

# Sorting

## National Curriculum attainment target

- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

## Lesson objective

- Sort objects into groups, counting the number of objects in each category and comparing totals

### Previous related lessons

None

### Prerequisites for learning

Pupils need to:

- compare and sort familiar objects using criteria such as shape, size or colour

### Vocabulary

count, sort, group, category, compare

### Future related lessons

Unit 7, Week 3, Lesson 2; Unit 7, Week 3, Lesson 3; Unit 7, Week 3, Lesson 4

### Success criteria

Pupils can:

- sort objects into groups
- count the number of objects in any group
- compare the number of objects in different groups



## Getting Started

- Choose an activity from Statistics.

**Collins  
Connect**  
Year 2, Unit 7,  
Week 3

## Teach

### Resources

selection of coloured building blocks, coins, shells, buttons, 2-D shapes, 3-D shapes and other small items for sorting (per group); 10 sticky notes or paper (per group); camera (per class, optional)



- Take a large handful of coloured building blocks and spread it out in front of the class.
- Say: **These building blocks are really interesting. There are so many different pieces, but we can easily sort them into groups. I'm going to sort the building blocks by colour.** Ask some children to help you by quickly collecting a colour each. Label each colour with a sticky note.
- Say: **Every piece must belong somewhere because every piece has a colour. So all the red pieces belong together, all the blue pieces belong together and so on. We can say that we are putting the pieces into categories and the category is its colour. It's the colour that makes the pieces different.**
- Ask: **How many of each colour do we have? Which colour do we have the most of? Which colour has the fewest pieces?**
- Say: **Sorting for colour is straightforward, but the building blocks have lots of other features too, so I am sure we can think of other categories for sorting.**
- Ask: **Can you think of a different way of sorting it? Turn and talk to a partner, then we will share ideas.**
- Follow two or three different suggestions for categories, asking children to help quickly sort the pieces. Confirm how to label each group. If necessary, suggest categories to try, such as: flats, bricks and others; windows, doors and bricks; or squares, rectangles and other shapes.



- Ask: **Why does this piece belong here? What is it that makes these pieces belong together? How could we use that to name the category?**
- If there are any leftover pieces ask: **Could this piece go with this group? Why? Why not? Do we need another category? What could we call this group?**
- Put children into groups and send them off to tables to work together to sort and label the groups of items on the table however they choose.
- If possible, take a photograph of each sorted collection with its labels. If this is not possible, then collect the labels from each sorting.

## Individualised Learning

Refer to Activity 1 from the Learning activities on page 314.

**Activity Book 2B:** – Page 34: Sorting buttons

Resources: coloured pencils (per child)

**Progress Guide 2:** – Support, Year 2, Unit 7, Week 3, Lesson 1:  
Triangle sort

## Plenary

- Allow time for groups to sort and label their collections, then hold a mini-plenary. Stop the class and ask each group in turn to explain briefly how they decided to sort their collection and how they described each pile. Then ask them to say which item they had most and fewest of.
- Move each group of children to a different collection and ask them to sort the items in a different way.
- Repeat the mini-plenary two or three times before bringing the class together for the final plenary.
- Display some of the photographs or sets of labels from different sortings.
- Ask: **Which items were being sorted here? Turn to your partner and describe an item that would belong in this group. Can your partner describe a different piece for the same group?** Share some ideas.
- Choose a different photograph or set of labels. Say: **Turn to your partner and describe an item that would NOT belong in this group. Ask: Can your partner describe a different piece that would NOT belong in the same group?**
- Review Sorting buttons from the Activity Book if children have moved on to this.
- End the session by naming categories of children who can leave the room next (for playtime, lunchtime, to get changed for PE and so on), for example children wearing jumpers or shoes with laces or blue socks or something else.

