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## Teachers' Notes

### Dog Database

The Dog Database and Fact Sheets can be used by individual pupils or pupils working in pairs, to promote knowledge and understanding of data handling or as text for literacy activities. The screen also lends itself to whole class activities using a class computer or interactive whiteboard

### Literacy

Overall objective: Using non-fiction texts to gain information

*Y3 Term 1 T17: to understand the distinction between fact and fiction; to use the term 'fact', 'fiction' and 'non-fiction' appropriately (NLS)*

The Fact Sheets lend themselves to this objective and give pupils the opportunity to make distinctions. The majority of information presented is factual (e.g. Jack Russells were named after John Russell). Occasionally some information is based on fictional accounts (e.g. the story about the origin of Corgis). Some of the statements are speculation (e.g. 'People believe that the Old English Sheepdog is descended from the Scottish Bearded Collie or the Russian Owtchar').

*Y3 term1 T20: to compare the way information is presented*

Pupils can compare the way in which information is presented on the Database with the information presented on the Fact Sheets. They could research individual dogs not shown on the database and prepare their own Fact Sheet. What information would they include? How would they present the information?

*Y3 Term 1 S9: to notice and investigate a range of devices for presenting text*

*Y4 term 1 T17: to identify features of non-fiction text in print and IT*

The Fact Sheets use subheadings and bulleted lists. What other conventions could pupils use for presenting a Fact Sheet? Pupils can adapt/ redesign one from the web site or research information for a new Fact Sheet.

*Y4 Term 2 T21: to make short notes*

*Y4 Term 2 T22: to fill out brief notes into connected prose*

Pupils could research individual dogs not shown on the database and prepare their own Fact Sheet. What information would they include? How would they present the information? Notes can be taken from written sources or IT sources (i.e. Internet searches).

## Numeracy

The Database and Fact Sheets present categorised information for data handling activities.

### Y3/4 Organising and using data:

Key Vocabulary: sort, set, graph, chart, pictogram, table, list, axis, label, title, frequency table, tally, most/ least common or popular

#### Activity 1

1. Use on screen database to sort dogs into sets based on dog types, e.g. hounds, terriers, working dogs, farm dogs, toys, gun dogs, miscellaneous.
2. Create chart/ tables of information (make use of simple spreadsheet).
3. Create graph from tables to show information – add title and label the axes.

#### Activity 2

1. Carry out a survey to find out the most popular dog (favourite) or most common dog owned (in class/ in year group/ in school if feasible).
2. Use frequency table to record findings.
3. Create pictograms, tables and graphs to record information.
4. Compare different ways of presenting information.

#### Activity 3

1. Classify dogs according to two criteria, e.g. hounds that are small/ big, big/ small dogs with long hair/ short hair and so forth.
2. Create Carroll or Venn diagrams to record results.

**Y5/6** Create a database using on screen data and data from research.

## ICT

Unit 3C: Introduction to Databases

- 1) *In this unit children learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field.*
- 2) *Children will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts.*
- 3) *Children will apply what they have learnt in this unit when using ICT to handle and present information.*

The Dog Database lends itself to all three objectives and can be linked to work carried out in all three maths activities.

Unit 4D: Collecting and presenting information: questionnaires and pie charts

*In this unit children learn how to use a data handling package to create bar charts, pie charts and line graphs, and how to use this information to support an argument. Children learn to collect information in a way that it can be easily processed; enter data correctly; select and create an appropriate graph for their purpose; consider how to frame questions. They also learn to compare the effectiveness of different charts and use their charts to test hypotheses.*

Links to Maths Activity 2

IT Unit 5B: Analysing data and asking questions: using complex searches

*In this unit children learn to use prepared databases to answer questions which rely on more than one variable. They will present data in graphical form, print out their graphs and use them to help them answer questions relating to the data.*

Links to Activity 'Choose a Dog' using online Dog Database. Pupils could extend this by posing questions of their own for classmates.