**Using Data**

**Whole School Overview**

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| Year Group | Learning Objectives | Key Skills |
| R | * To be aware that ICT can help organise and sort items.
 | * Use ICT online games to sort objects or count objects.
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| 1 | * To use ICT to begin to organise items.
* To begin to use technology to create graphs and pictograms, recognising the a link between data collected and the information presented on screen.
 | * Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.
* Begin to use technology to create graphs and pictograms.
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| 2 | * To use technology to create graphs and amend created graphs.
* To begin to create their own branching databases using ICT, identifying objects and questions to classify data.
 | * Use technology to create graphs and pictograms, adding labels and amending the charts as appropriate.
* Begin to create their own branching database using ICT, identifying objects using yes or no questions.
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| 3 | * To understand the basic structure of a database.
* To be able to add data to a pre-made database.
* To use the data in a pre-made database to generate graphs and charts.
* To use technology to create graphs and charts.
 | * Continue to use technology to create graphs and charts.
* Understand which a database is, and the basic structure of a database.
* Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings as appropriate.
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| 4 | * To continue to use technology, including spreadsheets to create graphs and present data in different ways.
* To be able to design and create a basic database, including using basic data validation.
* To use a database to answer questions by constructing queries.
 | * Plan and create their own database, creating fields and applying simple data validation.
* Use pre-made databases and those which they have created themselves to answer questions by constructing basic queries. e.g to find the most common
* Use other software to present these findings as appropriate
* Begin to use a spread sheet to enter data and create graphs.
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| 5 | * To continue to use, search, enter data into and create their own databases
* To continue to use technology, including spreadsheets to create graphs and present data in different ways.
 | * Continue to use the computer and spreadsheets to create and alter graphs and charts.
* Continue to use, query and create their own databases as appropriate, linking into work across the curriculum.
* If appropriate and cross curricular links present the opportunity, begin to explore spreadsheets entering basic formulae.
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| 6 | * To continue to use, search, enter data into and create their own databases.
* To continue to use technology, including spreadsheets to create graphs and present data in different ways.
* To be able to design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use simple formatting in a spreadsheet.
* To use a spreadsheet to draw a graph to show data
* To understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up. Talk about how the spreadsheet helps them to manipulate a model easily
 | * Continue to use, query and create their own databases as appropriate, linking into work across the curriculum
* Understand what a spreadsheet is and the basic features of a spreadsheet and how these may be used in real life applications.
* Linked into a theme, or real life application, create a spreadsheet, enter basic formulae (simple calculations and SUM) and change data in a spreadsheet to model situations and answer ‘What if…’ questions.
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