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Picture Data Studio – Foundation

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Teacher Overview

Purpose

Students show how the same collection can be represented by objects, pictures and symbols. They use a digital tool for a purpose and recognise examples of data that would belong to them. Counting supports the work, while the main focus is preserving meaning across representations.

Teaching Route

Teach Lessons 1–8 in order, for 50 minutes each. They complete all core teaching and individual assessment. Lessons 9 and 10 are useful optional transfer lessons, also 50 minutes each. Omission of these extensions does not reduce a student assessment judgement.

Included Presentations

- Lesson 1: Our Collection Is Data
- Lesson 2: Pictures Stand for Objects
- Lesson 3: Agree on a Symbol
- Lesson 4: Capture Data Safely
- Lesson 5: Does the Message Match?
- Lesson 6: One Collection, Three Views
- Lesson 7: Design a Data Message
- Lesson 8: Read, Explain and Protect
- Lesson 9: Weather Symbols
- Lesson 10: Another Reader

Resources

Two colour displays, eight Data Detective Cards on two pages, a partner mat, ten worksheets with matched answer companions, a practical assessment, an individual evidence record, and a four-criterion rubric. The separate editable quiz has ten question/explanation pairs.

Curriculum Guidance

This Foundation unit develops data representation, purposeful digital-system use and personal-data ownership. Assess its contribution through multiple observations and products. It follows the Digital Technologies subject guidance, rather than making a claim about all Technologies learning.

Preparation and Access

Before Lesson 1

Provide large safe toy cars, boats, blocks and balls, or equivalent large object models. Prepare collections before class. Display the two concept pages. Prepare picture cards and space for side-by-side representations. The adult handles any card cutting.

Digital Preparation

Select your school-approved local camera or drawing tool. Test opening it, creating a toy-only picture, saving, closing and reopening it. Check storage, permissions and the school sharing routine. Prepare device access before the lesson. No new consumer account is needed.

When Devices Are Shared

Use pairs with rotating roles, but give every student an observed decision/action and an individual explanation. A student may direct the adult to operate an inaccessible control. Record the student decision separately from motor operation. A drawing on paper alone cannot establish digital use.

Participation Choices

Read prompts aloud. Offer large objects, high contrast, picture or symbol selection, communication board or device, gesture, dictation, drawing, oral response or practical demonstration. Keep the same conceptual demand. Challenge secure students with a new collection or reader, rather than extra handwriting.

Privacy Routine

Use toys for captures. Move personal labels out of the camera frame, exclude faces, and seek permission before any school sharing. Students identify a type such as my photo or my voice without supplying actual personal content. Keep observation records free of images, recordings and credentials.

Not Yet Observed

If a device or approved tool is unavailable, continue the object/picture/symbol learning and record the digital evidence as not yet observed. Arrange the missing provision and collect that action later. Do not lower a conceptual judgement because of access support.

Lesson 1: Our Collection Is Data

Learning and Materials

I can use objects to show a collection. Use the separate Lesson 1 presentation, Worksheet 1, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

What can a toy collection tell us? Listen before revealing the explanation. It tells us which toys are here and how many. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

Here are 3 toy cars and 2 toy boats. Each toy belongs to the collection. I sort cars together and boats together. The same five toys remain. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Build a collection of 4 blocks. Tell your partner what it shows. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Place 3 cars and 2 boats. Record them on Worksheet 1. Point to each object as you explain. Check for missing or extra toys. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Would moving the boats change the collection? The collection still has 3 cars and 2 boats. Their positions can change. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

How did each object help you tell the information? If learners count but cannot explain meaning, ask what each object stands for. Give a fresh equivalent example after targeted reteaching.

Lesson 2: Pictures Stand for Objects

Learning and Materials

I can match one picture to each object. Use the separate Lesson 2 presentation, Worksheet 2, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

What does one object stand for in our collection? Listen before revealing the explanation. One object tells us about one item in the collection. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

I replace each of 3 cars with one car picture. I keep all 3 car pictures. I pair every object with one picture. I check for missing or extra pictures. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Match 4 blocks with 4 block pictures. Show each pair. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Build 4 blocks and 1 ball. Use Worksheet 2. Draw one picture for each object. Pair and check every picture. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Does one larger picture mean more cars? One picture still means one car here. Picture size does not change the count. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

How could a partner check your pictures? Use physical placement over picture spaces before removing objects. Give a fresh equivalent example after targeted reteaching.

Lesson 3: Agree on a Symbol

Learning and Materials

I can choose symbols and explain my key. Use the separate Lesson 3 presentation, Worksheet 3, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

How do we check one picture for each object? Listen before revealing the explanation. We pair them and look for missing or extra pictures. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

In this key, a square means one block. A circle means one ball. 3 squares and 2 circles show 3 blocks and 2 balls. I use the same key every time. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Read the shared key. Build the collection it describes. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Build 2 blocks and 1 ball. Choose a different symbol for each kind. Complete Worksheet 3. Tell a partner what your key means. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Could a triangle mean a block? Yes, if the key says so. Keep its meaning consistent. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

What happens if one symbol has two meanings? If meanings change mid-task, keep the key visible and decode one symbol at a time. Give a fresh equivalent example after targeted reteaching.

Lesson 4: Capture Data Safely

Learning and Materials

I can use a digital tool to show toys safely. Use the separate Lesson 4 presentation, Worksheet 4, its matched companion, the relevant display/case cards and large toy objects. Provide the approved digital tool.

Retrieve - 5 Minutes

How does a key help the reader? Listen before revealing the explanation. It tells the reader what each symbol means. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

I want a picture of 2 boats and 3 blocks. I ask an adult and check the camera frame. I move Mia's name label out of the picture. I check that only the toys appear. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key. Demonstrate the real tool before students work. Remove the name label, check the frame and save through the approved school route.

Guided Practice - 8 Minutes

Which picture on Worksheet 4 shows only toys? Explain your choice before using the device. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Ask an adult to open the approved tool. Make a toy-only photo or drawing. Check for names and faces. Save with the approved classroom routine. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

What should Mia move before taking the toy picture? Mia can move her name label. The picture should show only the toy collection. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

What did the digital tool help you communicate? Let learners direct exact placement while an adult operates; assess the representation separately from motor execution. Give a fresh equivalent example after targeted reteaching.

Lesson 5: Does the Message Match?

Learning and Materials

I can find and explain a mismatch. Use the separate Lesson 5 presentation, Worksheet 5, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

What do we check before sharing a toy picture? Listen before revealing the explanation. We check that it shows the toys without names or faces. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

The source has 4 blocks. The message has 5 square symbols. One square has no matching block. I remove one square so 4 remain. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Pair each block with one square. Which square is extra? Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Check Worksheet 5. Pair each object with one symbol. Cross out one extra square. Show and explain the corrected message. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Do all five squares match the four blocks? No. One square is extra. Any one square can be removed. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

How did pairing help you find the error? If guessing, require a visible object-to-mark pairing before judging. Give a fresh equivalent example after targeted reteaching.

Lesson 6: One Collection, Three Views

Learning and Materials

I can show the same collection in three forms. Use the separate Lesson 6 presentation, Worksheet 6, its matched companion, the relevant display/case cards and large toy objects. Provide the approved digital tool.

Retrieve - 5 Minutes

How do we check for an extra symbol? Listen before revealing the explanation. We pair every symbol with its represented object. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

We build 2 boats and 3 blocks. We make a picture for each object. With this key, a triangle means a boat. A square means a block. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Build all three views together. Check the categories and quantities. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Build 2 boats and 3 blocks. Use the approved tool for a picture view. Record the views on Worksheet 6. Use the key and pair all three views. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Can different-looking forms tell the same information? Yes. Each view shows 2 boats and 3 blocks. The key keeps symbol meanings clear. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

Which pairing proves your three views match? Reduce collection size while retaining all three forms; add a third object type for extension. Give a fresh equivalent example after targeted reteaching.

Lesson 7: Design a Data Message

Learning and Materials

I can make a label another reader understands. Use the separate Lesson 7 presentation, Worksheet 7, its matched companion, the relevant display/case cards and large toy objects. Provide the approved digital tool.

Retrieve - 5 Minutes

Which information must stay the same across three views? Listen before revealing the explanation. The kinds of objects and their quantities. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

Our tidy-up box holds 3 cars and 2 boats. We choose a clear key for its label. A square can mean a car and a circle a boat. The label has 3 squares and 2 circles. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Read a label without seeing the objects. Then build the collection it describes. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Build the supplied collection. Use the approved tool to make pictures. Make a key and label on Worksheet 7. Let a partner read it and revise. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

What if your partner cannot read the key? Improve the key or the symbol clarity. Keep the true collection unchanged. Gather a build, drawing, pointing or explanation. Also observe a purposeful digital representation of the collection; students can direct accessible operation.

Exit and Next Step - 3 Minutes

How did the reader's feedback improve your label? If reading fails, revise the key or symbol clarity, not the underlying true data. Give a fresh equivalent example after targeted reteaching.

Lesson 8: Read, Explain and Protect

Learning and Materials

I can explain a match and recognise data that belongs to me. Use the separate Lesson 8 presentation, Worksheet 8, its matched companion, the relevant display/case cards and large toy objects. Provide the approved digital tool.

Retrieve - 5 Minutes

How can we test that another reader understands? Listen before revealing the explanation. The reader uses our key to reconstruct the same collection. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

I pair objects, pictures and symbols. I explain how they show the same collection. A photo of me or my voice would be my data. I can identify the type without sharing it. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key. Model with 3 cars and 2 boats. Save 3 blocks and 2 balls for independent assessment. Check ownership without disclosure.

Guided Practice - 8 Minutes

Rehearse an explanation by drawing, pointing or telling. Use a practice collection. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Practise with Worksheet 8 using 2 balls and 1 block. Then give My Data Studio Challenge independently, using 3 blocks and 2 balls, including approved digital-tool action. Read prompts aloud and allow build, draw, point or tell. Record each student decision, explanation, new-message decoding and mismatch repair on the Individual Evidence Record. Keep answer companions for teacher reference. Access support is valid when the student makes the conceptual decision.

Evidence Discussion - 6 Minutes

Would your own photo or voice belong to you? Both would be personal data that belongs to you. Keep the actual photo and voice private. Gather a build, drawing, pointing or explanation. Record core evidence on the Individual Evidence Record and use the rubric anchors.

Exit and Next Step - 3 Minutes

Which evidence shows your representations match? Reteach only missing correspondence or ownership distinction and collect a fresh equivalent example. Give a fresh equivalent example after targeted reteaching.

Lesson 9: Weather Symbols

Learning and Materials

Optional transfer. I can use agreed symbols in a new context. Use the separate Lesson 9 presentation, Worksheet 9, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

How do we know which symbol meaning to use? Listen before revealing the explanation. We read the key and keep the meanings consistent. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

This practice record has 5 days. The sequence is sun, cloud, sun, cloud, sun. We can agree on symbols for sun and cloud. Each day keeps its place in the message. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

Choose a shared key. Read the five days in order. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Use the practice record on Worksheet 9. Choose symbols for sun and cloud. Show one symbol for each day. Explain the sequence with your key. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Does a sun symbol tell tomorrow's weather? This symbol represents a day in our practice record. It does not predict tomorrow. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

How did the day order help you keep the information? Do not imply a sun icon measures temperature or predicts tomorrow. Give a fresh equivalent example after targeted reteaching. This lesson supplies additional transfer evidence, rather than a new passing requirement.

Lesson 10: Another Reader

Learning and Materials

Optional transfer. I can improve a key after a reader tries it. Use the separate Lesson 10 presentation, Worksheet 10, its matched companion, the relevant display/case cards and large toy objects.

Retrieve - 5 Minutes

What must a key make clear? Listen before revealing the explanation. What each symbol means in this message. Record the student reasoning for the next teaching decision.

Model - 8 Minutes

Kai reads our message about 2 blocks and 1 ball. Kai needs to know what each symbol means. We add a clear key and test it again. We keep the same object collection. Show each decision with the actual objects or tool. Think aloud about kinds, quantities and the key.

Guided Practice - 8 Minutes

A partner reads your key and builds the collection. Explain what helped or confused them. Let students contribute each conceptual decision. Ask them to point to the represented item before explaining the match. Use the Together slide and relevant case card.

Practical Work - 20 Minutes

Build 2 blocks and 1 ball. Complete Worksheet 10. Ask a trusted reader to use your key. Improve it and check again. Read the worksheet aloud, allow a response choice and switch pair roles. Observe individual contributions. Keep the answer companion for teacher reference. Accept other clear representations that preserve the task information.

Evidence Discussion - 6 Minutes

Should we change the true data to fix an unclear key? Keep the collection accurate. Improve how the key explains the symbols. Gather a build, drawing, pointing or explanation.

Exit and Next Step - 3 Minutes

Which change helped Kai read your message? Keep all sharing within school-approved channels. Give a fresh equivalent example after targeted reteaching. This lesson supplies additional transfer evidence, rather than a new passing requirement.

Assessment and Next Steps

Core Performance

By the end of Lesson 8, give each student the collection of 3 blocks and 2 balls on My Data Studio Challenge. The student builds it with objects, represents it with one picture per object and stable symbols plus a key, uses the approved digital tool for a purpose, and explains correspondence. A sample square/block and circle/ball key gives 3 squares and 2 circles; other clear consistent keys are valid. Using the student key, show a short new message to decode. Add one extra picture to a matching practice set and ask the student to pair the three forms and repair the mismatch.

Ownership Check

Ask which type would be theirs: my photo or my voice. Either is valid, and both are personal data. The student identifies the type or points to a practice icon. Do not ask for an actual photo, recording, name or account content.

Evidence and Judgements

Use Lesson 1 diagnostically, observe Lessons 2–7 and collect individual missing evidence in Lesson 8. Use the four rubric dimensions with the Individual Evidence Record. Explicitly record purposeful digital-tool use and ownership recognition. The quiz corroborates understanding and does not replace the practical performance.

Possible Responses

Clear pictures may differ in drawing style or arrangement while preserving kinds and quantities. Symbols may differ when a consistent key explains them. A student can pair or point instead of writing. Adult motor or communication support is valid when the student makes the conceptual decision.

Focused Reteaching

For a count-only response, ask what each item stands for. For missing or extra marks, pair one item at a time. For changing symbols, leave the key visible and decode slowly. For an unclear reader message, improve the key and test with the same true collection. Record the precise gap and a fresh equivalent check.

Quiz and Extensions

Use the separate editable quiz after core teaching, with discussion before each explanation slide. Weather Symbols and Another Reader transfer existing learning. No essential assessment depends on either extension.

Data Detective Card Guidance

Cards 1 and 2

Card 1: the collection shows 3 cars and 2 boats. Ask what each object tells the reader. Card 2: 4 blocks pair with 4 pictures, one each. Move objects onto picture positions if a student guesses by total alone.

Cards 3 and 4

Card 3: the shared square/block and circle/ball key gives 3 blocks and 2 balls. Read one symbol at a time. Card 4: Mia can move her name label before taking a toy-only picture, or frame the picture so the label is excluded. Ask an adult and check before sharing.

Cards 5 and 6

Card 5: one of the 5 square symbols is extra for the 4 blocks. Removing any one square restores the count. Card 6: 2 boats and 3 blocks need matching pictures and symbols. Accept any clear consistent symbol key and one mark per object.

Cards 7 and 8

Card 7: the key makes the label mean 3 cars and 2 boats. The reader can build that collection to test it. Card 8: both my photo and my voice would be personal data. Toy colour alone does not identify the student. Check the context for identifying details. No personal content is supplied.

Partner Mat

Partners choose a card, record the intended collection, show their message and check the correspondence. Switch Explainer and Checker roles after each turn. Every student explains independently. Use concrete pairing to resolve a disagreement. No racing or speed score is needed.

Answer Companions

Each companion sits immediately after its worksheet. Red answers show examples or fixed corrections in the same positions. POSSIBLE ANSWERS accepts supported alternatives; ANSWERS marks the fixed mismatch count. Keep keys concise and check each student explanation rather than requiring the model drawing.

Objects, Pictures and Symbols

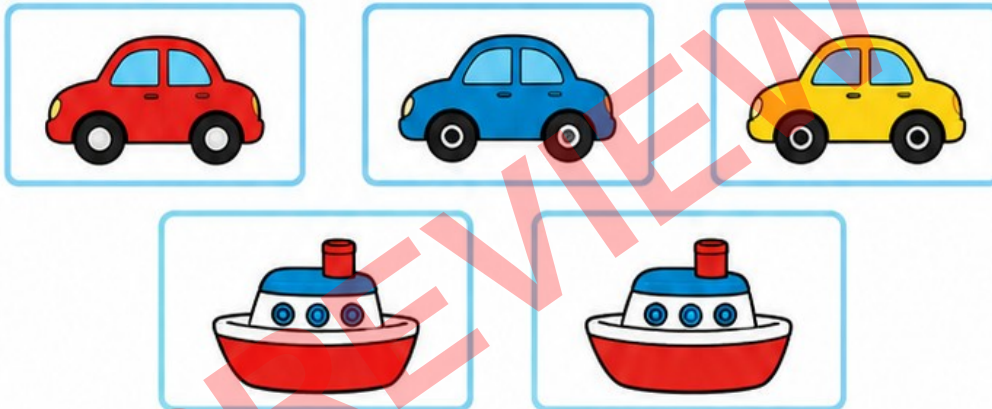
Objects

Data is information.



Pictures

A picture stands for an object.



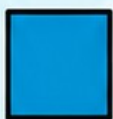
Symbols

A symbol has a meaning.



Key

The key tells us the meaning.



Square = car



Circle = boat

Same information. Different forms.

A Key Gives Symbols Meaning

Example: Use a key to read the symbols.

 Square = block 	 Circle = ball 
---	--

3 blocks and 2 balls

Can We Read This Key?

 Circle = block 	 Circle = ball 
---	--

One symbol has two meanings. This key is unclear.

 Square = block 	 Circle = ball 
---	--

**Agree on a key. Use it every time.
Check one symbol for each object.**

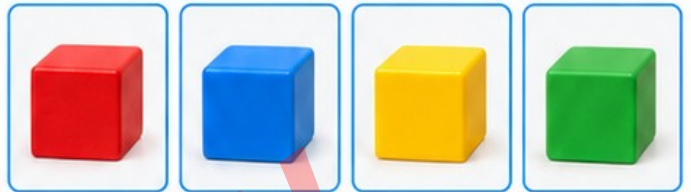
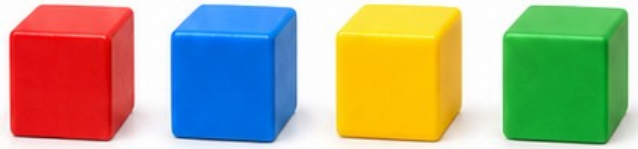
Data Detective Cards

1 Our Collection



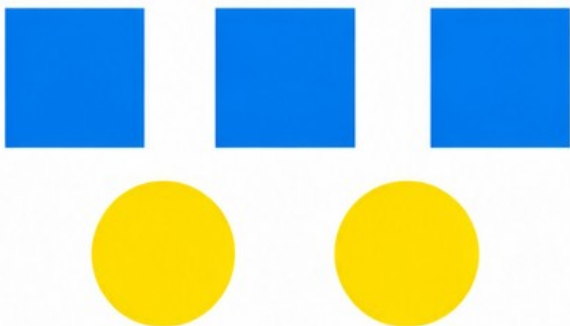
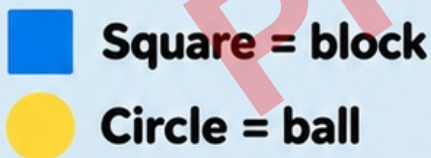
What does this collection show?

