

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>	<p>Pupils should be taught to:</p> <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 should be taught to:</p> <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 should be taught to:</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables</p>	<p>Pupils should be taught to:</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average</p>

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>3 and 4-year-olds:</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Reception:</p> <p>Compare numbers.</p>		<p>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</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>	<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>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>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts.</p> <p>Pupils both encounter and draw graphs relating two 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>