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| **Year 2 - Building and assessing the conceptual understanding and learning – Statistics** |
| **End of Year Expectations:**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 totalling and comparing categorical data.
 | **Non-statutory guidance:**Pupils record, interpret, collate, organise and compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10).  **See NCETM “Teaching for Mastery” Year 2 book – statistics.**https://www.ncetm.org.uk/public/files/23305579/Mastery\_Assessment\_Y2\_Low\_Res.pdf  |
| **Autumn** | **Spring** | **Summer** |
| * 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.
 | Pupils should have opportunities to make cross-curricular links, using and applying their skills in this domain to a range of topic-related data, with a particular focus on interpreting data and answering questions about the information in a range of representations. Ensure these opportunities are explicit in topic planning and used to assess knowledge and understanding of statistics. This should also link to computing, with explicit links and assessment opportunities. |

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| **Key questions:*** Can I present information appropriately in simple pictograms, tally charts, block diagrams and tables, deciding upon a suitable representation?
* Can I answer simple questions about the information in all of the above – using counting and sorting skills?
* Can I ask and answer questions about totalling and comparing categorical data?
* Can I use scales and representations in steps other than one in the context of charts, pictograms and block diagrams (e.g. 2’s, 5’s, 20’s?
 | **Key questions:*** In topic work and computing, can I demonstrate my understanding of pictograms, tally charts, block diagrams and tables by using and interpreting them appropriately to represent, explain and compare data?
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