

## Number and Place Value Sequence

### KINDY

*Establish understanding of the language and processes of counting by naming numbers in sequence, initially to and from ten moving from any starting point.*

#### Principle of The Count

1. Each object must be touched or included exactly once as the numbers are said.
2. The numbers must be said once and always in the same order.

*Connect number names, numerals and quantities including zero, initially up to ten and then beyond.*

*Subitise small collections of objects.*

- Subitises to six, standard formations.

*Compare order and make correspondence between collections initially to ten and beyond.*

### Pre-Primary

*Establish understanding of the language and processes of counting by naming numbers in sequence, initially to and from twenty moving from any starting point.*

#### Principle of The Count

1. Each object must be touched or included exactly once as the numbers are said.
2. The numbers must be said once and always in the same order.
3. The objects can be touched in any order and the status point and order in which the objects are collected does not affect how many there are.
4. The arrangement of the objects does not affect how many there are.
5. The last number said says how many in the collection. It does not describe the last number touched.

*Connect number names, numerals and quantities including zero initially up to ten and then beyond.*

*Subitise small collections of objects.*

- Subitises to ten, standard and non-standard formations.

*Compare order and make correspondence between collections initially to twenty and beyond.*

### Year One

*Recognise, model, read, write and order numbers to 100. Locate these numbers on a number line*

- Students use ordinal numbers to represent position 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>.
- Students partition numbers to 100 using standard notation,  $96 = 90 + 6$ .
- Students compare and order numbers including the use of number lines.
- Students recognise that numbers are made up of other numbers i.e. 10 can be 5 and 5.
- Develop confidence with the number sequence, counting forwards and backwards in sequence from any starting point to 100.
- Skip counting by 2, 5, & 10 starting from 0 to 100.

### Year Two

*Recognise, model, represent and order numbers to at least 1000.*

- Students use ordinal numbers to indicate position to 10.
- Students partition numbers with standard notation up to 1000 i.e.  $986 = 900 + 80 + 6$ .
- Students read, write and say numbers to 1000.
- Students compare and order numbers, including the use of number lines.

### Year Three

*Recognise, model, represent and order numbers to at least 10,000.*

- Students read, write and use ordinal numbers to 20.
- Students name the place value of numbers to 10,000.
- Students partition numbers into standard notation to 10,000 i.e.  $9476 = 9000 + 400 + 70 + 6$ .
- Compare and order numbers  $< >$ .
- Students classify numbers as odd or even.

### Year Four

*Recognise, represent and order numbers to at least 10,000.*

- *Partition numbers to 10,000 using standard and non-standard notation.*
- *Compare and order numbers using  $< >$ .*
- *Recognise patterns in numbers i.e. 1-9 sequence, 10, 100, 1000.*
- *Round numbers to the nearest 10, 100, 1000.*
- *Use the approximation symbol  $\approx$ .*
- *Students name the place value of numbers to 10,000.*
- *Students recognise prime and composite numbers.*
- *Recognise and generate multiples and factors.*

### Year Five

*Recognise, represent and order numbers to at least 1000 000s.*

- Partition numbers to 1000 000 using standard and non-standard notation.
- Compare and order numbers using  $<$   $>$   $=$   $\neq$
- Round numbers to the nearest 10, 100, 1000.
- Students name the place value of numbers to 1000 000.
- Students recognise prime and composite numbers.
- Recognise and generate multiples and factors.
- *Use of integers (negative numbers)*

### Year Six

*Recognise, represent and order numbers to 10 million.*

- Partition numbers to 10 million using standard notation.
- Compare and order numbers using  $<$   $>$ .
- Round numbers to the nearest 10,100,1000.
- Use the approximation symbol  $\approx$ .
- Students recognise the properties of prime and composite numbers.
- Recognise and generate multiples and factors.
- Students name the place value of numbers to any number.
- Students use  $=$  and  $\neq$ ,  $<$  and  $>$  symbols to order and compare numbers and numerical sentences.
- Square and triangular numbers

