

Year Group	Knowledge and Skills Supporting Resource: Maths No Problem <b>Essential &amp; most valuable knowledge for the next key stage is highlighted in yellow</b>	Vocabulary
Nursery	N/A	
Reception	N/A	
Year 1	N/A	
Year 2	<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>● To be able to read a picture graph with confidence.</li> <li>● To be able to read and interpret a picture graph with confidence.</li> <li>● To be able to read and interpret a picture graph where the value of the picture can represent more than 1.</li> <li>● To be able to read and interpret a picture graph where the value of the picture can represent more than 1.</li> <li>● To be able to read, interpret and create a picture graph where the value of the picture can represent more than 1</li> </ul> <p><u>Y2 National Curriculum – End Point:</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>- interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>- ask and answer questions about totalling and comparing categorical data.</li> </ul>	picture graph pictogram most / least / as many as more than / fewer than tally chart greatest number smallest number block diagram
Year 3	<p><b>Pictograms and Bar Graphs</b></p> <ul style="list-style-type: none"> <li>● To construct picture graphs from a set of data; to present data with pictures that represent more than one item.</li> <li>● To construct bar graphs from a set of data; to use proportion to reflect precise difference in quantity.</li> <li>● To read and interpret information from a bar graph; to use and understand vocabulary related to bar graphs.</li> <li>● To read bar graphs where the scale is not a multiple of all quantities measured.</li> <li>● To read bar graphs where the scale is made up of larger increments</li> </ul> <p><u>Y3 National Curriculum – End Point:</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>- interpret and present data using bar charts, pictograms and tables</li> <li>- 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.</li> </ul>	data pictogram scale bar graph

<p><b>Year 4</b></p>	<p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>● To draw and read picture graphs and bar graphs.</li> <li>● To draw and read bar graphs.</li> <li>● To draw and read line graphs.</li> <li>● To draw and read a line graph.</li> <li>● To draw and read line graphs (drawing focus)</li> </ul> <p><u>Y4 National Curriculum – End Point:</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<p>table information x and y axes fewest highest lowest line graph predict increase decrease least</p>
<p><b>Year 5</b></p>	<p><b>Tables and Graphs</b></p> <ul style="list-style-type: none"> <li>● To read the information presented in a table and interpret its meaning.</li> <li>● To read and respond to information presented in a table.</li> <li>● To read and respond to tables that have a variety of data sets.</li> <li>● To read and interpret information provided in a line graph where a single line represents the data.</li> <li>● To read and interpret information presented on a line graph where the data is represented by more than one line.</li> <li>● To read and interpret information presented on a line graph where the data is represented by more than one line.</li> <li>● To read and interpret information presented in a table and turn it into a line graph; to determine relationships between data sets.</li> </ul> <p><u>Y5 National Curriculum – End Point:</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>- solve comparison, sum and difference problems using information presented in a line graph</li> <li>- complete, read and interpret information in tables, including timetables.</li> </ul>	
<p><b>Year 6</b></p>	<p><b>Graphs and Averages</b></p> <ul style="list-style-type: none"> <li>● To calculate the average (mean) of sets of values.</li> <li>● To calculate the mean.</li> <li>● To solve problems involving the mean; to use the mean and the number of values to calculate the total; to use given information to find unknown values.</li> <li>● To show information on graphs; to transfer information from a table to a pie chart.</li> </ul>	<p>average mean mode median bar chart equal parts pie chart</p>

- To read and interpret pie charts.
- To read and interpret pie charts; to use percentages in pie charts.
- To read and interpret pie charts; to use knowledge of angles to interpret pie charts.
- To read line graphs; to interpret the information in line graphs that show distance and time.
- To read and interpret line graphs; to answer questions about the information in line graphs.
- To convert miles into kilometres and kilometres into miles.
- To read and interpret line graphs.

Y6 National Curriculum – End Point:

Pupils will be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

segment  
percentage