2 One Picture Each



How does each picture match?

3 A Shared Key



Which objects does this message show?

4 A Safe Picture



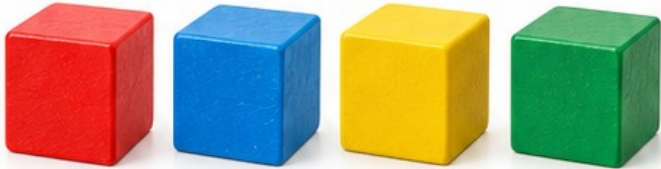
What should Mia move before taking a picture of the toy?



More Data Detective Cards



5 A Message to Check



Square = block

What needs fixing?

6 Three Views



Show this collection with pictures and symbols.

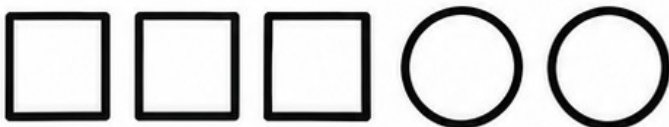
7 A Tidy-Up Label



Square = car



Circle = boat



Which toys belong in this box?

8 Data That Belongs to Me



My photo



My voice



Toy colour

Which data would belong to you?
Point and tell.

Keep your own photo and voice private.



Explainer

Partner Data Check

Use a Data Detective Card. Take turns.



Checker

1. Our Collection

Show what it contains.

2. Our Message

Show pictures or symbols. Add a key.

3. Our Check

Match one object to each mark. What needs fixing?

Swap roles. Everyone explains.

Our Collection Is Data

Name: _____



3 cars and 2 boats

Place 3 toy cars and 2 toy boats. Draw your collection.

Cars

Boats

PREVIEW

What does your collection show? Draw, point or tell.

Our Collection Is Data

Name: **POSSIBLE ANSWERS**



3 cars and 2 boats

Place 3 toy cars and 2 toy boats. Draw your collection.

Cars



Boats



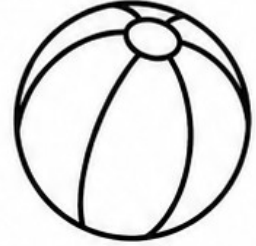
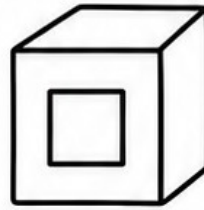
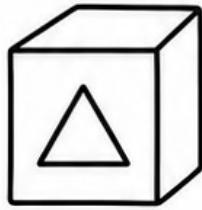
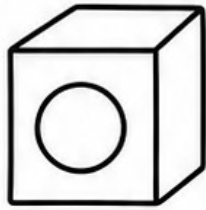
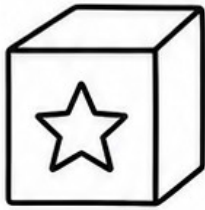
What does your collection show? Draw, point or tell.

3 cars and 2 boats.

Accept other clear drawings with the same counts.

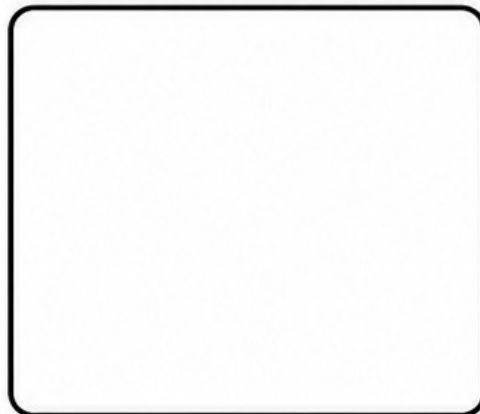
Pictures Stand for Objects

Name: _____



4 blocks and 1 ball

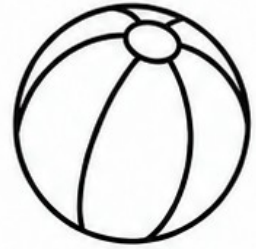
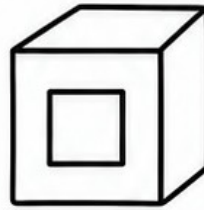
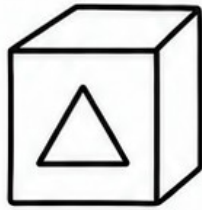
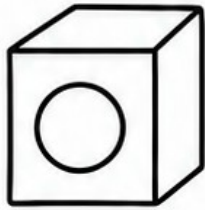
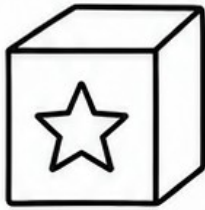
Draw one picture for each object.



How does your picture set match? Draw, point or tell.

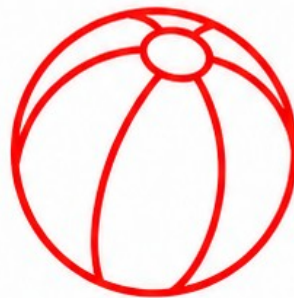
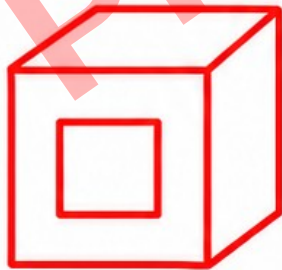
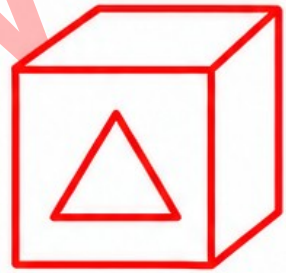
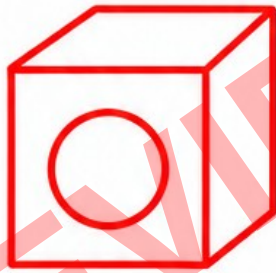
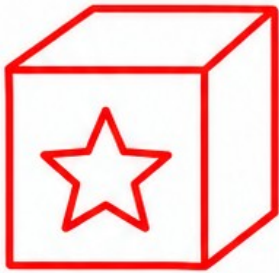
Pictures Stand for Objects

Name: **POSSIBLE ANSWERS**



4 blocks and 1 ball

Draw one picture for each object.



How does your picture set match? Draw, point or tell.

One picture for each object.

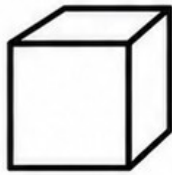
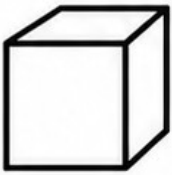
4 blocks and 1 ball.

Other clear matching drawings are valid.

Agree on a Symbol

Name: _____

Here is a small collection:

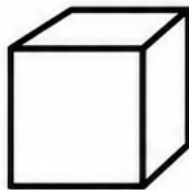


Choose a symbol
for each kind
of object.

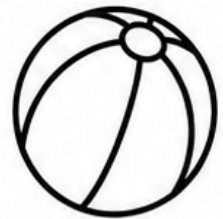
My Key



=



=



My Message

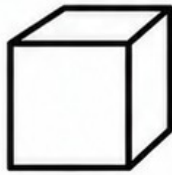
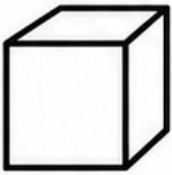
PREVIEW

Use one symbol for each object. Tell what your key means.

Agree on a Symbol

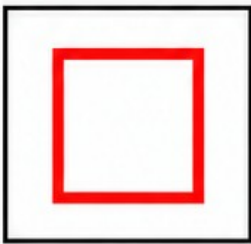
Name: POSSIBLE ANSWERS

Here is a small collection:

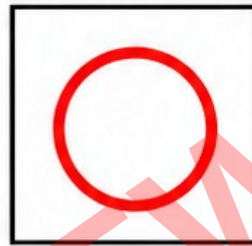
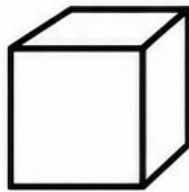


Choose a symbol
for each kind
of object.

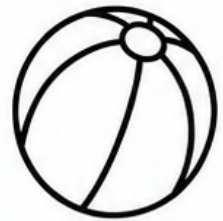
My Key



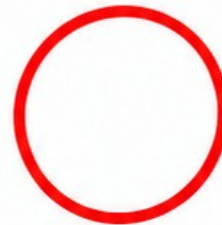
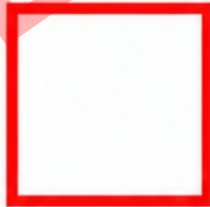
=



=



My Message



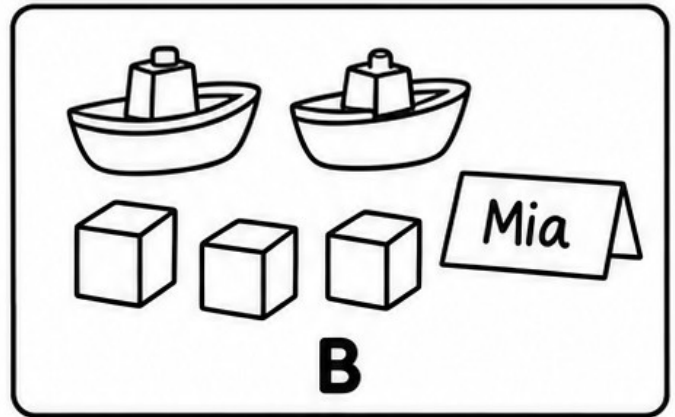
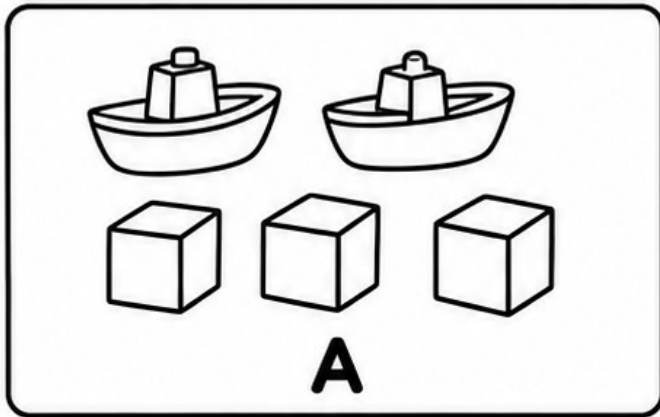
Use one symbol for each object. Tell what your key means.

