

Can I organise a set of objects or information using properties that they do and do not have in common?

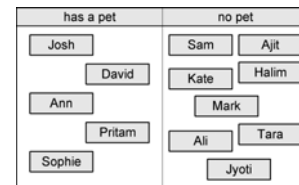
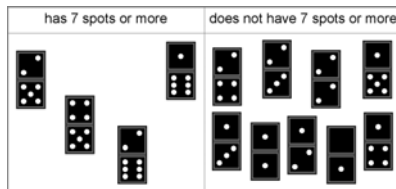
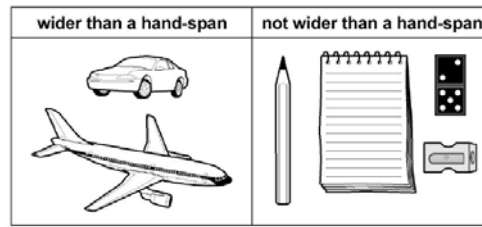
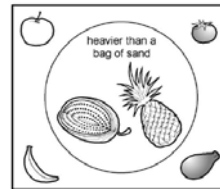
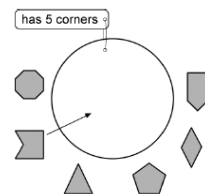
Teaching guidance

Key vocabulary

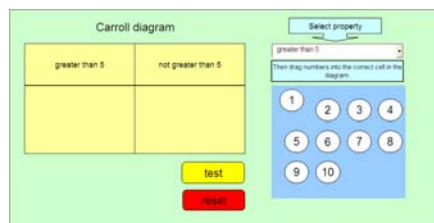
information, data, diagram, organise, represent, set, label, title, common, not, same, different

Models and images, resources and equipment

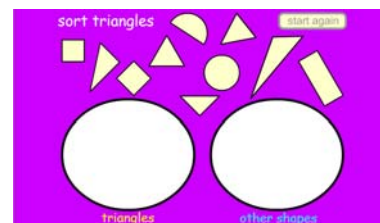
Use a variety of contexts for practically organising and sorting sets of data



ICT



Carroll diagram spreadsheet



Venn diagram ICT program

When children have had plenty of practical experience of organising and sorting sets of data, ICT might then be used to consolidate and practise sorting information using given properties.

Teaching tips

- Provide plenty of opportunities for children to sort real objects (e.g. lost property, PE equipment, sandwich boxes, shoes) before asking them to record information onto sorting diagrams or use ICT to organise and sort data.
- Once children have had experience of organising objects according to a given criterion, provide opportunities for them to choose their own criteria and labels.
- Discussion is a key element of organising and sorting data. Children will need support to develop the vocabulary and language structures to explain why objects do or do not belong in a particular set.
- Show children how objects can be sorted using decision tree diagrams. Initially, draw a decision tree on the playground and let the children make the decisions and find the correct location by physically walking along it.
- Provide opportunities for children to explore and explain what makes two given objects similar and what makes them different. This will support them in the development of the language and vocabulary of comparison.
- When discussing a set of objects that have a given property, check that children can also provide examples of and describe the negative criteria.
- Use a variety of language to describe the negative criteria, for example, 'no', 'not', 'does not have'.
- Only progress to sorting by two criteria when children can confidently sort and discuss the properties of objects and information sorted by one criterion. Introduce two criteria by sorting by one criterion, before adding a second criterion and repositioning the objects or information accordingly, for example:

