



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">➤ Create a program for a given task which loops a sequence of commands.	<ul style="list-style-type: none">➤ Review the learning of work done towards the end of the last block.➤ Watch the video Loops with Harvester #3 Course B (2022) - Code.org and discuss the idea of a loop.➤ Reinforce what the repeat block looks like and its function.➤ Children to complete Lesson 7 on Code.org	<ul style="list-style-type: none">➤ algorithm➤ loop➤ repeat block➤ collect block➤
2	<ul style="list-style-type: none">➤ Employ a combination of sequential and looped commands to reach the end of a maze.	<ul style="list-style-type: none">➤ Review the work from last week.➤ Watch the video: Loops with Laurel #1 Course B (2022) - Code.org to introduce the new scenario of The Collector➤ Watch the video: Loops with Laurel #4 Course B (2022) - Code.org and revise the idea of the repeat block and why we use loops in coding.➤ Children to complete Lesson 8 on Code.org➤ 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.➤ Homework task – children to ask people at home what information is stored on their digital devices. Give a tick list with an 'others' box.	<ul style="list-style-type: none">➤ algorithm➤ loop➤ repeat block➤ get block
3	<ul style="list-style-type: none">➤ 2MD.01 Know the advantages of storing data and information computers.➤ 2CS.04 Identify tasks that computers can complete more effectively than humans.	<ul style="list-style-type: none">➤ Review last week's learning and wrap up any misconceptions from coding.➤ Introduce the idea of data and information https://www.futurelearn.com/info/courses/teaching-data-information-to-5-to-11-year-olds/0/steps/267535➤ Collect the data from the children's homework activity.➤ Why do we store information like this?➤ What do adults use computers for?➤ What do computers control at home/school?➤ Introduce the idea of tallies➤ Use tally chart activities➤ Extension: Tally Marks - Graphing Game Turtle Diary and Tally Marks Game TinyTap	<ul style="list-style-type: none">➤ data➤ information➤ tally/tallies
4	<ul style="list-style-type: none">➤ 2MD.02 Know how to use computing devices to present categorical data.	<ul style="list-style-type: none">➤ Review last week's learning, especially the idea of data.	<ul style="list-style-type: none">➤ Tally/tallies➤ most/least popular



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



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		➤ findings
Links: J2Data (j2e.com)		