## Addition and Subtraction Sequence

<b>KINDY</b>	<b>Pre-Primary</b>	<b>Year One</b>
<p><i>Students recognise addition is putting things together and subtraction is taking things away.</i></p>	<p><i>Represent and solve simple addition and subtraction problems using a range of strategies including counting and re-arranging parts.</i></p> <ul style="list-style-type: none"><li>• Students represent stories with materials, pictures, symbols and number sentences.</li><li>• Solve one step problems with single digits (+ -).</li></ul>	<p><i>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and re-arranging parts using doubling and friends of 10.</i></p> <ul style="list-style-type: none"><li>• Students represent number stories in materials, pictures, symbols and number sentences.</li><li>• Recognises the relationship between addition and subtraction.</li><li>• Solves one step word problems involving addition and subtraction.</li><li>• Addition of more than two digit;<ul style="list-style-type: none"><li>1 digit plus 1 digit</li><li>1 digit plus 2 digits</li><li>2 digits plus 2 digits</li><li>1 digit plus 1 digit plus 1 digit 3+4+6=</li></ul></li></ul>

### Year Two

Solve simple addition and subtraction problems using a range of efficient mental and written strategies.

- Recognise the symbols to represent addition and subtraction.
- Write number sentences with symbolic representation i.e.  $3 + 6 = 9$ .
- Solve addition and subtraction sums with numbers up to 99 (no regrouping).

$$\begin{array}{r} 27 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ - 13 \\ \hline \end{array}$$

- Solve two step word problems with addition and subtraction.
- Recognise addition and subtractions can be described in everyday language.
- Addition of more than two digits.  $3+4+6=$

### Year Three

Solve simple addition and subtraction sums with regrouping up to 10 000.

- Use standard algorithms for addition and subtraction including regrouping.
- Complete addition and subtraction sums with up to four digits.

$$\begin{array}{r} 28 \\ + 11 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ + 16 \\ \hline \end{array} \quad \begin{array}{r} 87 \\ + 34 \\ \hline \end{array} \quad \begin{array}{r} 126 \\ + 187 \\ \hline \end{array} \quad \begin{array}{r} 2745 \\ + 3496 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ - 12 \\ \hline \end{array} \quad \begin{array}{r} 43 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ - 29 \\ \hline \end{array} \quad \begin{array}{r} 321 \\ - 148 \\ \hline \end{array} \quad \begin{array}{r} 6714 \\ - 3159 \\ \hline \end{array}$$

- Solve two step word problems involving addition and subtraction.

Recognise and explain the connection between addition and subtraction.

- Recognises addition and subtraction can be described with every day terms.
- Students recognises that ;
  - Use part-part whole diagrams to represent addition and subtraction sentences
  - Subtraction is the inverse of addition.
  - Addition can be performed in any order.
  - Subtraction cannot be turned around.

### Year Four

Apply place value to partition, numerals and regroup numbers to at least 10,000 to assist calculation and solve problems.

- Use standard algorithms for addition and subtraction including regrouping.
- Complete addition and subtraction sums with up to **four** digits.

$$\begin{array}{r} 126 \\ + 187 \\ \hline \end{array} \quad \begin{array}{r} 3426 \\ + 1895 \\ \hline \end{array} \quad \begin{array}{r} 8909 \\ + 4194 \\ \hline \end{array}$$

$$\begin{array}{r} 493 \\ - 184 \\ \hline \end{array} \quad \begin{array}{r} 4372 \\ - 1804 \\ \hline \end{array} \quad \begin{array}{r} 14328 \\ - 5489 \\ \hline \end{array}$$

- Solve two step word problems.
- Recognise addition and subtraction can be described with everyday terms e.g. add, take
- Solve simple calculations using decimal for money and measures.
- Students use strategies to check results of calculations including:
  - Approximating answers (reasonableness)
  - Rounding Numbers
  - Checking results against context of question.
- Recognises that;
  - Use part-part-whole diagrams to represent addition and subtraction sentences.
  - Subtraction is the inverse of addition.
  - Addition can be performed in any order.
  - Subtraction cannot be turned around.

### Year Five

- Solve addition and subtraction problems with numbers into 1000 000s including numbers with two decimal places such as money and measures.
- Include examples with unequal extension of decimals i.e.

$$\begin{array}{r} 34.7 \\ + 28.91 \\ \hline \end{array} \quad \begin{array}{r} 128.9 \\ - 38.87 \\ \hline \end{array}$$

- Solve problems with multiple steps that require the use of more than one operation, up to and including all four operations
- Recognise inverse relationships for and between addition, subtraction, multiplication and division
- Students write number sentences to represent different types of addition and subtraction (change, combine, equalise, compare).
- Students use strategies to check results of their calculations:
  - Using calculators.
  - Estimating and approximating.
  - Rounding to the nearest 10,100 ,t000.
  - Rounding decimals.
  - Checking answers against reasonableness of the context of the problem.

