Sacred Heart Catholic Primary School
Progression: Statistics
Programme of study (statutory requirements)

YN	YR	Early Learning Goals	Y1	Y2	Y3	Y4	Y5	Y6
Statistics Pupils should be taught to: • Experiment with their own symbols and marks as well as numerals	**Statistics** Pupils should be taught to: • Compare quantities up to 10 in different contexts • Introduction to simple tally charts • Use of 3d block towers to vote for storytime book			**Statistics** Pupils should be taught to: • 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	**Statistics** Pupils should be taught to: • 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	**Statistics** Pupils should be taught to: • 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	**Statistics** Pupils should be taught to: • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables	**Statistics** Pupils should be taught to: • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average

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				totalling and comparing categorical data				

Notes and guidance (non-statutory)

Y1	Y2	Y3	Y4	Y5	Y6
	Statistics Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).	**Statistics** 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.	**Statistics** 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.	**Statistics** 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.	**Statistics** 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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