Square means block. Circle means ball.

Other clear, consistent keys are valid.

Capture Data Safely

Name: _____



Which picture shows only the toys? Circle A or B.

Use an approved device to make a picture of the toys.

- ☐ Ask an adult.
- ☐ Keep names and faces out.
- ☐ Check before sharing.

My Digital Picture

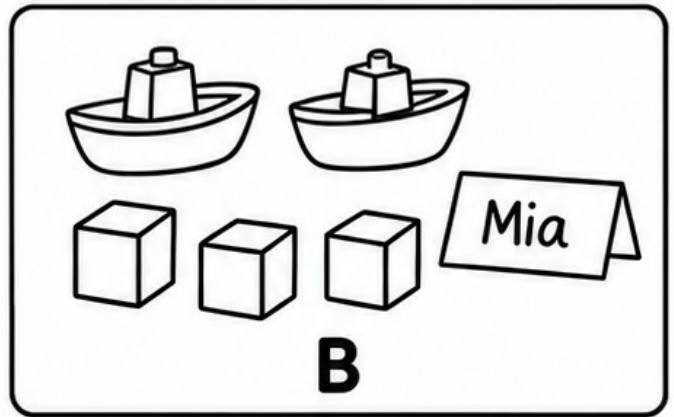
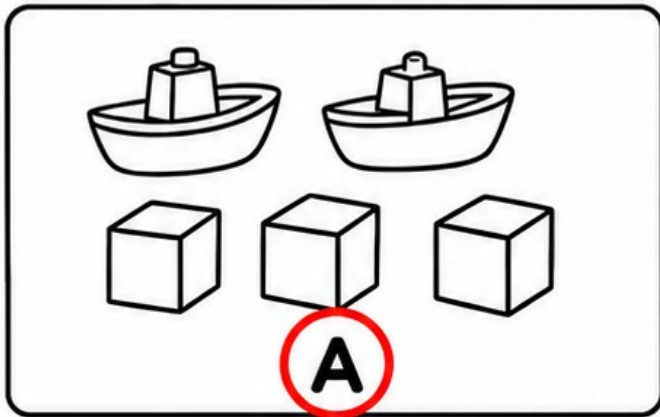
Draw what you made on the device.

I used the tool to...

Draw, point or tell.

Capture Data Safely

Name: **POSSIBLE ANSWERS**



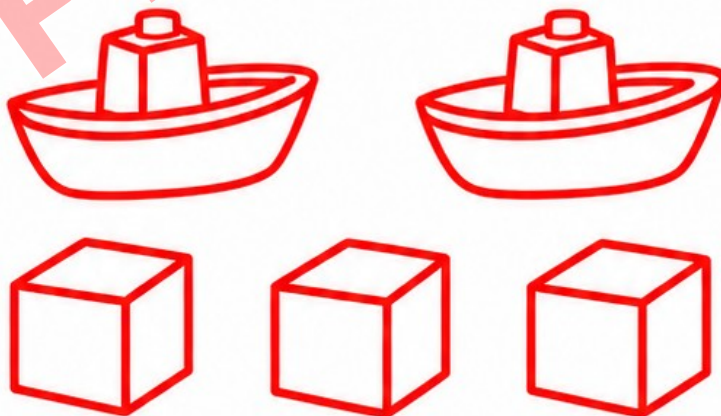
Which picture shows only the toys? Circle A or B.

Use an approved device to make a picture of the toys.

- ☒ Ask an adult.
- ☒ Keep names and faces out.
- ☒ Check before sharing.

My Digital Picture

Draw what you made on the device.



I used the tool to...

make a picture of 2 boats and 3 blocks.

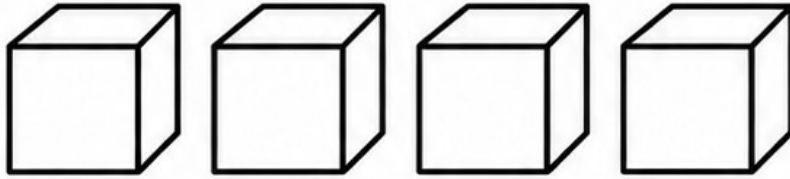
Other approved tools and clear matching pictures are valid.

Draw, point or tell.

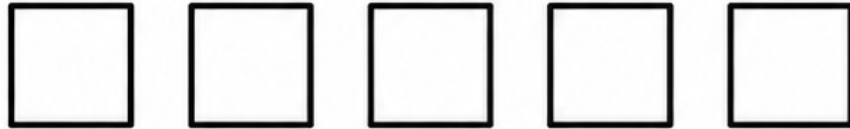
Does the Message Match?

Name: _____

Objects:



Message:



 = block

Cross out the extra symbol.

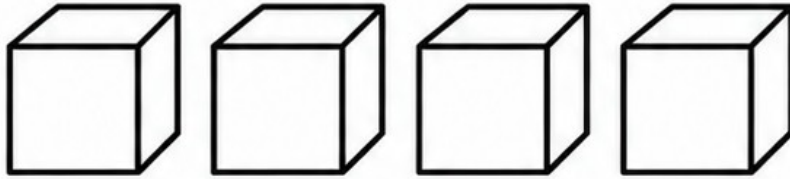
My Corrected Message

What did you fix? Draw, point or tell.

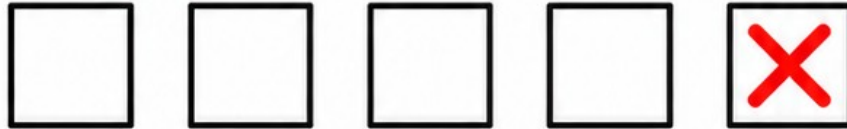
Does the Message Match?

Name: **ANSWERS**

Objects:



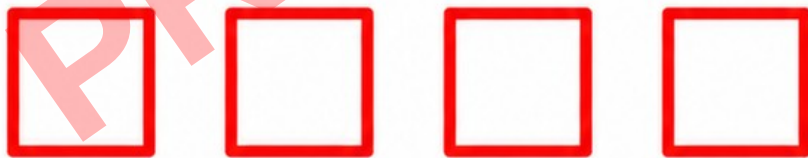
Message:



 = block

Cross out the extra symbol.

My Corrected Message



What did you fix? Draw, point or tell.

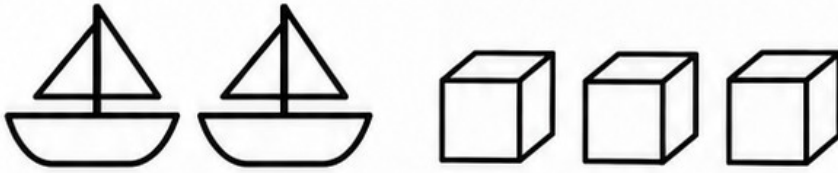
I removed one extra square.

4 squares match 4 blocks.

Any one extra square can be removed.

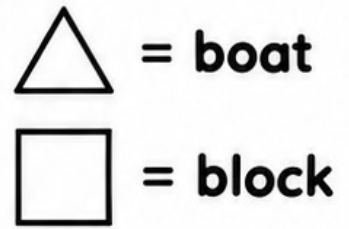
One Collection, Three Views

Name: _____



2 boats and 3 blocks

Key:



Show the same collection in both panels.

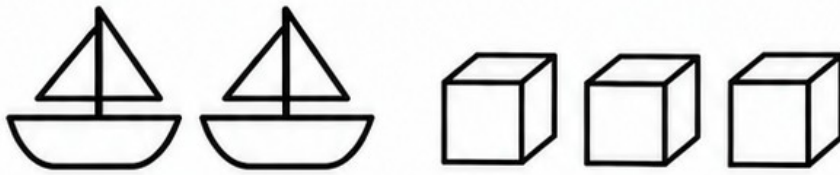
Pictures

Symbols

How do you know they match? Draw, point or tell.

