		Y1	Y2	Y3
STATUTORY			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 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.	Interpret and present data using bar charts, pictograms and tables. 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.
NON - STATUTORY			*Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).*	*Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.* *They continue to interpret data presented in many contexts.*

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

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