

STATISTICS SEQUENTIAL LEARNING OSMOTHERLEY CP

Year group	sequence	methods
THREE	<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>	<p>Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.</p> <p>They continue to interpret data presented in many contexts.</p>
FOUR	<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>Pupils understand and use a greater range of scales in their representations.</p> <p>Pupils begin to relate the graphical representation of data to recording change over time.</p>

<p>FIVE</p>	<p>*solve comparison, sum and difference problems using information presented in a line graph *complete, read and interpret information in tables, including timetables</p>	<p>Pupils connect their work on coordinates and scales to their interpretation of time graphs.</p> <p>They begin to decide which representations of data are most appropriate and why</p>
<p>SIX</p>	<p>*interpret and construct pie charts and line graphs and use these to solve problems *calculate and interpret the mean as an average</p>	<p>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts.</p> <p>Pupils both encounter and draw graphs relating 2 variables, arising from their own enquiry and in other subjects.</p> <p>They should connect conversion from kilometres to miles in measurement to its graphical representation.</p> <p>Pupils know when it is appropriate to find the mean of a data set</p>

