



STATISTICS							
INTERPRETING, CONSTRUCTING AND PRESENTING DATA							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems	construct and interpret frequency tables, bar charts, pie charts, and pictograms for simple categorical data, and vertical line (or bar) charts for small sets of ungrouped numerical data and numerical data grouped into a small number of groups enumerate sets systematically, devising their own diagrams
		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 two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average	describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, including grouped, data; and appropriate measures of central tendency (mean, mode, median) and spread (range) describe mathematical relationships between two variables that are easily visible in the data derived from experiments or observations



St. Bernadette's Catholic Primary Voluntary Academy