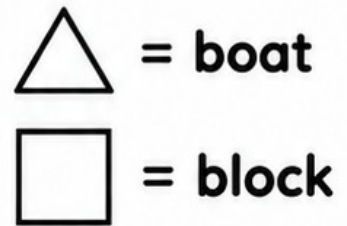
One Collection, Three Views

Name: **POSSIBLE ANSWERS**



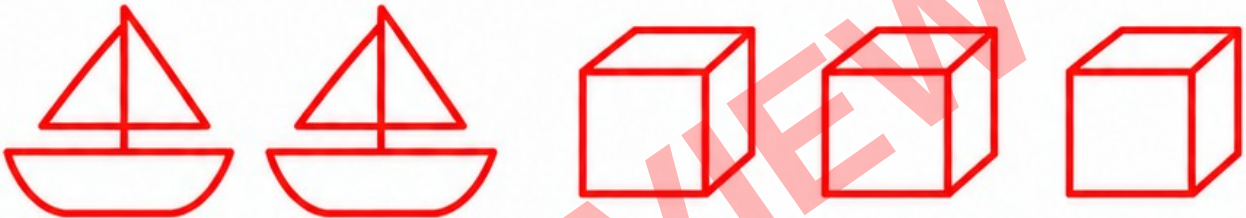
2 boats and 3 blocks

Key:

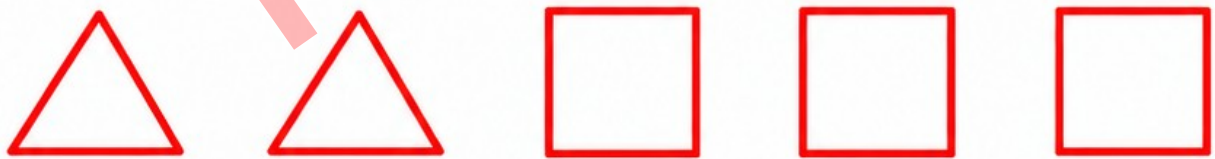


Show the same collection in both panels.

Pictures



Symbols



How do you know they match? Draw, point or tell.

Each object has one picture and one symbol.

2 boats and 3 blocks in each view.

Other clear matching pictures are valid.

Design a Data Message

Name: _____

A box holds 3 cars and 2 boats.



Make a tidy-up label. Choose a clear key.

My Key



=



=



My Tidy-Up Label

Ask a partner to read your label. Does it show the same toys?

☐

Yes

☐

I will improve it

My improvement...

Design a Data Message

Name: POSSIBLE ANSWERS

A box holds 3 cars and 2 boats.



Make a tidy-up label. Choose a clear key.

My Key



=



=



My Tidy-Up Label



Ask a partner to read your label. Does it show the same toys?



Yes



I will improve it

My improvement...

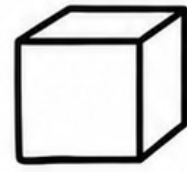
Keep my key easy to see.

Other clear, consistent keys are valid.

Read, Explain and Protect

Name: _____

Here is a collection:



Show this collection with pictures and symbols.

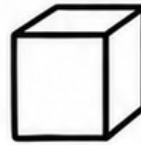
Pictures

Symbols

My Key:

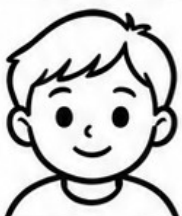


= _____



= _____

Data that would belong to me:



My photo



My voice



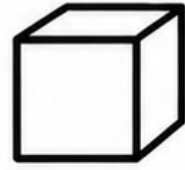
Point to an example. Keep your own photo and voice private.

Tell how your pictures and symbols match.

Read, Explain and Protect

Name: **POSSIBLE ANSWERS**

Here is a collection:



Show this collection with pictures and symbols.

Pictures



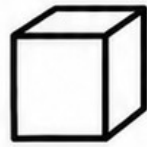
Symbols



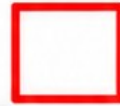
My Key:



=



=



Data that would belong to me:



My photo



My voice



Point to an example. Keep your own photo and voice private.

Tell how your pictures and symbols match.

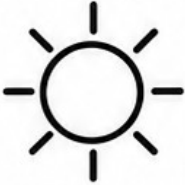
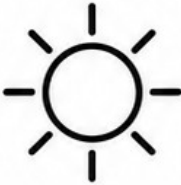
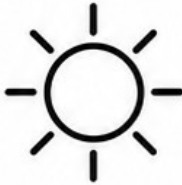
2 balls and 1 block in both views.

My photo or my voice would belong to me.

Weather Symbols

Name: _____

Practice Weather Record

Day 1	Day 2	Day 3	Day 4	Day 5
				

Optional extension

Choose symbols. Show the same five days.

My Key



=



=

My Five-Day Message

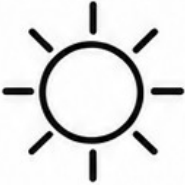
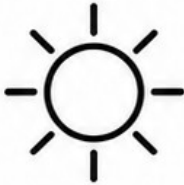
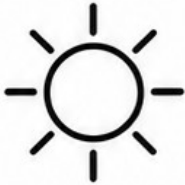
Day 1	Day 2	Day 3	Day 4	Day 5

Tell what each symbol means.

Weather Symbols

Name: POSSIBLE ANSWERS

Practice Weather Record

Day 1	Day 2	Day 3	Day 4	Day 5
				

Optional extension

Choose symbols. Show the same five days.

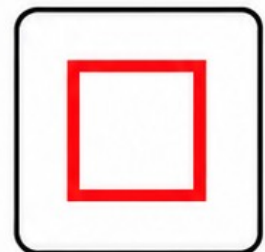
My Key



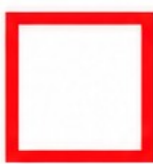
=



=



My Five-Day Message

Day 1	Day 2	Day 3	Day 4	Day 5
				

Tell what each symbol means.

Circle means sun. Square means cloud.

The same five days stay in order.

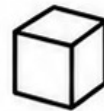
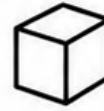
Other clear, consistent keys are valid.

Another Reader

Name: _____

Optional extension

Source:

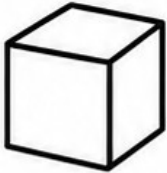


TWO toy blocks and ONE toy ball.

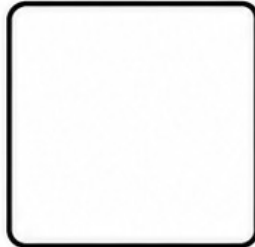


Kai wants to read
your message.
Help Kai understand.

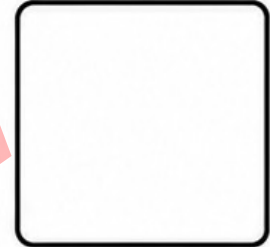
My Key



=



=



My Clear Message

PREVIEW

What did Kai understand?

What will you improve?

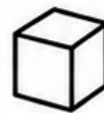
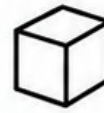
Draw, point or tell.

Another Reader

Name: **POSSIBLE ANSWERS**

Optional extension

Source:

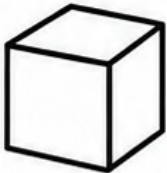


TWO toy blocks and ONE toy ball.

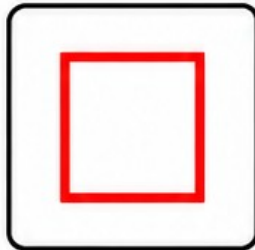


Kai wants to read
your message.
Help Kai understand.

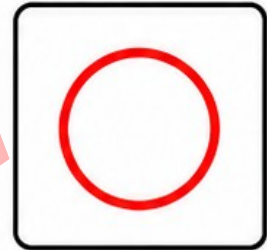
My Key



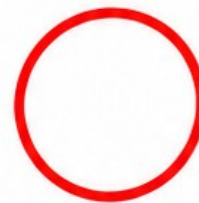
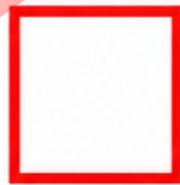
=



=



My Clear Message



What did Kai understand?

2 blocks and 1 ball.

Kai used the key to read the message.

What will you improve?

Make the key easy to see.

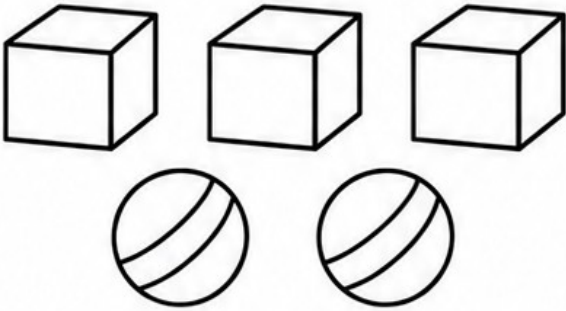
Other useful improvements are valid.

Draw, point or tell.

My Data Studio Challenge

Name: _____

The collection (use these objects)

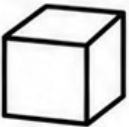


1. Build the collection with objects.
2. Draw one picture for each object.
3. Choose symbols and add a key.
4. Use an approved digital tool to show the collection.

Pictures

Symbols

Key



Explain how the three forms match. Draw, point or tell.

Point to data that would belong to you: my photo or my voice. Keep it private.

Individual Evidence Record

Student: _____

Date: _____

Objects match the collection

☐ Not yet ☐ Demonstrated ☐ Transfer

Pictures match one object each

☐ Not yet ☐ Demonstrated ☐ Transfer

Symbols use a consistent key

☐ Not yet ☐ Demonstrated ☐ Transfer

The student checks and explains the match

☐ Not yet ☐ Demonstrated ☐ Transfer

Purposeful digital use

Tool used: _____

Student decision/action: _____

Personal-data ownership

Identifies my photo or my voice without disclosure.

Evidence: _____

Evidence mode

☐ Build ☐ Draw ☐ Point ☐ Tell ☐ Communication support

Next teaching step

Unavailable device evidence: not yet observed. Access support does not lower conceptual attainment.

