

# Core learning in mathematics by strand

## Handling data

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Primary Framework for literacy and mathematics  
Primary National Strategy

### Most children learn to:

Foundation Stage	Year 1	Year 2	Year 3
Sort familiar objects to identify their similarities and differences	<b>Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms</b>	Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data	Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart
Count how many objects share a particular property, presenting results using pictures, drawings or numerals	Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects	<b>Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'</b>	<b>Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion</b>

Foundation Stage objectives in bold refer to the Early Learning Goals. Other objectives in bold are key objectives.

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## Most children learn to:

Year 4	Year 5	Year 6	Year 6 progression to Year 7
<p><b>Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate</b></p> <p>Compare the impact of representations where scales have intervals of differing step size</p>	<p>Describe the occurrence of familiar events using the language of chance or likelihood</p> <p>Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask</p> <p><b>Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time</b></p> <p>Find and interpret the mode of a set of data</p>	<p>Describe and predict outcomes from data using the language of chance or likelihood</p> <p><b>Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask</b></p> <p>Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts</p> <p>Describe and interpret results and solutions to problems using the mode, range, median and mean</p>	<p><b>Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts</b></p> <p>Explore hypotheses by planning surveys or experiments to collect small sets of discrete or continuous data; select, process, present and interpret the data, using ICT where appropriate; identify ways to extend the survey or experiment</p> <p>Construct, interpret and compare graphs and diagrams that represent data, for example compare proportions in two pie charts that represent different totals</p> <p>Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented</p>