**Maths Medium Term Planning**

**Year Two**

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| **WR Block: Statistics** | **Summer Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.
 | * Make tally charts
* Tables
* Block diagrams
* Draw pictograms (1-1)
* Interpret pictograms (1-1)
* Draw pictograms (2, 5 and 10)
* Interpret pictograms (2, 5 and 10)
 | This is the first time that children will be taught discrete statistic skills.  | **Y3:*** Interpret and present data using bar charts, pictograms and tables.
* Solve one-step and two-step questions [for example, ‘How many more?’ and ‘Howmany fewer?’] using information presented in scaled bar charts and pictograms andtables.
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| **Key Vocabulary****New Vocabulary:**Tallygraph, block graph, pictogramrepresentlabel, titlemost popular, most commonleast popular, least common | **Key Vocabulary:****Previous Year Group:**TableTotal | **Stem Sentences**To show \_\_\_ as a tally, I need to draw \_\_\_ groups of 5 and \_\_\_\_ single lines.The tally chart shows \_\_\_ groups of 5 and \_\_\_ lines so the total is \_\_\_\_.There are \_\_\_ blocks shaded so the total is \_\_\_.The most/ least popular item is \_\_\_\_ because…The key shows that 1 \_\_\_ = \_\_\_\_\_\_ |
| **Concrete, Pictorial, Abstract Models/ Calculations**   |