Picture Data Studio Rubric

1. Preserves Information with Objects		
Not yet: Items are missing, extra or chosen by the adult.	Demonstrated: Builds the supplied collection accurately.	Transfer: Builds a fresh collection and explains it.
2. Represents the Same Information Using Pictures		
Not yet: Pictures do not match the objects.	Demonstrated: One picture matches each object.	Transfer: Represents a fresh collection accurately.
3. Uses and Explains Consistent Symbols		
Not yet: Symbol meanings change or lack a key.	Demonstrated: Uses a stable key and decodes a new message.	Transfer: Makes a clear new key and explains it.
4. Checks and Communicates Correspondence		
Not yet: Needs the adult to identify the mismatch.	Demonstrated: Pairs three forms to fix a mismatch and identify personal data.	Transfer: Explains a fresh mismatch and ownership choice.

Also observe purposeful digital-tool use and personal-data ownership.

Record unavailable evidence as not yet observed.

Reading, motor and communication support do not lower conceptual attainment.

Our Collection Is Data

Lesson I



Our Learning

I can use objects to show a collection.

PREVIEW

What We Remember

What can a toy collection tell us?

Share an idea before we discuss it.

PREVIEW

Words We Use

Data means information.

A collection is a group of objects.

PREVIEW

Our Example

Here are 3 toy cars and 2 toy boats.

Each toy belongs to the collection.



Our Check

I sort cars together and boats together.

The same five toys remain.



Together

Build a collection of 4 blocks.

Tell your partner what it shows.

Build, point or explain your thinking.

PREVIEW

Your Task

1. Place 3 cars and 2 boats.
2. Record them on Worksheet 1.
3. Point to each object as you explain.
4. Check for missing or extra toys.

Our Collection Is Data

Name: _____


3 cars and 2 boats

Place 3 toy cars and 2 toy boats. Draw your collection.

Cars	Boats

What does your collection show? Draw, point or tell.

Our Evidence

Would moving the boats change the collection?

The collection still has 3 cars and 2 boats.
Their positions can change.

PREVIEW

Our Reflection

How did each object help you tell the information?

Draw, point or tell.

PREVIEW

Well Done!

Pictures Stand for Objects

Lesson 2



Our Learning

I can match one picture to each object.

PREVIEW

What We Remember

What does one object stand for in our collection?

Share an idea before we discuss it.

PREVIEW

Words We Use

A picture can stand for an object.

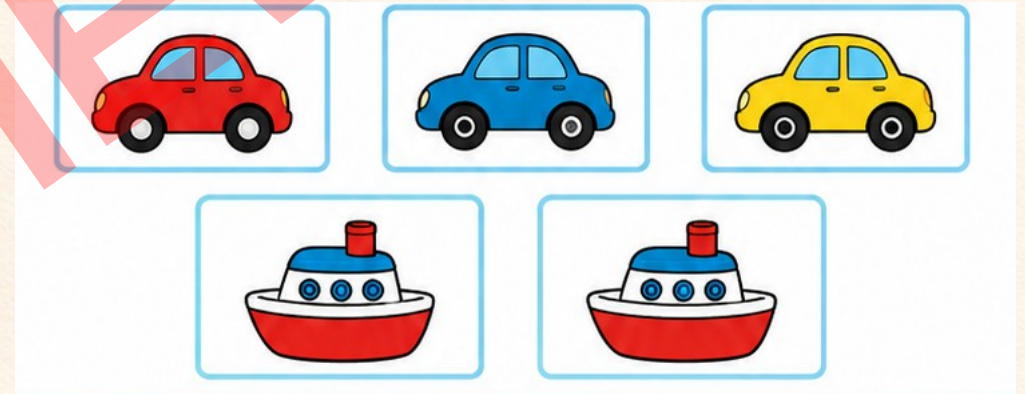
A match shows the same information.

PREVIEW

Our Example

I replace each of 3 cars with one car picture.

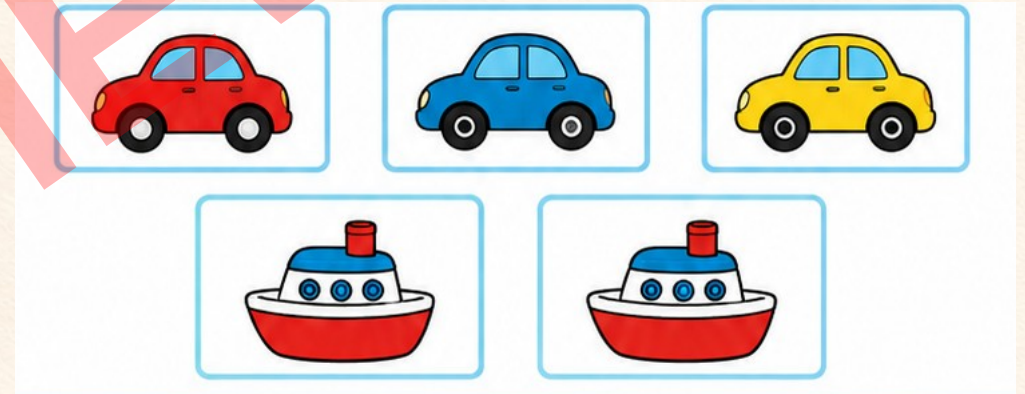
I keep all 3 car pictures.



Our Check

I pair every object with one picture.

I check for missing or extra pictures.



Together

Match 4 blocks with 4 block pictures.
Show each pair.

Build, point or explain your thinking.

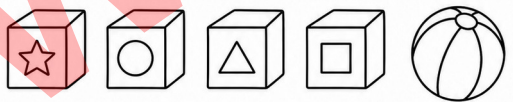
PREVIEW

Your Task

1. Build 4 blocks and 1 ball.
2. Use Worksheet 2.
3. Draw one picture for each object.
4. Pair and check every picture.

Pictures Stand for Objects

Name: _____



4 blocks and 1 ball

Draw one picture for each object.

How does your picture set match? Draw, point or tell.

Our Evidence

Does one larger picture mean more cars?

One picture still means one car here.

Picture size does not change the count.

PREVIEW

Our Reflection

How could a partner check your pictures?

Draw, point or tell.

PREVIEW

Well Done!

Agree on a Symbol

Lesson 3



Our Learning

I can choose symbols and explain my key.

PREVIEW

What We Remember

How do we check one picture for each object?

Share an idea before we discuss it.

PREVIEW

Words We Use

A symbol stands for something.

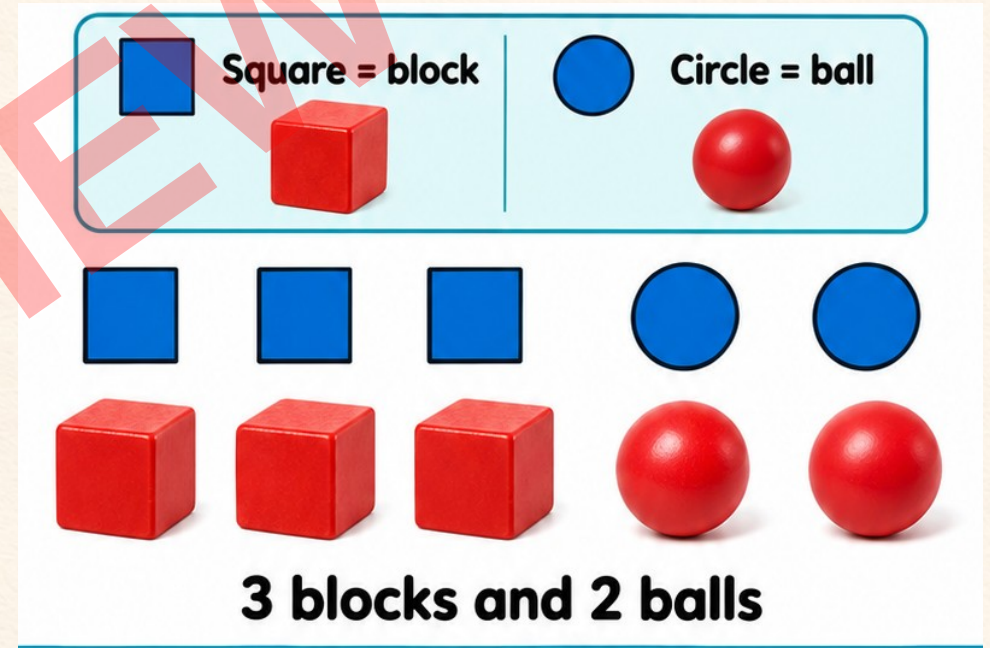
A key tells us its meaning.

PREVIEW

Our Example

In this key, a square means one block.

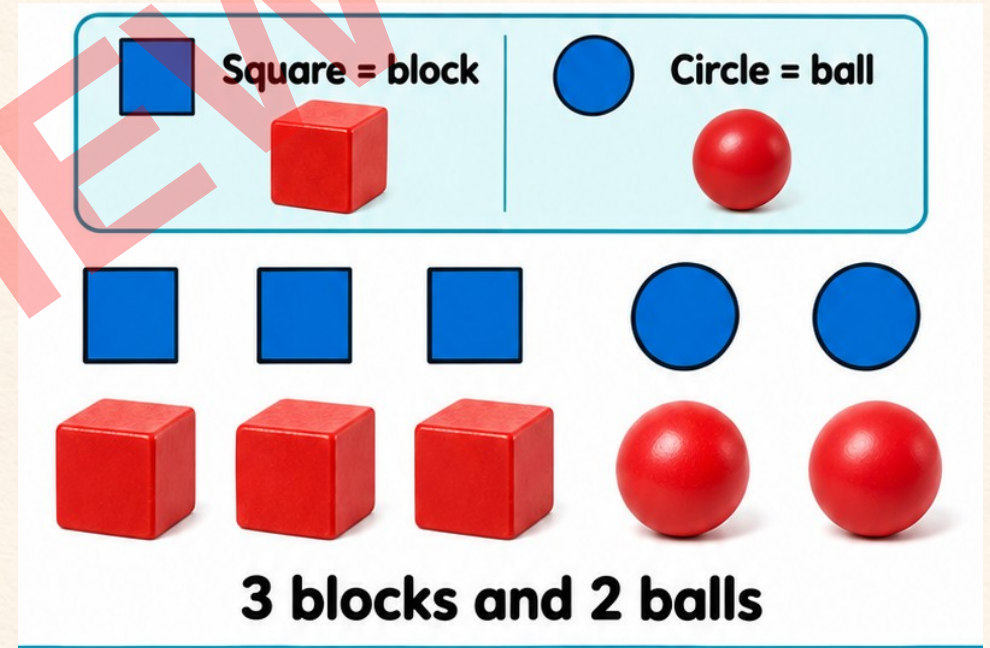
A circle means one ball.



