North Duffield Numeracy Progression Years 1-6

NUMBER AND PLACE VALUE: COUNTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number count, read & write numbers to numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100. find 10 or 100 more or less than a given number	count backwards through zero to include negative numbers count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or lessthan a given number	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	use negative numbers in context, and calculate intervals across zero
NUMBER AND PLACE VALUE: COMPARING NUMBERS					
use the language of equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1000	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000000 and determine the value of each digit
NUMBER AND PLACE VALUE: IDENTIFYING, REPRESENTING & ESTIMATING NUMBERS					
identify and represent numbers using objects & pictorial representations inc number lines	identify, represent and estimate numbers using different representations, inc number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		
NUMBER AND PLACE VALUE: READING AND WRITING NUMBERS (including Roman Numerals)					
read and write numbers from 1 to 20 in numeralsand words.	read and write numbers to at least 100 in numeralsand in words	read and write numbersup to 1000 in numerals and in words	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to includethe concept of zero and place value.	read, write, order and compare numbers to atleast 1 000 000 and determine the value of each digit read Roman numerals to1000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000000 and determinethe value of each digit

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NUMBER AND PLACE VALUE: UNDERSTANDING PLACE VALUE					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	recognise the place value of each digit in a two-digitnumber (tens, ones)	recognise the place valueof each digit in a three- digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digitnumber (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to atleast 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000000 and determine the value of each digit
NUMBER AND PLACE VALUE: ROUNDING					
			round any number to the nearest 10, 100 or 1000	round any number up to1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole numberto a required degree of accuracy
NUMBER AND PLACE VALUE: PROBLEM SOLVING					
	use place value and number facts to solve problems	solve number problemsand practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problemsand practical problems that involve all of the above	solve number and practical problems thatinvolve all of the above
ADDITION AND SUBTRACTION: NUMBER BONDS					
represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
ADDITION AND SUBTRACTION: MENTAL CALCULATIONS					
add and subtract one- digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations & mentally inc: a two-digit number & ones a two-digit number and tens two two-digit numbers adding three one-digit numbers	add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations

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ADDITION AND SUBTRACTION: WRITTEN METHODS					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
ADDITION AND SUBTRACTION: INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
ADDITION AND SUBTRACTION: PROBLEM SOLVING					
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	solve problems with addition and subtraction: using concrete objects and pictorial representations, inc those involving numbers, quantities and measures applying their increasing knowledge of mental & written methods	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication, and division
MULTIPLICATION AND DIVISION: MULTIPLICATION FACTS					
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12 × 12		

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MULTIPLICATION AND DIVISION: MENTAL CALCULATION					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, inc with mixed operations and large numbers
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
MULTIPLICATION AND DIVISION: WRITTEN CALCULATION					
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	multiply two-digit and three-digit numbers by a one- digit number using formal written layout	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
				divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

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MULTIPLICATION AND DIVISION: PROPERTIES OF NUMBER: MULIPLES, FACTORS, PRIMES, SQUARES AND CUBE NUMBERS					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			Recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors Inc. finding all factor pairs of a number, and common factors of two numbers Know and use the vocab of prime numbers, prime factors and composite numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared and cubed	Identify common factors, common multiples and prime numbers
MULIPLICATION AND DIVISION: ORDER OF OPERATIONS					
					Use their knowledge of the order of operations to carry out calculations involving the four operations
					use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
MULTIPLICATION AND DIVISION: PROBLEM SOLVING					
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication & division & a combination of these, inc. understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving addition, subtraction, multiplication and division

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FRACTIONS: COUNTING IN FRACTIONAL STEPS					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		Count up and down in tenths	Count up and down in hundredths		
FRACTIONS: RECOGNISING FRACTIONS					
recognise, find and name a half as one of two equalparts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete setof objects: unit fractions and non-unit fractions with small denominators recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
FRACTIONS: COMPARING FRACTIONS					
		compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
FRACTONS: COMPARING DECIMALS					
			compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digitin numbers given to three decimal places
FRACTIONS: ROUNDING INCLUDING DECIMALS					
			round decimals with one decimal place to the nearest whole number	round decimals with two decimal placesto the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy

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FRACTIONS: EQUIVALENCE (INC FRACTIONS, DECIMALS AND PERCENTAGES)					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	write simple fractions e.g. half of 6 = 3 and recognise the equivalence of half and quarter	recognise and show, using diagrams, equivalent fractions with smalldenominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions (e.g. 0.71 = 71/10) recognise and use thousandths and relate them to tenths, hundredths anddecimal equivalents	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
			recognise and write decimal equivalents to ¼,1/3,3/4	recognise the per cent symbol (%) andunderstand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
FRACTIONS: ADDING AND SUBTRACTIONS OF FRACTIONS					
		add and subtract fractionswith the same denominator within one whole (e.g.5/7 + 1/7=6/7)	add and subtract fractions with the same denominator	add and subtract fractionswith the same denominator and multiples of the same number recognise mixed numbersand improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4 / 5 = 6 / 5 = 1 1 / 5)	add and subtract fractionswith different denominators and mixed numbers, using the concept of equivalent fractions
FRACTIONS: MULTIPLICATION AND DIVISION OF FRACTIONS					
				multiply proper fractionsand mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form multiply one-digit numbers with up to twodecimal places by whole numbers divide proper fractions by whole numbers

