**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 ‘Howmany fewer?’] using information presented in scaled bar charts and pictograms andtables.
 | * 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.
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| **Key Vocabulary****New Vocabulary:**chart, bar chart, frequency tableCarroll diagram, Venn diagramaxis, axesdiagram | **Key Vocabulary:****Previous Year Group:**Tallygraph, block graph, pictogramrepresentlabel, titlemost popular, most commonleast 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**  |