Our Check

3 squares and 2 circles show 3 blocks and 2 balls.

I use the same key every time.



Together

Read the shared key.

Build the collection it describes.

Build, point or explain your thinking.

PREVIEW

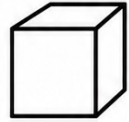
Your Task

1. Build 2 blocks and 1 ball.
2. Choose a different symbol for each kind.
3. Complete Worksheet 3.
4. Tell a partner what your key means.

is a small collection:

Choose a symbol for each kind of object.

Key

☐ =  ☐ = 

Our Evidence

Could a triangle mean a block?

Yes, if the key says so.

Keep its meaning consistent.

PREVIEW

Our Reflection

What happens if one symbol has two meanings?

Draw, point or tell.

PREVIEW

Well Done!

Capture Data Safely

Lesson 4



Our Learning

I can use a digital tool to show toys safely.

PREVIEW

What We Remember

How does a key help the reader?

Share an idea before we discuss it.

PREVIEW

Words We Use

A digital tool helps us make a message.

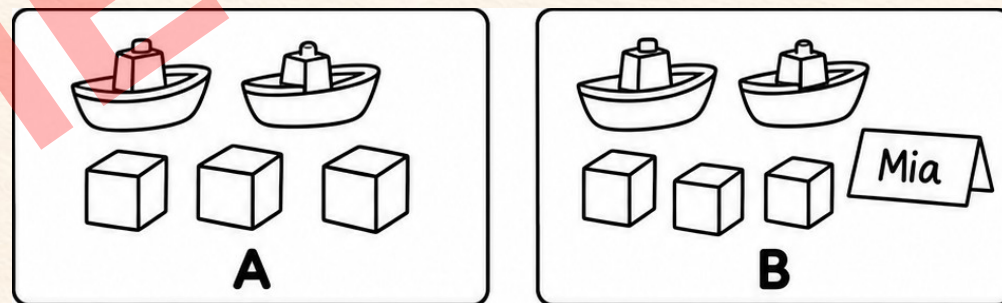
Personal data can belong to someone.

PREVIEW

Our Example

I want a picture of 2 boats and 3 blocks.

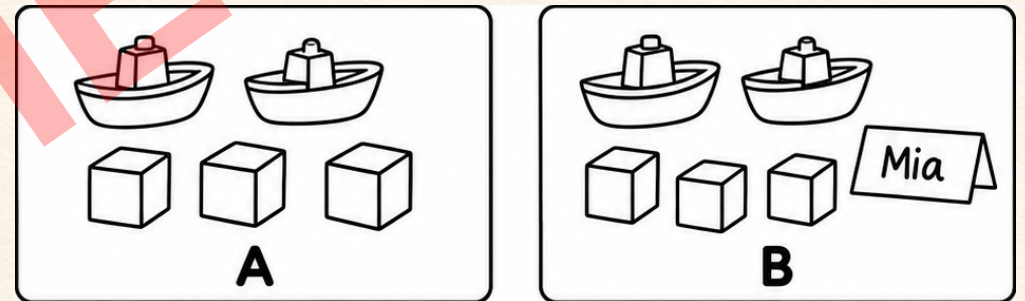
I ask an adult and check the camera frame.



Our Check

I move Mia's name label out of the picture.

I check that only the toys appear.



Together

Which picture on Worksheet 4 shows only toys?
Explain your choice before using the device.

Build, point or explain your thinking.

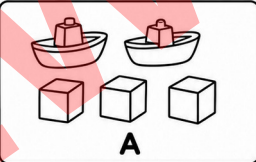
PREVIEW

Your Task

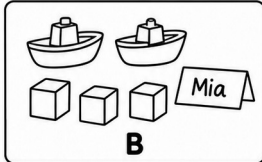
1. Ask an adult to open the approved tool.
2. Make a toy-only photo or drawing.
3. Check for names and faces.
4. Save with the approved classroom routine.

Capture Data Safely

Name: _____



A



B

Which picture shows only the toys? Circle A or B.

Use an approved device to make a picture of the toys.

☐ Ask an adult.

☐ Keep names and faces out.

☐ Check before sharing.

My Digital Picture

Draw what you made on the device.

I used the tool to...

Draw, point or tell.

Our Evidence

What should Mia move before taking the toy picture?

Mia can move her name label.

The picture should show only the toy collection.

PREVIEW

Our Reflection

What did the digital tool help you communicate?

Draw, point or tell.

PREVIEW

Well Done!

Does the Message Match?

Lesson 5



Our Learning

I can find and explain a mismatch.

PREVIEW

What We Remember

What do we check before sharing a toy picture?

Share an idea before we discuss it.

PREVIEW

Words We Use

A match preserves the information.

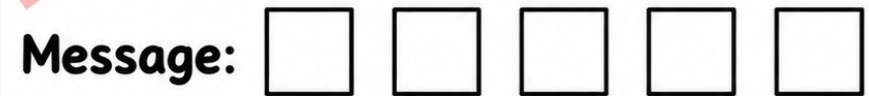
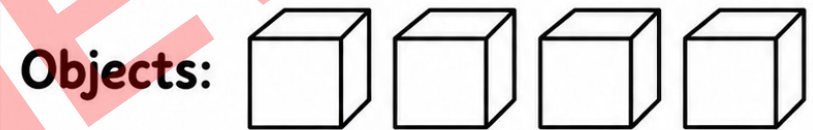
Extra means more than we need.

PREVIEW

Our Example

The source has 4 blocks.

The message has 5 square symbols.

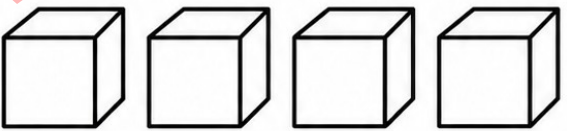


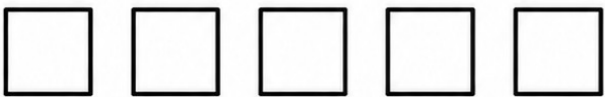
 = block

Our Check

One square has no matching block.

I remove one square so 4 remain.

Objects: 

Message: 

 = block

Together

Pair each block with one square.
Which square is extra?

Build, point or explain your thinking.

PREVIEW

Your Task

1. Check Worksheet 5.
2. Pair each object with one symbol.
3. Cross out one extra square.
4. Show and explain the corrected message.

Does the Message Match?

Name: _____

Objects:    

Message:     

 = block

Cross out the extra symbol.

My Corrected Message

What did you fix? Draw, point or tell.

Our Evidence

Do all five squares match the four blocks?

No. One square is extra.

Any one square can be removed.

PREVIEW

Our Reflection

How did pairing help you find the error?

Draw, point or tell.

PREVIEW

Well Done!

One Collection, Three Views

Lesson 6



Our Learning

I can show the same collection in three forms.

PREVIEW

What We Remember

How do we check for an extra symbol?

Share an idea before we discuss it.

PREVIEW

Words We Use

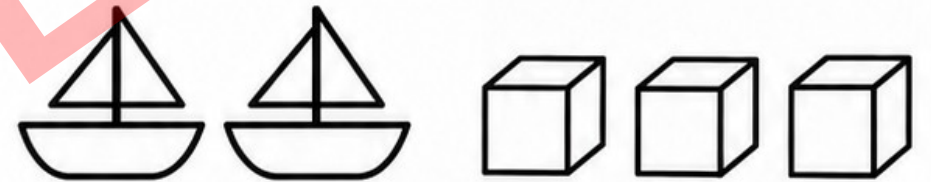
Objects are the things we can handle.

Represent means show information another way.

PREVIEW

Our Example

We build 2 boats and 3 blocks.
We make a picture for each
object.

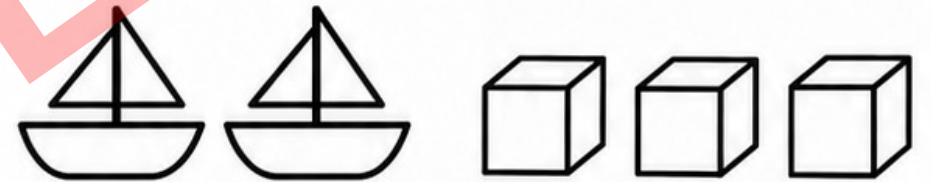


2 boats and 3 blocks

Our Check

With this key, a triangle means a boat.

A square means a block.



2 boats and 3 blocks

Together

Build all three views together.

Check the categories and quantities.

Build, point or explain your thinking.

PREVIEW

Your Task

1. Build 2 boats and 3 blocks.
2. Use the approved tool for a picture view.
3. Record the views on Worksheet 6.
4. Use the key and pair all three views.

One Collection, Three Views

Name: _____



2 boats and 3 blocks

Key:
△ = boat
□ = block

Show the same collection in both panels.

Pictures

Symbols

How do you know they match? Draw, point or tell.

Our Evidence

Can different-looking forms tell the same information?

Yes. Each view shows 2 boats and 3 blocks.