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FRACTIONS: MULTIPLICATION AND DIVISION OF DECIMALS					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
					multiply one-digit numbers with up to twodecimal places by whole numbers
			find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		multiply and divide numbers by 10, 100 and1000 where the answersare up to three decimal places
					identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100and 1000 where the answers are up to three decimal places
					associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
					use written division methods in cases where the answer has up to two decimal places
FRACTIONS: PROBLEM SOLVING					
		solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	solve problems involvingnumbers up to three decimal places	
			solve simple measure and money problems involvingfractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of ¼, ½, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	

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RATIO AND PROPORTION					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
					solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts solve problems involving the calculation of percentages and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions & multiples.
ALGEBRA: EQUATIONS					
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and **missing number problems** such as 7 = □ - 9	recognise and use the inverse relationship between addition and subtraction anduse this to check calculationsand **missing number** problems.	solve problems, including **missing number** problems, using number facts, place value, and more complex addition and subtraction. solve problems, including **missing number** problems, involving multiplication and division, inc integer scaling		use the properties of rectangles to deduce related facts and find **missing lengths and angles**	express missing number problems algebraically
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				find pairs of numbers thatsatisfy number sentences involving two unknowns
represent and use number bonds and related subtraction facts within 20					enumerate all possibilitiesof combinations of two variables

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ALGEBRA: FORMULAE					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit.		use simple formulae recognise when it is possible to use **formulae** for area and volume of shapes
ALGEBRA: SEQUENCES					
sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	compare and sequence intervals of time order & arrange combinations of mathematical objects in patterns				generate and describe linear number sequences
MEASUREMENTS: COMPARING AND ESTIMATING					
compare, describe and solve practical problems for: * lengths and heights * mass/weight * capacity and volume * time sequence events in chronological order using language	compare and order lengths, mass, volume/capacity and record the results using >, < and = compare and sequence intervals of time	compare durations of events, for example to calculate the time taken by particular events or tasks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight	estimate, compare and calculate different measures, including money in pounds and pence	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.
MEASUREMENTS: MEASURING and CALCULATING					
measure and begin to record the following: * **lengths and heights** * **mass/weight** * **capacity and volume** * **time** (hours, minutes, seconds**)**	choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml) measure the **perimeter** of simple 2-D shapes	estimate, compare and calculate **different measures,** including **money in pounds and pence** measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres	use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation inc scaling. measure and calculate the **perimeter** of composite rectilinear shapes in cms & ms	solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate recognise that shapes with the same areas can have different **perimeters** and vice versa

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MEASUREMENTS: MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and know the value of different denominations of **coins and notes**	recognise and use symbols for pounds **(£) and pence (p)**; combine amounts to make a particular value find different combinations of coins that equal the same amounts of money **solve simple problems** in a practical context involving addition & subtraction of money of the same unit, inc change	add and subtract amounts of **money** to give change, using both £ and p in practical contexts			
			find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres and square metres & estimate the area of irregular shapes recognise and use square numbers and cube numbers, and the notation for squared & cubed	calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes & cuboids using standard units, including cubic cms and cubic ms & extending to other units. recognise when it is possible to use formulae for area and volume of shapes
MEASUREMENTS: TELLING THE TIME					
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. recognise and use language relating to dates, including days of the week, weeks, months and years	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. know the number of minutes in an hour and the number of hours in a day.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate & read time with increasing accuracy to the nearest minute; record & compare time in terms of seconds, minutes, hours and o'clock; use vocab such as a.m./p.m., morning, afternoon, noon and midnight	read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	solve problems involving converting between units of time	

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MEASUREMENTS: CONVERTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	know the number of minutes in an hour and the number of hours in a day.	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute) read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) solve problems involving converting between units of time understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate convert between miles and kms
GEOMETRY: IDENTIFYING SHAPES AND THEIR PROPERTIES					
recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify & describe the properties of 3-D shapes, inc the number of edges, vertices & faces identify 2-D shapes on the surface of 3-D shapes		identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
GEOMETRY: DRAWING AND CONSTRUCTING					
		draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees (^{o})	draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets

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GEOMETRY: COMPARING AND CLASSIFYING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
GEOMETRY: ANGLES					
		recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal & vertical lines and pairs of perpendicular and parallel lines	identify acute and obtuse angles and compare and order angles up to two right angles by size	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and ½ a turn (total 180°) * other multiples of 90°	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
GEOMETRY: POSITION, DIRECTION AND MOVEMENT					
describe position, direction and movement, including half, quarter and three-quarter turns.	use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns		describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points & draw sides to complete a given polygon	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
GEOMETRY: PATTERN					
	order and arrange combinations of mathematical objects in patterns and sequences				

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STATISTICS: INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
STATISTIC: SOLVING PROBLEMS					
		solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average