



## TSS Primary Computing MTP 2022-2023 Year 2 Block 3 – Party Time

Week	Key Targets and Learning Objectives	Key Activities	Key Vocabulary
1	<ul style="list-style-type: none"> <li>• Create a program for a given task which loops a sequence of commands.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the learning of work done towards the end of the last block.</li> <li>• Watch the video <a href="#">Loops with Harvester #3   Course B (2022) - Code.org</a> and discuss the idea of a loop.</li> <li>• Reinforce what the repeat block looks like and its function.</li> <li>• Children to complete Lesson 7 on Code.org</li> </ul>	<ul style="list-style-type: none"> <li>• algorithm</li> <li>• loop</li> <li>• repeat block</li> <li>• collect block</li> <li>•</li> </ul>
2	<ul style="list-style-type: none"> <li>• Employ a combination of sequential and looped commands to reach the end of a maze.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the work from last week.</li> <li>• Watch the video: <a href="#">Loops with Laurel #1   Course B (2022) - Code.org</a> to introduce the new scenario of The Collector</li> <li>• Watch the video: <a href="#">Loops with Laurel #4   Course B (2022) - Code.org</a> and revise the idea of the repeat block and why we use loops in coding.</li> <li>• Children to complete Lesson 8 on Code.org</li> <li>• Extension: Lesson 9 on Code.org. Ask the children to watch all the videos. Introduce the idea of the Free Play project to the children who get to that point in the course.</li> <li>• Homework task – children to ask people at home what information is stored on their digital devices. Give a tick list with an ‘others’ box.</li> </ul>	<ul style="list-style-type: none"> <li>• algorithm</li> <li>• loop</li> <li>• repeat block</li> <li>• get block</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>2MD.01</b> Know the advantages of storing data and information computers.</li> <li>• <b>2CS.04</b> Identify tasks that computers can complete more effectively than humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Review last week’s learning and wrap up any misconceptions from coding.</li> <li>• Introduce the idea of data (information)</li> <li>• Collect the data from the children’s homework activity.</li> <li>• Why do we store information like this?</li> <li>• What do adults use computers for?</li> <li>• What do computers control at home/school?</li> <li>• Introduce the idea of tallies</li> <li>• Use tally chart activities</li> <li>• Extension: <a href="#">Tally Marks - Graphing Game   Turtle Diary</a> and <a href="#">Tally Marks   Game   TinyTap</a></li> </ul>	<ul style="list-style-type: none"> <li>• data</li> <li>• information</li> <li>• tally/tallies</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>2MD.02</b> Know how to use computing devices to present categorical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Review last week’s learning, especially the idea of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Tally/tallies</li> <li>• most/least popular</li> </ul>



## TSS Primary Computing MTP 2022-2023 Year 2 Block 3 – Party Time

	<ul style="list-style-type: none"> <li>• <b>2MD.04</b> Identify types of statistical data that can be manually recorded using computing devices.</li> <li>• <b>2MD.05</b> Discuss the different types of data that a question may generate, limited to statistical and non-statistical.</li> <li>• <b>2CS.04</b> Identify tasks that computers can complete more effectively than humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Display block graphs and ask what the data shows. Ask questions such as least/most popular.</li> <li>• Display data from WCBS</li> <li>• Display the data collected from home</li> <li>• Use j2e <a href="https://www.j2e.com/jit5#pictogram">https://www.j2e.com/jit5#pictogram</a> to create a pictogram to show this information.</li> <li>• Compare the pictograms. What is the same? What is different?</li> <li>• Deal with any misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• pictogram</li> <li>• data</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>2MD.02</b> Know how to use computing devices to present categorical data.</li> <li>• <b>2MD.04</b> Identify types of statistical data that can be manually recorded using computing devices.</li> <li>• <b>2MD.05</b> Discuss the different types of data that a question may generate, limited to statistical and non-statistical.</li> <li>• <b>2CS.04</b> Identify tasks that computers can complete more effectively than humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the learning from last week.</li> <li>• Introduce the scenario that they are supermarket owners and they have data on the number of fruit and vegetables sold last week.</li> <li>• Use j2e <a href="https://www.j2e.com/jit5">JIT5 (j2e.com)</a> to model presenting their data in a bar chart</li> <li>• Model what the data means to the supermarket owner and look at 4 or 5 things they need to do.</li> <li>• Children then work on the same idea but as toyshop owners.</li> </ul>	<ul style="list-style-type: none"> <li>• data</li> <li>• scenario</li> <li>• bar chart</li> <li>• question</li> <li>• answer</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>2MD.06</b> Understand how data may help to solve problems.</li> <li>• <b>2MD.05</b> Discuss the different types of data that a question may generate, limited to statistical and non-statistical.</li> <li>• <b>2CS.04</b> Identify tasks that computers can complete more effectively than humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the learning from last week.</li> <li>• Introduce the idea of how data could be used to plan for a party.</li> <li>• Model a question the children could ask each other.</li> <li>• In pairs, children to develop their own questions.</li> <li>• Collect the ideas</li> <li>• Assign groups different questions to find information about.</li> <li>• Groups to produce tally charts and pictograms (j2e will allow sandwich, drink and fruit, t-shirt colour, dress colour, spot colour for balloons.)</li> <li>• Print (as no means of saving)</li> <li>• What have we found out?</li> </ul>	<ul style="list-style-type: none"> <li>• data</li> <li>• questions</li> <li>• tally</li> <li>• pictogram</li> <li>• bar chart</li> <li>• most/least popular</li> <li>• findings</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>2MD.06</b> Understand how data may help to solve problems.</li> <li>• <b>2MD.05</b> Discuss the different types of data that a question may generate, limited to statistical and non-statistical.</li> </ul>	<ul style="list-style-type: none"> <li>• Review last week's learning</li> <li>• Introduce the two different types of data (information) – non-statistical e.g. What is your favourite ice-cream flavour? and statistical – What is the favourite flavour of ice-cream for 2R?</li> <li>• Look at pictograms from last week.</li> <li>• What have we learned for our party?</li> </ul>	<ul style="list-style-type: none"> <li>• statistical data</li> <li>• non-statistical data</li> <li>• questions</li> <li>• tally</li> <li>• pictogram</li> <li>• bar chart</li> </ul>



## TSS Primary Computing MTP 2022-2023 Year 2 Block 3 – Party Time

	<ul style="list-style-type: none"><li>• <b>2MD.02</b> Know how to use computing devices to present categorical data.</li></ul>	<ul style="list-style-type: none"><li>• Draw a picture or write sentences to share the findings.</li></ul>	<ul style="list-style-type: none"><li>• most/least popular</li><li>• findings</li></ul>
--	--	--	---