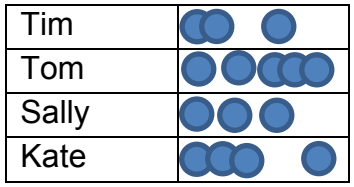
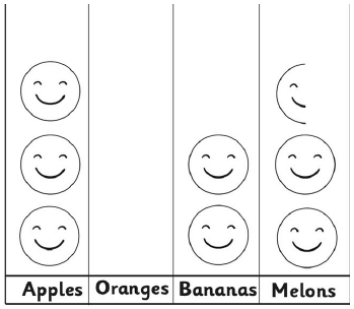
Term by Term Objectives

Year 2

Statistics

National Curriculum Statement	All students		
	Fluency	**Reasoning**	**Problem Solving**
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	• Look at the bar chart, which fruit is the most popular? Which is the least popular?  • an you use the information in the table to make a tally chart? Favourite sandwiches / Names Cheese: Paul, Lucy, Jim, Noah, Hattie Ham: Libby, James, Pat, Kim Chicken: Matt, Naomi Jam: Dan, Susie, Tim, Hannah • Make a pictogram using your tally chart. Make a key where each symbol represents 2 sandwiches.	• Four children are playing cards. Each time one of them wins they take a counter. The results are below.  Can you present the information in a clearer way? • Complete the tally chart. Compare the tally chart with the pictogram below. What's the same and what's different? Apples 12 Oranges 𝍸 𝍸 |||| Bananas 4 Melons 𝍸 5  Can you complete the pictogram? Each smiley face means 2 pieces of fruit. • Using the tally chart and pictogram can you draw a block diagram? Which do you think shows the information the most clearly? Explain your answer.	• Think of something you want to find out eg. What is Class 7's favourite chocolate bar? Collect the data using a tally chart and present it in a pictogram or block diagram. • Split into groups. Everyone needs to write their name on a post it note. Using a blank axis of a block diagram, use your post it notes to find the answers to the following questions: •How many boys and how many girls are there in your group? •Which month has the most birthdays for your group? •How old are the children in your group?

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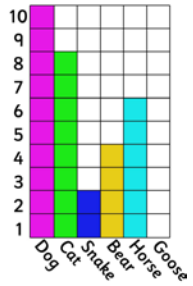
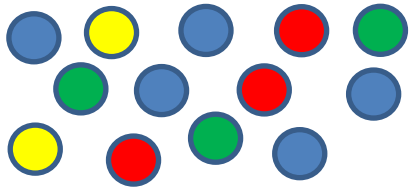
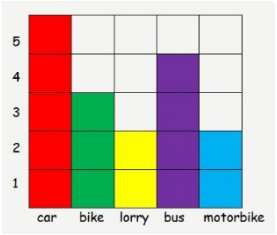
Term by Term Objectives

Year 2

	National Curriculum Statement	All students		
		Fluency	**Reasoning**	**Problem Solving**
Statistics	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	• How many people liked dogs the most? Which was the least favourite animal?  • Count the coloured dots. Make a tally chart to show how many dots there are of each colour.  • Using your tally chart, answer the following questions. Which colour is the most? Which is the least? How many green dots are there?	• **True or False?** The children saw more cars than bikes.  • Make up your own true or false statement about the pictogram above. • Henry is making the block diagram below using cubes. He says 'The higher the tower of cubes, the more popular the transport.' Do you agree? Explain your answer.  	• **Which letter is used most in our names?** Conduct a survey in your class to find out which letter appears most in your first names. Work out how to collect the data and then present it in a graph. Answer the questions below: - Which letter appears the most? - Which letter appears the least? - How many times does the letter a appear?

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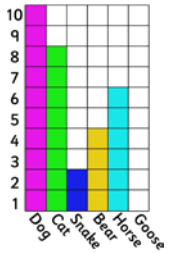
Term by Term Objectives

Year 2

	National Curriculum Statement	All students		
		Fluency	**Reasoning**	**Problem Solving**
Statistics	Ask and answer questions about totalling and comparing categorical data.	• Use the bar graph to answer the following questions: -How many cats and dogs were there altogether? -How many more bears were there than snakes? - Add together the animal with the most votes and the animal with the least. How many altogether? 	• Harry said 'If I add the number of lorries and bikes together then it will be equal to the number of cars' Is he right? Convince me.  • Lucy says 'To find the total number of vehicles I need to add all the cars up.' Is she correct? Explain your answer.	• **What is the most common colour of car that passes school?** Conduct a traffic survey. Make a tally chart and then create a pictogram and bar chart. Answer the questions such as: - How many cars were there altogether? - How many more blue cars were there than red cars?

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