

## Unit 1D Labelling and classifying

### ABOUT THE UNIT

In this unit children learn that key pieces of information can be used to describe objects. They also learn to use simple criteria to divide groups of objects into sub-sets, and to identify objects by key words. They will use a word processor with a word bank to present information.

This unit could be taught in reception.

Children will apply what they have learnt in this unit when sorting objects in mathematics and science.

### WHERE THE UNIT FITS IN

This unit assumes that children:

- understand the concepts of big and small
- understand the written words for different colours
- can use a word processor with a word bank.

This unit provides a foundation for units on databases.

### TECHNICAL VOCABULARY

- information
- key words

### RESOURCES

- a variety of large and small coloured balls and blocks
- size and shape labels
- pictures of the objects on cards
- word processor with a word bank and graphic insert capability
- word bank with shapes, sizes and colours

### EXPECTATIONS

#### at the end of this unit

*most children will:*

use key words to label and classify objects

*some children will not have made so much progress and will:*

use personal descriptions to describe objects

*some children will have progressed further and will:*

use key words from fixed categories to label and classify objects

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<b>SETTING THE SCENE</b>			
CHILDREN SHOULD LEARN		CHILDREN	
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that key pieces of information can describe objects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ask children to pretend that they have lost an object and get them to describe it to the class so that other children can help them find it. Discuss how some ways of describing it might be better than others. Say that we can find a lot of 'information' about an object.</li> </ul>	<ul style="list-style-type: none"> <li>• use the word 'information'</li> </ul>	<p>Some children will find it difficult to distinguish between personal descriptions, eg <i>'it's my favourite'</i>, and objective descriptions, eg <i>'it's made of wood'</i>.</p>
<b>SHORT FOCUSED TASKS</b>			
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that objects can be described using key words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ask a child to select an object from a collection of objects, including large and small coloured balls and blocks, and ask them to state its colour and size. Ask the child to choose a card showing the colour and another showing the size. Then ask them to list the words, eg <i>ball, big, red</i>, and then say the sentence, 'It is a big red ball'. Tell the class that they can say lots of other things about each object. Ask them to describe shape, smell, feel, and taste.</li> </ul>	<ul style="list-style-type: none"> <li>• identify key words to describe objects</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that objects can be divided according to criteria</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take a collection of objects, including large and small coloured balls and blocks. Ask the children to take it in turns to divide them into two sets. Ask the class to guess the criterion chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• identify criteria which divide a set of objects</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>key idea:</b> that objects can be identified from key words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take a collection of objects, including large and small coloured balls and blocks. Ask the children to take it in turns to give two words describing one of the objects, such as 'big' and 'red'. Then ask the class to identify the object. Ask the class why it is sometimes easier to do this. Discuss the properties that are unique to each object and the properties the objects share.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the difference between criteria which are general and criteria which are specific</li> </ul>	
<b>INTEGRATED TASK</b>			
<ul style="list-style-type: none"> <li>• to describe objects using key words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Prepare a word bank containing the names, shapes, sizes and colours of objects. Explain to the class that each of them will choose an object on screen and then give some information about it. Ask children, one at a time, to choose an object and then to click on the appropriate name, size and colour in the word bank. Print the information onto labels and ask each child to label their object. The objects could then be displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that objects have properties</li> <li>• can provide information about objects</li> </ul>	<p>Some children will find this task easy while others will need many attempts before they can successfully provide information about an object.</p>



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Ref: QCA/98/211

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