**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 ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. |
| **Key Vocabulary**  **New Vocabulary:**  Tally  graph, block graph, pictogram  represent  label, title  most popular, most common  least popular, least common | **Key Vocabulary:**  **Previous Year Group:**  Table  Total | **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** | | | |