

## **Statistics**

| INTERPRETING, CONSTRUCTING AND PRESENTING DATA |        |                        |                        |                        |                       |                       |
|------------------------------------------------|--------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| EYFS                                           | Year 1 | Year 2                 | Year 3                 | Year 4                 | Year 5                | Year 6                |
|                                                |        | interpret and          | interpret and present  | interpret and present  | complete, read and    | interpret and         |
|                                                |        | construct simple       | data using bar charts, | discrete and           | interpret information | construct pie charts  |
|                                                |        | pictograms, tally      | pictograms and tables  | continuous data using  | in tables, including  | and line graphs and   |
|                                                |        | charts, block diagrams |                        | appropriate graphical  | timetables            | use these to solve    |
|                                                |        | and simple tables      |                        | methods, including bar |                       | problems              |
|                                                |        |                        |                        | 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 one-step and     | solve comparison, sum  | solve comparison, sum | calculate and         |
|                                                |        |                        | two-step questions     | and difference         | and difference        | interpret the mean as |
|                                                |        |                        | [e.g. 'How many        | problems using         | problems using        | an average            |
|                                                |        |                        | more?' and 'How        | information presented  | information presented |                       |
|                                                |        |                        | many fewer?'] using    | in bar charts,         | in a line graph       |                       |
|                                                |        |                        | information presented  | pictograms, tables and |                       |                       |
|                                                |        |                        | in scaled bar charts   | other graphs.          |                       |                       |
|                                                |        |                        | and pictograms and     |                        |                       |                       |
|                                                |        |                        | tables.                |                        |                       |                       |