Mathematics (Statistics)

Statistics is not introduced to NC Year 2 and therefore is not relevant to pre-formal curriculum

Number (Statistics) – KS1-KS5			
By the end of KS5 our pupils should know:	**Redway Pre-Formal Pathway** Encounter → Foundation	**Redway Semi-formal Pathway** Core → Development	**Redway Formal Pathway** Enrichment → Enhancement
Interpreting, Constructing and Presenting Data			
	The pupil can:	**The pupil can:**	**The pupil can:**
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity [NC YR2]		Be able to match two identical objects To be able to match two identical pictures To find pairs of objects or pictures e.g. matching pairs of socks or snap - Group objects into simple sets e.g., cars, animals, shapes Sort objects into groups by a given characteristic e.g., colour, shape or function obvious difference [Standard 2] Sort objects into groups by a given characteristic e.g., colour, shape or function when the difference is slight To identify when an object is different/does not belong in category Sort objects into groups by characteristic of own choice Counting out object as your sort in to given group. Use the term most when describing categories	Use pictograms, tally chart, block graphs, and simple tables to answer questions about categories. For example: - Can interpret to give an answer in one category e.g. How many children like…..? - Can interpret to give an answer in two categories or more than one category e.g. How many children like….and…..? - Can interpret to give an answer in contrasting categories e.g. How many more children prefer….to….. ?

		Use the term least when describing categories	
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables [NC YR2]		To make representative marks where each mark represents a unit To match object to picture Sticking pictures in allocated place e.g., sticking all off one category in a column To understand that a table has sections e.g., 5x2 grid and a token goes in each	- Can compare information through the collation, recording and organising of data in: - pictograms - tally chart - block diagrams - tables - To be able to record tally marks correctly - To be able to read across a row - To be able to read up and down a column.
Ask and answer questions about totalling and comparing categorical data. [NC YR2]		Answer questions about data collected: - How many are in a single category? - Compare two categories – e.g. which one has more; this could be comparing the height of two bars in a graph or number of counters in a category	Answer questions about data collected: - Answer the total across all categories - Use the term most and least to answer questions e.g. (What was the most popular option) - Ask questions about data collected
Interpret and present data using bar charts, pictograms and tables [NC YR3]			Bar chart is the only new element here, the rest is covered in, year 2, Interpret and construct simple pictograms, tally charts, block diagrams and simple tables - Can compare information through the collation, recording and organising of data in: - Bar chart
Solving Problems			

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. [NC YR3]			Solve two step questions relating to data and charts e.g. comparing two quantities and identifying the difference or totalling