Hindhayes INFANT SCHOOL

Hooked on Thinking
Working With and For Local Families

Recent research shows us that:
Improving Mathematics in the Early Years and Key Stage One (EEF 2020) make the following recommendation: Dedicate time for children to learn mathematics and integrate mathematics throughout the day. Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.

Developing children's understanding of statistics at Hindhayes - We want to provide regular meaningful opportunities for children to collect and present information, such as do we more girls in class today or more boys? By regularly discussing comparisons and information, the children become tuned into to the relevant language eg most/least, more/less. We also want the children to justify their answers by using the data *I know this because.* The National Curriculum identifies statistics as a year two concept, however our learners will have started this learning journey through ICT and working scientifically before year two.

Essential Prior Knowledge	Development of skills **Foundation Stage**	**Year 1**	**Year 2**	**Year 3**
	Pupils group objects and talk about what they have found out eg I have more red cubes. *ELG does not make specific refernce to statistics but opportunities provided as part of good praticse in other areas for example during science investigations to gather results in a tally chart or pictogram.*	*As part of ICT and science learning, the children collect information and discuss what they have found out eg collecting rainfall. Children are encouraged to practically build the bar chart using cubes to support their ability to compare results.*	-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. *Children continue to use real life scenarios to collect and present data eg bird watch, weather watching. Links are made to science topics and computing time is dedicated to the inputting of data as well as different presentation methods eg pictograms and bar charts. Children interpret data presented in tables and charts which include scales.*	-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.
	More, less	Most, least	Key Vocab Count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most popular, most common, least popular, least common	