### Year Six

- Solve addition and subtraction problems for any number up to 10 million and up to 3 decimal places.
- Solve problems with multiple steps that require the use of more than one operation, up to and including all four operations
- Recognise inverse relationships for and between addition, subtraction, multiplication and division
- Students write number sentences to represent different types of addition and subtraction (change, combine, equalise, compare).
- Students use strategies to check results of their calculations:
  - Using calculators.
  - Estimating and approximating.
  - Rounding to the nearest 10,100,1000.
  - Rounding decimals.
  - Checking answers against reasonableness of the context of the problem.

## Multiplications and Division Sequence

Kindy/Pre Primary /Year One	Year Two	Year Three				
<p><i>Represent practical situations to model sharing.</i></p> <ul style="list-style-type: none"> <li>Identify a fair share</li> <li>Share quantities into two groups</li> <li>Share quantities into multiple groups</li> </ul>	<p><i>Recognise and represent multiplication as repeated addition, groups and arrays.</i></p> <ul style="list-style-type: none"> <li>Represent groups and arrays as number sentences.</li> <li>Recognise the symbol for multiplication.</li> </ul> <p><i>Recognise and represent division as grouping into equal sets and solve simple problems using these representations.</i></p> <ul style="list-style-type: none"> <li>Recognise that some collections can be shared evenly some and some collections will have left overs.</li> <li>Recognise division can be used in situations using sharing or partitioning collections.</li> <li>Recognise that some collections can be shared evenly same and some collections will have left overs.</li> <li>Solve one step problems using multiplication and division                             <ul style="list-style-type: none"> <li>Using drawings and diagrams</li> <li>Using calculate and mental strategies</li> </ul> </li> <li>Recognise multiplication and division can be described in everyday language.</li> </ul>	<p><i>Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.</i></p> <ul style="list-style-type: none"> <li>Complete multiplication algorithms up to three digits by one digit                             <ul style="list-style-type: none"> <li>Using drawings and diagrams</li> <li>Using calculate and mental strategies</li> <li>Using knowledge of multiplication facts (2,3 ,4, 5, 6)</li> </ul> </li> </ul> <div style="text-align: center; margin: 10px 0;"> <table style="border: none; margin: auto;"> <tr> <td style="padding-right: 20px;"><math>6 \times 3 = 18</math></td> <td style="padding-right: 20px;"> <math display="block">\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}</math> </td> <td style="padding-right: 20px;"> <math display="block">\begin{array}{r} 16 \\ \times 3 \\ \hline 48 \end{array}</math> </td> <td> <math display="block">\begin{array}{r} 148 \\ \times 4 \\ \hline 592 \end{array}</math> </td> </tr> </table> </div> <ul style="list-style-type: none"> <li>Solve two step word problems that may include the three operations (+,-,x).</li> <li>Use the term product.</li> <li>Students recognise:                             <ul style="list-style-type: none"> <li>Multiplication can be used for situations involving repeated equal quantities.</li> <li>The numbers in multiplications refer to either the number in the groups or the number of groups.</li> <li>Recognise and represent division as grouping or sharing including representing division as a number sentence.</li> </ul> </li> <li>Students recognises:                             <ul style="list-style-type: none"> <li>Collections can be shared evenly and some collections have left overs.</li> <li>Multiplication and division can be described in everyday language.</li> <li>Use the term product and remainders.</li> <li>Use symbols to represent division <math>\div</math></li> <li>Represents division problems with number sentences.</li> </ul> </li> </ul>	$6 \times 3 = 18$	$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$	$\begin{array}{r} 16 \\ \times 3 \\ \hline 48 \end{array}$	$\begin{array}{r} 148 \\ \times 4 \\ \hline 592 \end{array}$
$6 \times 3 = 18$	$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$	$\begin{array}{r} 16 \\ \times 3 \\ \hline 48 \end{array}$	$\begin{array}{r} 148 \\ \times 4 \\ \hline 592 \end{array}$			

### Year Four

*Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and division (where there is no remainder).*

- Multiply four digits by one digit with regrouping.
- Multiply two digits by two digits with regrouping.
- Multiply three digits by three digits with regrouping.
- Divide two digit numbers by one digit.
- Divided three and four digit numbers by one digit.

*Solve word problems by using number sentences involving multiplication or divisions (where there is no remainder).*

- Solve two step word problems using multiplication and division.
- Solve multi-step problems using the four operations.
- Solve word problems using money and measure decimals.
- Students use strategies to check results of calculations including:
  - Approximating answers.
  - Rounding numbers.
  - Checking results against context of problems.

### Year Five

*Solve problems involving multiplication of large numbers by one and two digit numbers using efficient mental, written and appropriate digital strategies.*

- Multiply four digits by one digit with decimal numbers
- Multiply two digits by two digits with decimal numbers
- Multiply three digits by three digits with decimal numbers.
- Write a standard algorithm

*Solve problems involving division by one digit number, including those that result in a remainder.*

- Divide two digit numbers by one digit with remainders.
- Divide three and four digit numbers by one digit with remainders.

*Use efficient mental and written strategies and apply appropriately.*

- Complete multi-step word problems using the four operations and applying knowledge of the order of operations (BIMDAS) and inverse relationships
- Students use a calculator to multiply and divide.
- Students use strategies to check results of calculations including:
  - Approximating answers.
  - Rounding numbers.
  - Checking results against context of problems.

### Year Six

*Selects and applies efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations*

- Complete multiplication algorithms with any number including decimals to three decimal places.
- Divide whole numbers and decimal by a single digit with a remainder calculated to two decimal places.
- Solve multi-step word problems using all four operations and applying knowledge of the order of operations (BIMDAS) and inverse relationships
- Students use strategies to check results of calculations including:
  - Approximating answers.
  - Rounding numbers.
  - Checking results against context of problems.

## Decimal Sequences

Year Two	Year Three	Year Four
<ul style="list-style-type: none"><li>• Students read written money amounts.</li><li>• Students use the symbols \$ and c.</li></ul>	<ul style="list-style-type: none"><li>• Students count and record small amounts of money using the decimal format i.e. \$3.26.</li><li>• Students read and write small money amounts</li></ul>	<p><i>Recognise that place value systems can be extended to tens and hundreds.</i></p> <ul style="list-style-type: none"><li>• Students partition numbers with two decimal places.</li><li>• Students write and read numbers with decimal points.</li><li>• Students use number lines to display decimal.</li><li>• Students compare and order decimal numbers.</li></ul> <p><i>Students make the connection between fractions and decimals.</i></p> <ul style="list-style-type: none"><li>• Students recognise the conversion of decimals to fraction. <math>0.6 = 6/10</math> <math>0.06 = 6/100</math></li><li>• Students recognise common fractions as decimals <math>1/2 = 0.5</math> <math>1/4 = 0.25</math></li></ul>

### Year Five

*Students recognise that the place value system can be extended beyond hundreds.*

- Students read and write numbers with decimals including money and measures.
- Students identify the whole part and fractional part as measures.
- Students partition decimal numbers to three places.
- Students identify the place value of decimals to the thousands.

*Students compare order and represent decimals.*

- Compare and order decimalising  $<$   $>$  and number lines.
- Plot decimals on a number line

### Year Six

*Recognise that place value systems can be extended beyond thousands.*

- Students read and write numbers with decimals including money and measures.
- Students identify the whole part and fractional part as measures.
- Students partition decimal numbers to three places.
- Students identify the place value of decimals to the thousands.
- Students round numbers to one or two decimal places.
- Students write decimals or fractions.

*Students compare order and represent decimals.*

- Compare and order decimalising  $<$   $>$  and number lines.

*Make connections between fractions decimals and percentages.*

- Students convert fractions to decimals, fractions to percentages and percentages to decimals and vice versa.
- Order a mix of percentages, decimals and fractions and plot on a number line.

## Fraction Sequences

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<p><i>Recognise and describe halves as all of two equal parts.</i></p> <ul style="list-style-type: none"><li>• Students use the language of fractions – (a piece, part, share and half).</li><li>• Share collections and objects into halves.</li></ul>	<p><i>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections.</i></p> <ul style="list-style-type: none"><li>• Recognise a fraction as part of a whole</li><li>• Understand the part-whole set, sub-set nature of fractions.</li><li>• Share material, cut shapes and objects to represent fractions.</li><li>• Use the terms denominator and numerator</li></ul>	<p><i>Model and represent unit fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math> and their multiples to complete a whole</i></p> <ul style="list-style-type: none"><li>• Recognise a whole can be portioned into a variety of fractional parts.</li><li>• Understand the part-whole, set-sub set nature of fractions.</li><li>• Compare and order fractions with like denominators.</li><li>• Students recognise that half of a half is a quarter.</li><li>• Students understand that cutting a whole into more parts or sharing a set into more groups makes each part/group smaller</li><li>• Recognise the terms numerator, denominator and vinculum.</li></ul>

Year Four	Year Five	Year Six
<p><i>Investigate equivalent fractions used in context.</i></p> <ul style="list-style-type: none"> <li>Students identify equivalent fractions through ordering and comparing.</li> <li>Students generate equivalent fractions for common unit fractions i.e. <math>\frac{1}{2}</math> <math>\frac{2}{4}</math> <math>\frac{3}{6}</math> <math>\frac{4}{8}</math> <math>\frac{5}{10}</math>.</li> <li>Students simplify common equivalent fractions to their simplest form, <math>\frac{4}{8} = \frac{2}{4} = \frac{1}{2}</math>.</li> </ul> <p><i>Count by quarters, halves and thirds including mixed numerals. Collate and represent their fractions in a number line.</i></p> <ul style="list-style-type: none"> <li>Students understand the concept of a mixed numeral.</li> <li>Students recognise improper fractions and convert them to mixed numerals.</li> </ul> <p>Students read write and compare fractions.</p> <ul style="list-style-type: none"> <li>Students recognise and write a wide range of common fractions i.e. <math>\frac{8}{10}</math> <math>\frac{15}{20}</math> <math>\frac{15}{30}</math>.</li> <li>Students order fractions on a number line.</li> <li>Students compare fractions using <math>&lt;</math> <math>&gt;</math>.</li> <li>Recognise the terms numerator, denominator and vinculum.</li> </ul>	<p><i>Compare and order common fractions and locate them on a number line.</i></p> <ul style="list-style-type: none"> <li>Use <math>&lt;</math> <math>&gt;</math> to compare common fractions with the like denomination.</li> <li>Use <math>&lt;</math> <math>&gt;</math> to compare common fractions with unlike denominators.</li> <li>Know common equivalent fractions and convert fractions into their simplest form e.g. <math>\frac{25}{100} = \frac{1}{4}</math></li> </ul> <p><i>Investigate strategies to solve problems recording the addition and subtraction of fractions with like denominators.</i></p> <ul style="list-style-type: none"> <li>Students solve addition and subtraction equations with fractions and mixed numerals with like denominators.</li> <li>Recognise the terms numerator, denominator and vinculum.</li> </ul> <p><i>Count by quarters, halves and thirds including mixed numerals. Collate and represent their fractions in a number line.</i></p> <ul style="list-style-type: none"> <li>Students understand the concept of a mixed numeral.</li> <li>Students recognise improper fractions and convert them to mixed numerals.</li> </ul> <p>Students read write and compare fractions.</p> <ul style="list-style-type: none"> <li>Students recognise and write a wide range of common fractions i.e. <math>\frac{8}{10}</math> <math>\frac{15}{20}</math> <math>\frac{15}{30}</math>.</li> <li>Students order fractions on a number line.</li> <li>Students compare fractions using <math>&lt;</math> <math>&gt;</math>.</li> <li>Recognise the terms numerator, denominator and vinculum.</li> </ul> <p>Students are able to find fractional amounts of things i.e. <math>\frac{2}{3}</math> of 9, <math>\frac{3}{4}</math> of 12 oranges</p>	<p><i>Compare fractions with related denominators and locate and represent them on a number line.</i></p> <ul style="list-style-type: none"> <li>Compare fractions with like and unlike denominators using <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>Students generate equivalent fractions for and given fractions.</li> <li>Students imply common fractions.</li> </ul> <p><i>Solve problems involving addition and subtraction of fractions with the same or related denominators.</i></p> <ul style="list-style-type: none"> <li>Students solve addition and subtraction equations with like denominator fractions and mixed numerals with like denominators.</li> <li>Students solve simple addition and subtraction equations with related but unlike denominators.</li> <li>Students calculate the newest common denominator to complete the equation.</li> </ul> <p><i>Count by quarters, halves and thirds including mixed numerals. Locate and represent their fractions in a number line.</i></p> <ul style="list-style-type: none"> <li>Students understand the concept of a mixed numeral.</li> <li>Students recognise improper fractions and convert them to mixed numerals</li> </ul> <p>Students are able to find fractional amounts of things i.e. <math>\frac{2}{3}</math> of 9, <math>\frac{3}{4}</math> of 12 oranges</p> <p>Students read write and compare fractions;</p> <ul style="list-style-type: none"> <li>Students recognise and write a wide range of common fractions i.e. <math>\frac{8}{10}</math> <math>\frac{15}{20}</math> <math>\frac{15}{30}</math>.</li> <li>Students order fractions on a number line.</li> <li>Students compare fractions using <math>&lt;</math> <math>&gt;</math>.</li> <li>Recognise the terms numerator, denominator and vinculum.</li> </ul> <p>Students recognise the size of a fraction is relative the size of the whole.</p>

## Data Representation Graphs and Tables Sequence

<p><b>Ata represented in KINDY</b></p> <ul style="list-style-type: none"> <li>• Answer simple Yes and No questions about picture graphs and column graphs</li> <li>• Make inferences about data displayed in picture graphs and column graphs</li> </ul>	<p><b>Pre-Primary</b></p> <ul style="list-style-type: none"> <li>• Describe and interpret data displayed in picture graphs and column graphs</li> <li>• Answer questions and make inferences about the data represented in picture graphs and column graphs</li> <li>• Choose simple questions to gather data, represent data make simple inference about the data</li> </ul>	<p><b>Year One</b></p> <ul style="list-style-type: none"> <li>• Describe and interpret data displayed in picture graphs and column graphs</li> <li>• Use standard tallies to record data</li> <li>• Answer questions and make inferences about the data represented in picture graphs and column graphs</li> <li>• Choose simple questions to gather data, represent data make simple inference about the data</li> <li>• Display data in lists and tables, describe and make inferences about the data</li> </ul>
<p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>• Describe and interpret data displayed in picture graphs and column graphs</li> <li>• Use standard tallies to record data</li> <li>• Answer questions and make inferences about the data represented in picture graphs and column graphs in include one step word problems.</li> <li>• Choose simple questions to gather data, represent data make simple inference about the data</li> <li>• Display data in lists and tables, describe and make inferences about the data</li> </ul>	<p><b>Year Three</b></p> <ul style="list-style-type: none"> <li>• Describe and interpret data displayed in picture graphs, line graphs and column graphs</li> <li>• Use standard tallies to record data</li> <li>• Answer questions and make inferences about the data represented in picture graphs and column graphs in include one step word problems.</li> <li>• Pose questions and develop surveys to gather data, represent data and make simple inference about the data.</li> <li>• Display data in lists and tables, describe and make inferences about the data including Carroll diagrams</li> <li>• Evaluate the effectiveness of various forms of data representation</li> </ul>	<p><b>Year Four</b></p> <ul style="list-style-type: none"> <li>• Describe and interpret data displayed in picture graphs, line graphs and column graphs</li> <li>• Use standard tallies to record data</li> <li>• Answer questions and make inferences about the data represented in picture graphs, line graphs and column graphs in include two step word problems.</li> <li>• Pose questions and develop surveys to gather data, represent data and make simple inference about the data.</li> <li>• Display data in lists and tables, describe and make inferences about the data including Carroll diagrams</li> <li>• Evaluate the effectiveness of various forms of data representation</li> </ul>

### Year Five

- Describe and interpret data displayed in picture graphs, line graphs, column graphs pie graphs
- Use standard tallies to record data
- Answer questions and make inferences about the data represented in picture graphs, line graphs and column graphs in include two step word problems This should include graphic representations with unmarked and varied scales requiring inference and calculation to resolve questions.
- Pose questions and develop surveys to gather data, represent data and make simple inference about the data.
- Display data in lists and tables, describe and make inferences about the data including Carroll diagrams
- Evaluate the effectiveness of various forms of data representation

### Year Six

- Describe and interpret data displayed in picture graphs, line graphs, column graphs pie graphs
- Use standard tallies to record data
- Answer questions and make inferences about the data represented in picture graphs, line graphs and column graphs in include two step word problems This should include graphic representations with unmarked and varied scales requiring inference and calculation to resolve questions.
- Pose questions and develop surveys to gather data, represent data and make simple inference about the data.
- Display data in lists and tables, describe and make inferences about the data including Carroll diagrams
- Evaluate the effectiveness of various forms of data representation