





Maths Overview written by Andy Shaw, Subject Lead.

Curriculum Intent

At Elton, we promote mathematics as a skill that we all use on a daily basis because it is an essential part of everyday life. Mathematics helps everyone to make sense of the world around them. We encourage children to develop the ability to calculate, reason, problem solve, and understand and appreciate relationships and patterns in both number and space. We nurture skills and attitudes such as enjoyment, resourcefulness, resilience and cooperation, with the intention to ensure that children can understand and utilise the power and purpose of mathematics throughout their everyday lives.

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Curriculum Implementation

At Elton we use White Rose Maths - a pioneering educational initiative that emphasises a comprehensive understanding of mathematics. It's a pedagogical approach which has been embraced by both <u>primary</u> and secondary schools to enhance maths skills and problem-solving skills.

Mathematics is an interconnected subject in which children need to be able to move fluently between representations of mathematical ideas. The National Curriculum's programmes of study are, by necessity, organised into apparently distinct domains, but children should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that <u>key</u> <u>concepts</u> are fully grasped before moving on. This approach aligns with the learning objectives across all the school years and provides a coherent and connected curriculum.

Our expectations, at Elton, are that the majority of children will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage. Children who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those children who are not sufficiently fluent with earlier material are targeted so they can consolidate their understanding, including through additional practice, before moving on.

Curriculum Impact

Our ethos is to support our children to enjoy an inspiring, number-rich and motivational maths environment. We want all children to develop a positive 'can do' attitude to maths and feel happy and confident in lessons. When appropriate, we do this by linking mathematical concepts, skills, knowledge and understanding to other areas of the curriculum, thus providing meaningful cross-curricular opportunities. Mathematics teaching is progressive and inclusive for all children, including SEND, Pupil Premium, EAL and those who are 'rapid graspers' through differentiated challenge, careful assessment and targeted support. Our intent is for every child to leave our care as able and independent mathematicians, with the confidence and skills required to calculate fluently, reason confidently and solve problems efficiently in the next steps of their educational journey and in preparation for adulthood.

Extracurricular Opportunities

- Maths forms an important part of Homework Matters
- Maths clubs before and after school offer a combination of extra support along with problem-solving, challenge and fun.
- The school enters a maths team in annual competitions against other schools.
- STEM coding opportunities through working with local STEM ambassadors

New Primary schemes of learning National curriculum and 'Ready to progress' mapping Updated for March 2023 White Rose Maths #MathsEveryoneCan

Place value



Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens 	 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	 count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers 	 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero 	
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

Note – In the WRM schemes, negative numbers are introduced in Year 5

Place value: Represent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words 	 read and write numbers to at least 100 in numerals and in words identify, represent and estimate numbers using different representations, including the number line 	 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words 	 identify, represent and estimate numbers using different representations read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 	 read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals 	 read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Use and compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 given a number, identify one more and one less 	 recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use <, > and = signs 	 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 	 find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 	 (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit 	 (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Problems/Rounding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 use place value and number facts to solve problems 	 solve number problems and practical problems involving these ideas 	 round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers 	 interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above 	 round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Addition and subtraction



Addition & subtraction: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 add and subtract one-digit and two- digit numbers to 20, including zero 	 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one- digit numbers 	 add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 	 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers 	 perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Addition & subtraction: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 	 solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods 	 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	 solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	 solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	 solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Multiplication and division



Multiplication & division: Recall/Use

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	 recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations 	 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers, and the notation for squared (²) and cubed (³) 	 identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2

Multiplication & division: Calculations

Year 1 Year 2	Year 3	Year 4	Year 5	Year 6
 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs 	 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two- digit numbers times one-digit numbers, using mental and progressing to formal written methods 	 multiply two-digit and three-digit numbers by a one- digit number using formal written layout 	 multiply numbers up to 4 digits by a one- or two- digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	 multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers
Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects 	 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 	 solve problems involving addition, subtraction, multiplication and division
Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Combined

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
				 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	 use their knowledge of the order of operations to carry out calculations involving the four operations 	
				Spring 1	Autumn 2	
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Fractions: Recognise and write

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	• recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	 count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 	 count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 	 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, ²/₅ + ⁴/₅ = ⁶/₅ = 1¹/₅] 	
Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	

Fractions: Compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	 recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators 	 recognise and show, using diagrams, families of common equivalent fractions 	 compare and order fractions whose denominators are all multiples of the same number 	 use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1
	Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3

Fractions: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• write simple fractions for example, $\frac{1}{2}$ of 6 = 3	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	 add and subtract fractions with the same denominator 	 add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¹/₄ × ¹/₂ = ¹/₈] divide proper fractions by whole numbers [for example ¹/₃ ÷ 2 = ¹/₆]
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: Solve problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		 solve problems that involve all of the above 	 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number 			
		Spring 3 Summer 1	Spring 3			
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Decimals: Recognise, write, compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
			 recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to ¹/₄, ¹/₂, ³/₄ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places 	 read and write decimal numbers as fractions [for example, 0.71 = ⁷¹/₁₀₀] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places 	 identify the value of each digit in numbers given to three decimal places 	
			Spring 4 Summer 1	Spring 3 Summer 3	Spring 3	

Fractions, decimals and percentages

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			 solve simple measure and money problems involving fractions and decimals to two decimal places 	 recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of ¹/₂, ¹/₄, ¹/₅, ²/₅ and those fractions with a denominator of a multiple of 10 or 25 	 associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ³/₈] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			Spring 3 Spring 4 Summer 1	Spring 3	Spring 3 Spring 4

Ratio and proportion, algebra



Ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					 solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation/use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
					Spring 1

Algebra

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 	 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	 solve problems, including missing number problems 			 use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables
					Spring 2

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Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

Measurement



Using measures

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 compare, describe and solve practical problems for: lengths and heights mass/weight capacity and volume time measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = 	 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	 Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures 	 convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	 solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. convert between miles and kilometres
Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5

Money

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 recognise and know the value of different denominations of coins and notes 	 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	 add and subtract amounts of money to give change, using both £ and p in practical contexts 	 estimate, compare and calculate different measures, including money in pounds and pence 	 use all four operations to solve problems involving measure [for example, money] 	
Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	

Perimeter, area, volume

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		 measure the perimeter of simple 2-D shapes 	 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares 	 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water] 	 recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and extending to other units
		Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5





2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] 	 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D shapes and everyday objects 	• draw 2-D shapes	 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations 	 distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles 	 draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Autumn 3	Autumn 3	Summer 4	Summer 4	Summer 1	Summer 1

3-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	 recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] compare and sort common 3-D shapes and everyday objects 	 make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 		 identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	 recognise, describe and build simple 3-D shapes, including making nets
Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1

Angles and lines

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		 recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	 identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry 	 know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ¹/₂ a turn (total 180°) other multiples of 90° 	 find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		Summer 4	Summer 4	Summer 1	Summer 1

Position and direction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•	describe position, direction and movement, including whole, half, quarter and three-quarter turns	 order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise) 		 describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon 	 identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	 describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Summer 3	Summer 4		Summer 6	Summer 2	Summer 2

Statistics



Present and interpret data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 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
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Solve statistical problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 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 	 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 	 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
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6