**Maths Medium Term Planning**

**Year Three**

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| **WR Block: Statistics** | | **Summer Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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. | * Interpret pictograms * Draw pictograms * Interpret bar charts * Draw bar charts * Collect and represent data * Two-way tables | **Y2:**   * 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. | **Y4:**   * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |
| **Key Vocabulary**  **New Vocabulary:**  chart, bar chart, frequency table  Carroll diagram, Venn diagram  axis, axes  diagram | **Key Vocabulary:**  **Previous Year Group:**  Tally  graph, block graph, pictogram  represent  label, title  most popular, most common  least popular, least common | **Stem Sentences**  One symbol is equal to \_\_\_, so \_\_\_ symbols is equal to \_\_\_\_.  If one symbol is equal to \_\_\_, then half a symbol is equal to \_\_\_.  The most/ least popular item is \_\_\_\_.  The greatest value is \_\_\_\_ so I will mark the vertical axis in \_\_\_\_s.  The information in the rows tells me ...  The information in the columns tells me ...  Where the rows and columns meet tells me .. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |