

**STATISTICS**

**2014 PROGRESSION DOCUMENT**

	Y1	Y2	Y3
<b>STATUTORY</b>		<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>
<b>NON - STATUTORY</b>		<p><i>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</i></p>	<p><i>Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.</i></p> <p><i>They continue to interpret data presented in many contexts.</i></p>

	Y4	Y5	Y6
<b>STATUTORY</b>	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p>
<b>NON - STATUTORY</b>	<p><i>Pupils understand and use a greater range of scales in their representations.</i></p> <p><i>Pupils begin to relate the graphical representation of data to recording change over time.</i></p>	<p><i>Pupils connect their work on coordinates and scales to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.</i></p>	<p><i>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts.</i></p> <p><i>Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.</i></p> <p><i>They should connect conversion from kilometres to miles in measurement to its graphical representation.</i></p> <p><i>Pupils know when it is appropriate to find the mean of a data set.</i></p>