handling Data 4 planning to work with year six class to create a branching database in Scratch for the class to use based on your current topic. • Schools with Textease CT or subscribing to j2easy will have access to branching database software that could be used to create a database with animals or plants relevant to work in Science. • Prepare a set of photos of different animals for children to sort.

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	Expectations	Activity	Success Criteria
1	**Handling Data** I am starting to understand a branching database	**Identifying animals** • Talk about the animals they can see when you look at CLEO branching database or other branching database together (see preparation notes). • What can you see? Where are the animals? What do you know about the animals? • Work together to identify the animals. • Agree which animal you are going to identify. Go through answering the questions. What is the name of the animal? Click on the refresh button in the address bar to identify the next animals. • Let children have time to use the branching datbase to 'guess' each other's animals. • How do you think they make this branching database? Talk about the way they have sorted the animals. What questions did they use? What could the answer be? See if the children recognise the answers were all yes or no. • Give pairs of children a set of pictures of animals and two large rings. How many ways can they sort the animals into two sets? What questions did they use? • Work together as a class to create a paper-based decision tree to sort the animals using yes or no questions. Which questions are the best ones to ask to split each group into two equal parts?	Gold: Can I use a branching database to identify animals? Silver: Can I answer questions in a branching database? Bronze: Can I sort animals into two sets?
2	**Handling Data** I talk about the different ways I use technology to collect information. I can make and	**Discovering animals in their habitat** • Where did the swan and the moorhen live that we discovered in the branching database? • What other animals live near water? What animals live in water? What animals do we know that live in other habitats? • Make a list of habitats and the animals we know that live in each. • Which habitat has the most animals that we know about? How could we show	Gold: Can I create a graph, interpret and answer questions about data I have inputted? Silver: Can I talk about the data in a graph that I have helped to make? Bronze: Can I add data to a graph?

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	save a graph using the data I collect. I can talk about the data that is shown in my chart or graph.	this information in a block graph? • Show children 2Graph or JIT5 Chart or EasyChart HD. • Which habitats do we need to add? How many animals do we know that live in each habitat? • Let children create their own graph to show how much they know about animals in different habitats. • Change the block graph to be horizontal as well as vertical. Check children can ask and answer questions for both appearances.	