

SHCPS Progression in Statistics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Three and Four-Year-Olds Reception Early Learning Goals						
INTERPRETING, CONSTRUCTING & PRESENTING DATA	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Draw information from a simple map.		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	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <i>understand and use a greater range of scales in data</i>	complete, read and interpret information in tables, including timetables <i>begin to decide which representations of data are most appropriate and why</i> <i>connect coordinates and scales to the interpretation of time graphs</i>	interpret and construct pie charts and line graphs and use these to solve problems <i>connect conversion from kilometres to miles in measurement to its graphical representation.</i> <i>connect work on angles, fractions and percentages to the interpretation of pie charts.</i>
SOLVING PROBLEMS				solve one-step and two-step questions [e.g. ‘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 <i>know when it is appropriate to find the mean of a data set</i>