

## Progression through the Key Stages

ICT capability – Handling Information	National Numeracy Strategy References
<p><b>L1 What does this mean?</b></p> <p>Sorting real objects. The computer can play a part through the use of programs, which allow the children to rearrange pictures on screen. Examples include sorting vegetables, dressing teddies of different sizes or laying the table for dinner.</p>	<p><b>Section 5 Y1,2,3 examples</b> <b>Organising and sorting data</b></p> <p>Solve a given problem by sorting, collecting, and organising information in simple ways, such as:</p> <ul style="list-style-type: none"> <li>• using objects or pictures in a list or simple table.</li> </ul> <p>Discuss and explain results.</p>
<p><b>L2 What does this mean?</b></p> <p>Consists of presenting numeric data graphically. When children are able to create pictograms or block graphs on squared paper, they will be ready to perform the same tasks using ICT. This also gives them the ability to see their data in pie and line graphs. Since the computer takes the effort out of graph creation, they can concentrate on learning how to interpret the graphs they produce. They can begin to use CD-ROMs as an <b>interactive</b> resource.</p>	<p><b>Organising and sorting data</b></p> <p>Solve a given problem by sorting, collecting and organising information in simple ways, such as:</p> <ul style="list-style-type: none"> <li>• in a list or simple table</li> <li>• in a pictogram</li> <li>• in a block graph.</li> </ul> <p>Discuss and explain results.</p> <p><b>Further work:</b></p> <ul style="list-style-type: none"> <li>• Simple frequency tables</li> <li>• Pictograms – symbol representing two units</li> <li>• Bar charts – intervals labelled in 1's, then 2's.</li> </ul>
<p><b>L3 What does this mean?</b></p> <p>Requires the use of databases. Children should collect and enter information. They need to carry out simple searches by finding specific sheets or key information in response to questions. CD-ROM skills should be developed using a title which can be accessed by exploration. The use of on-line services should be introduced through email exchanges with a partner school.</p>	<p><b>Section 6 Y4,5,6 examples</b> <b>Organising and interpreting data</b></p> <ul style="list-style-type: none"> <li>• Solve a problem by collecting, representing and interpreting data in tables, charts, graphs and diagrams, including those generated by a computer, for example:</li> <li>• Tally charts and frequency tables</li> <li>• Pictograms – symbols representing 2, 5, 10 or 20 units</li> <li>• Bar charts and bar line charts – intervals labelled in 2's, 5's, 10's or 20's</li> <li>• Bar charts of equally grouped discrete data</li> <li>• Venn and Carroll diagrams (two criteria)</li> <li>• Simple pie charts</li> <li>• Line graphs.</li> </ul> 