Statistics



| INTERPRETING, CONSTRUCTING AND PRESENTING DATA | | | | | |
|--|----------------------------|---|--------------------------------------|---------------------------|-----------------------------|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | interpret and construct | interpret and present data | interpret and present | complete, read and | interpret and construct |
| | simple pictograms, tally | using bar charts, | discrete and continuous | interpret information in | pie charts and line graphs |
| | charts, block diagrams and | pictograms and tables | data using appropriate | tables, including | and use these to solve |
| | simple tables | | graphical methods, | timetables | problems |
| | | | including bar charts and | | |
| | | | time graphs | | |
| | ask and answer simple | | | | |
| | questions by counting the | | | | |
| | number of objects in each | | | | |
| | category and sorting the | | | | |
| | categories by quantity | | | | |
| | ask and answer questions | | | | |
| | about totalling and | | | | |
| | comparing categorical data | | | | |
| SOLVING PROBLEMS | | | | | |
| | | | | solve comparison, sum | calculate and interpret the |
| | | solve one-step and two- | solve comparison, sum | • | |
| | | step questions [e.g. 'How | and difference problems | and difference problems | mean as an average |
| | | many more?' and 'How | using information | using information | |
| | | many fewer?'] using | presented in bar charts, | presented in a line graph | |
| | | information presented in scaled bar charts and | pictograms, tables and other graphs. | | |
| | | pictograms and tables. | | | |
| | | pictograms and tables. | | | |