The key keeps symbol meanings clear.

Our Reflection

Which pairing proves your three views match?

Draw, point or tell.

PREVIEW

Well Done!

Design a Data Message

Lesson 7



Our Learning

I can make a label another reader understands.

PREVIEW

What We Remember

Which information must stay the same across three views?

Share an idea before we discuss it.

PREVIEW

Words We Use

A message communicates information.

A reader uses our key.

PREVIEW

Our Example

Our tidy-up box holds 3 cars
and 2 boats.

We choose a clear key for its
label.



Our Check

A square can mean a car and a circle a boat.

The label has 3 squares and 2 circles.



Together

Read a label without seeing the objects.
Then build the collection it describes.

Build, point or explain your thinking.

PREVIEW

Your Task

1. Build the supplied collection.
2. Use the approved tool to make pictures.
3. Make a key and label on Worksheet 7.
4. Let a partner read it and revise.

Design a Data Message

Name: _____

A box holds 3 cars and 2 boats.     

Make a tidy-up label. Choose a clear key.

My Key

 =	 =
--	--

My Tidy-Up Label

Ask a partner to read your label. Does it show the same toys?

☐ Yes ☐ I will improve it

My improvement...

Our Evidence

What if your partner cannot read the key?

Improve the key or the symbol clarity.

Keep the true collection unchanged.

PREVIEW

Our Reflection

How did the reader's feedback improve your label?

Draw, point or tell.

PREVIEW

Well Done!

Read, Explain and Protect

Lesson 8



Our Learning

I can explain a match and recognise data that belongs to me.

PREVIEW

What We Remember

How can we test that another reader understands?

Share an idea before we discuss it.

PREVIEW

Words We Use

Owned data belongs to someone.

A check uses evidence.

PREVIEW

Our Example

I pair objects, pictures and symbols.

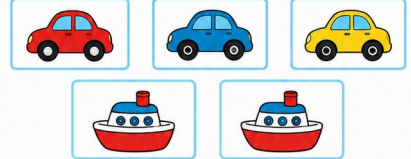
I explain how they show the same collection.

Objects, Pictures and Symbols

Objects Data is information.



Pictures A picture stands for an object.



Symbols A symbol has a meaning.



Key The key tells us the meaning.

■ Square = car ● Circle = boat

Same information. Different forms.

Our Check

A photo of me or my voice
would be my data.

I can identify the type without
sharing it.



Together

Rehearse an explanation by drawing, pointing or telling.
Use a practice collection.

Build, point or explain your thinking.

PREVIEW

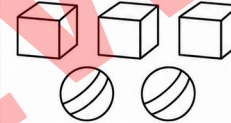
Your Task

1. Practise on Worksheet 8.
2. Build the Challenge collection.
3. Add pictures, symbols and a key.
4. Use the tool and explain ownership.

My Data Studio Challenge

Name: _____

The collection (use these objects)



1. Build the collection with objects.
2. Draw one picture for each object.
3. Choose symbols and add a key.
4. Use an approved digital tool to show the collection.

Pictures

Symbols

Key

 _____

 _____

Explain how the three forms match. Draw, point or tell.

Point to data that would belong to you: my photo or my voice. Keep it private.

Our Evidence

Would your own photo or voice belong to you?

Both would be personal data that belongs to you.
Keep the actual photo and voice private.

PREVIEW

Our Reflection

Which evidence shows your representations match?

Draw, point or tell.

PREVIEW

Well Done!

Weather Symbols

Lesson 9



Our Learning

I can use agreed symbols in a new context.

PREVIEW

What We Remember

How do we know which symbol meaning to use?

Share an idea before we discuss it.

PREVIEW

Words We Use

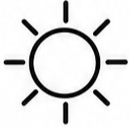
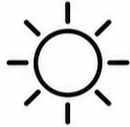
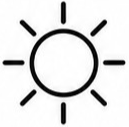
A record holds information.

A symbol can represent a weather condition.

PREVIEW

Our Example

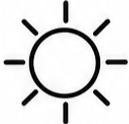
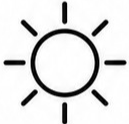
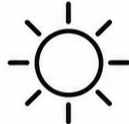
This practice record has 5 days.
The sequence is sun, cloud, sun,
cloud, sun.

Practice Weather Record				
Day 1	Day 2	Day 3	Day 4	Day 5
				

Our Check

We can agree on symbols for sun and cloud.

Each day keeps its place in the message.

Practice Weather Record				
Day 1	Day 2	Day 3	Day 4	Day 5
				

Together

Choose a shared key.

Read the five days in order.

Build, point or explain your thinking.

PREVIEW

Your Task

1. Use Worksheet 9.
2. Choose sun and cloud symbols.
3. Show one symbol for each day.
4. Read the five days with your key.

Weather Symbols

Name: _____

Practice Weather Record				
Day 1	Day 2	Day 3	Day 4	Day 5
				

Optional extension
Choose symbols. Show the same five days.

My Key

 =  =

My Five-Day Message

Day 1	Day 2	Day 3	Day 4	Day 5

Tell what each symbol means.

Our Evidence

Does a sun symbol tell tomorrow's weather?

This symbol represents a day in our practice record.
It does not predict tomorrow.

PREVIEW

Our Reflection

How did the day order help you keep the information?

Draw, point or tell.

PREVIEW

Well Done!

Another Reader

Lesson 10



Our Learning

I can improve a key after a reader tries it.

PREVIEW

What We Remember

What must a key make clear?

Share an idea before we discuss it.

PREVIEW

Words We Use

Feedback tells us how a message was understood.

Clear means easy to understand.

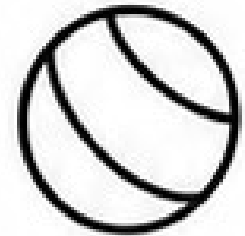
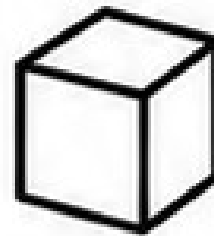
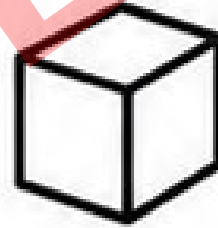
PREVIEW

Our Example

Kai reads our message about 2 blocks and 1 ball.

Kai needs to know what each symbol means.

Source:



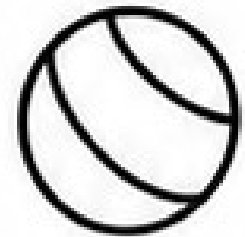
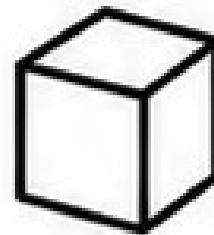
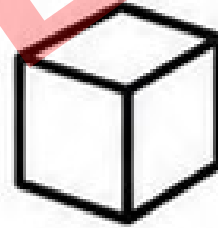
TWO toy blocks and ONE toy ball.

Our Check

We add a clear key and test it again.

We keep the same object collection.

Source:



TWO toy blocks and ONE toy ball.

Together

A partner reads your key and builds the collection.
Explain what helped or confused them.

Build, point or explain your thinking.

PREVIEW

Your Task

1. Build 2 blocks and 1 ball.
2. Complete Worksheet 10.
3. Ask a trusted reader to use your key.
4. Improve it and check again.

Another Reader

Name: _____

 Kai wants to read your message. Help Kai understand.

Optional extension

Source: 
TWO toy blocks and ONE toy ball.

My Key

 =  =

My Clear Message

What did Kai understand?

What will you improve?

Draw, point or tell.

Our Evidence

Should we change the true data to fix an unclear key?

Keep the collection accurate.

Improve how the key explains the symbols.

PREVIEW

Our Reflection

Which change helped Kai read your message?

Draw, point or tell.

PREVIEW

Well Done!

Picture Data Studio Quiz



How We Respond

Listen to each question.

Draw, point or tell your answer.

Explain your thinking.

We will discuss it before the next slide.

PREVIEW

A Circle Symbol

What can a circle mean on a data card?

PREVIEW

Our Explanation

It means whatever the key agrees.
A circle has no automatic meaning.

PREVIEW

One Picture Each

If one picture means one object, do 3 objects need 3 pictures?

PREVIEW

Our Explanation

Yes. Pair each object with one picture.

PREVIEW

An Extra Symbol

Four blocks become five square symbols.
What is wrong?

PREVIEW

Our Explanation

If one square means one block, one square is extra.

PREVIEW

Different Symbols

Can different symbols show the same collection?

PREVIEW

Our Explanation

Yes. The agreed meanings and quantities must match.

PREVIEW

A Clear Key

Why do we include a key?

PREVIEW

Our Explanation

The key tells another reader what each symbol means.

PREVIEW

Picture Size

Does a larger car picture always mean more cars?

PREVIEW

Our Explanation

No. Here, one picture means one car.
Size does not change the count.

PREVIEW

Personal Data

Which needs ownership care: toy colour or a photo of you?

PREVIEW

Our Explanation

A photo of you is personal data.

Your voice would be personal data too.

PREVIEW

A Useful Tool

How can a digital tool help our data task?

PREVIEW

Our Explanation

Possible answers: make a picture, take a toy-only photo, or display our message.

PREVIEW

A Matching Set

How do you check that a picture set matches?

PREVIEW

Our Explanation

Pair each object with one picture.
Check the kinds and quantities.

PREVIEW

A Reader Needs Help

A square means block in our key.

A reader thinks it means ball.

What could we improve?

PREVIEW

Our Explanation

Possible answers: make the key easier to see, explain it, and use it consistently.

PREVIEW

Our Reflection

How can objects, pictures and symbols tell the same information?

Show a match and explain your key.

PREVIEW

Well Done!