

First Level - Beyond Number Information Handling Homework Cards



IH1.1 I have explored and gathered examples of the different ways that information is collected and presented in my world and how it helps me

Information on the way home Ask children to look on their way home for posters, timetables, charts, etc. and notice the information they contain. When they get home they make a note of what they saw and the information it contained.



IH1.1 I have explored and gathered examples of the different ways that information is collected and presented in my world and how it helps me

Around the home Ask children to record three different ways information is presented at home (e.g. on TV, in the newspaper, in leaflets). Back in class they discuss their findings.



IH1.2 I can sort and organise objects based on my own and others' criteria and can talk about what I have done

Differences Ask children to choose a group of items at home, for example, toys or cutlery. Ask them to choose a criterion for sorting, to draw and label a Venn diagram and then draw or write the names of the objects in the correct sections of the diagram.



IH1.2 I can sort and organise objects based on my own and others' criteria and can talk about what I have done

Recording items Ask children to use the headings *Plastic*, *Toy* and *Blue* and record any items at home that fit under these headings. Can they find and record any items that fit under two (or three) headings?



IH1.3 I can create and use my own questions to find out information and can display my findings in different ways

Questions, questions *completed pictogram* Give children a copy of a pictogram that has been generated by children in the class. They write five questions they could ask about the data shown. Back in class, they swap questions with a partner and answer each other's questions.



IH1.3 I can create and use my own questions to find out information and can display my findings in different ways

Plan a class table Ask children to devise a table which they could use to record information about their classmates, for example, the month each child was born in. Back in class, discuss the tables. Choose some and ask questions to complete them.



IH1.4a I have explored how we can sort and display information in different ways and can talk about what we have done - One criterion: pictograms and block graphs

Hopping Children find out how many times they can hop on each leg. First they hop on their right leg, then on their left. They do each side three times and record their best result for each leg. Back in class they contribute their results to a class block graph. Discuss the information in the graph.



IH1.4a I have explored how we can sort and display information in different ways and can talk about what we have done - One criterion: pictograms and block graphs

Toss a coin *coin* Children toss a coin 20 times and use tallies to record whether it lands heads or tails. Back in class they collate their results with a partner's and create a block graph to show the combined results. Compare children's graphs and discuss similarities and differences.



IH1.4b I have explored how we can sort and display information in different ways and can talk about what we have done - One or two criteria: Venn, Carroll and tree diagrams

Toy sort challenge Ask children to create a tree diagram on which to sort some toy cars, animals or other toys. They record their results. Back in class they share their tree diagrams.



IH1.4b I have explored how we can sort and display information in different ways and can talk about what we have done - One or two criteria: Venn, Carroll and tree diagrams

Organising your home Ask children to think about how things in their home are organised. Ask them to write down the different rooms that an object might sensibly be found in, for example, a chair might be in the kitchen or living room; a toothbrush in the bathroom; a coffee mug in the kitchen, bedroom, or living room. Can they think of a way to show this information?



IH1.5 I can talk about how likely something is to happen, and can justify my choices

Could it happen? Children ask one or more people at home for an event that that person thinks is impossible. They bring their ideas back to school for class discussion.



IH1.5 I can talk about how likely something is to happen, and can justify my choices

Scenarios Ask children to record in pictures and words two situations - one which is highly likely and the other which is unlikely. Back in class they share and discuss their scenarios.



IH1.6 I have extended my knowledge of graphs and their features

Questions *APM 736, 741-744* Give children a completed graph or pictogram from *APM 736* or *741-744*. They write down three questions about the graph, then write the answers on the back of their paper. Back in class they read out their questions to their partner, who answers verbally. They check their partner's answers with those written on the back of the paper.



IH1.6 I have extended my knowledge of graphs and their features

TV diary Ask each child to record the TV programmes they watch each day. They bring this information to class where the information is collated. Children use this to create their own bar graphs showing, for example, the number of TV programmes watched per day, the types of programmes watched, etc.



IH1.7 I have devised and used simple questionnaires to collect information

Surveys and questions Ask children to discuss or find examples of questionnaires at home. They could ask parents or carers if they have been asked for information as part of a survey or questionnaire, for example, giving feedback on products or about a holiday. They record any findings and bring them to class for discussion.



IH1.7 I have devised and used simple questionnaires to collect information

Media search Ask children to look at advertisements (on TV, in newspapers or magazines, in leaflets around the home) and to try to find examples quoting numbers of people responding to survey questions, for example, '86 out of 139 women said Magic Shine is the best shampoo'.



IH1.8 I can select and use the most appropriate way to display information

Displays of information all around Ask children to find examples of information displays from a magazine, a newspaper or online. They bring their examples to class for discussion and display.



IH1.8 I can select and use the most appropriate way to display information

Dice roll *dice* Children roll a dice repeatedly, record the results and display this in a table, graph or chart. They may choose to 'tweak' the results (i.e. falsify them) or not. Back in class they share their chart with their group who try to guess whether the information shown is true or false.
