**Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement**

**interpret and present data using bar charts, pictograms and tables**

* Process, present and interpret data to pose and answer questions. They use all representations such as Venn and Carroll diagrams, bar charts, pictograms. They collect data quickly onto a class tally chart. Children recognise that a tally involves grouping in fives and that this helps them to count the frequencies quickly and accurately. They produce a simple pictogram and/or bar chart, where a symbol represents 2 units.
* Children sort and classify objects, numbers or shapes according to two criteria, and display this work on Venn and Carroll diagrams.

**solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables**

* Collect, represent and interpret data in order to answer a question that is relevant to them, for example:
	+ What new addition to the school play equipment would you like?
	+ Which class race shall we choose for sports day?
* They decide on the information they need to collect and collect it efficiently. They collate the information on a tally chart or frequency table, then use this to make simple frequency diagrams such as bar charts, using ICT where appropriate. They discuss the outcomes, responding to questions such as:
	+ Which items had fewer than five votes?
	+ Would the table be the same if we asked Year 6?
	+ How might the table change if everyone had two votes?
* Children present their conclusions to others, identifying key points that should be included. They make suggestions as to how this data could be used; for example, they may decide that they need to investigate the price of different equipment or discuss what they need to do to prepare for their chosen race.

## Non-Statutory Guidance

Pupils understand and use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.

They continue to interpret data presented in many contexts.