| **Area of Maths** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Number and place value** | Counting in 1000s | 9 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | Counting with negative numbers | 10 | **Number, money and measure: Number and number processes**  I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used. **MNU 2-04a** |
| **Number and place value** | 4-digit place value | 11 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | Partitioning 4-digit numbers | 12 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | Ordering numbers | 13 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | Ordering amounts | 14 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | 10, 100 and 1000 more or less | 18 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Number and place value** | Estimating and approximating | 22 | **Number, money and measure: Number and number processes**  I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a** |
| **Number and place value** | Close enough | 23 | **Number, money and measure: Number and number processes**  I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a** |
| **Number and place value** | Number patterns | 24 | **Number, money and measure: Patterns and relationships**  Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. **MTH 2-13a** |
| **Number and place value** | Place-value test | 25 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a**  **Number, money and measure: Patterns and relationships**  Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. **MTH 2-13a** |
| **Addition and subtraction** | Adding and subtracting mentally (1) | 26 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding and subtracting mentally (2) | 27 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding and subtracting 2-digit numbers mentally | 28 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding and subtracting multiples of 10 and 100 | 29 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding and subtracting multiples of 10, 100 and 1000 | 30 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Choose the best strategy to add and subtract | 31 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Addition and subtraction** | Written strategies for adding | 32 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Column skills: addition | 33 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Written strategies for subtracting | 34 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Addition and subtraction** | Column skills: subtraction | 35 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Adding larger numbers | 36 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Addition and subtraction** | Subtracting larger numbers | 37 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Addition and subtraction** | Addition and subtraction practice (1) | 38 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Addition and subtraction practice (2) | 39 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Addition and subtraction** | Estimate and check (1) | 40 | **Number, money and measure: Number and number processes**  I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a** |
| **Addition and subtraction** | Estimate and check (2) | 41 | **Number, money and measure: Number and number processes**  I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a** |
| **Addition and subtraction** | Adding money using columns | 42 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Addition and subtraction** | Subtracting money using columns | 43 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Addition and subtraction** | Addition and subtraction money problems (1) | 44 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Addition and subtraction money problems (1) | 45 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Addition and subtraction** | Magical measures problems | 46 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Addition and subtraction** | Measures problems (+ and -) | 47 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Addition and subtraction** | Money and measures problems (+ and -) | 48 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Addition and subtraction** | Addition and subtraction challenge | 49 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b** |
| **Multiplication and division** | Quick recall of ×2 to ×0 | 50 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Multiplication facts ×2 to ×10 | 51 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Times-table quiz | 53 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Times-table problems | 54 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Mental recall up to 12 × 12 | 55 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Know one fact, know them all | 57 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Use what you know | 58 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Factors | 59 | **Number, money and measure: Multiples, factors and primes**  Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a** |
| **Multiplication and division** | Partitioning when multiplying (1) | 60 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Multiplication and division** | Partitioning when multiplying (2) | 61 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Multiplication and division** | Partitioning when multiplying (3) | 62–63 | **Number, money and measure: Number and number processes**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Multiplication and division** | Using related multiplication and division facts | 64 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b** |
| **Multiplication and division** | Multiplying 3 small numbers mentally | 66 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MTH 2-03c** |
| **Multiplication and division** | Choosing the best order | 67 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MTH 2-03c** |
| **Multiplication and division** | Multiplying and dividing by 10 or 100 | 68–69 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Multiplication and division** | Multiplying by 1 and 0 | 70 | **Number, money and measure: Number and number processes**  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** |
| **Multiplication and division** | Short multiplication | 72–73 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Multiplication and division** | Short multiplication with larger numbers | 74 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Multiplication and division** | Short division | 75 | **Number, money and measure: Number and number processes**  I can continue to recall number facts quickly and use them accurately when making calculations. **MNU 3-03b**  Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a** |
| **Fractions (including decimals)** | Fractions of quantities | 78 | **Number, money and measure: Fractions, decimal fractions and percentages**  I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. **MNU 2-07a** |
| **Fractions (including decimals)** | Less than or more than ½ | 79 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. **MNU 2-07b** |
| **Fractions (including decimals)** | Match equivalent fractions | 80 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c** |
| **Fractions (including decimals)** | Fraction equivalents | 81 | **Number, money and measure: Fractions, decimal fractions and percentages**  I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions. **MTH 2-07c** |
| **Fractions (including decimals)** | Adding fractions to make 1 | 82 | **Number, money and measure: Fractions, decimal fractions and percentages**  By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. **MTH 3-07b** |
| **Fractions (including decimals)** | Adding and subtracting fractions | 83 | **Number, money and measure: Fractions, decimal fractions and percentages**  By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions. **MTH 3-07b** |
| **Fractions (including decimals)** | Fraction and decimal equivalents (1) | 84 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. **MNU 2-07b** |
| **Fractions (including decimals)** | Fraction and decimal equivalents (2) | 85 | **Number, money and measure: Fractions, decimal fractions and percentages**  I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. **MNU 2-07b** |
| **Fractions (including decimals)** | Dividing by 10 and 100 | 88–89 | **Number, money and measure: Numbers and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Fractions (including decimals)** | Ordering decimals | 91 | **Number, money and measure: Number and number processes**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a** |
| **Measurement** | Converting lengths | 92 | **Number, money and measure: Measurement**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b** |
| **Measurement** | Comparing distances | 93 | **Number, money and measure: Measurement**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b** |
| **Measurement** | Find the perimeter | 94 | **Number, money and measure: Measurement**  I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c** |
| **Measurement** | Area and perimeter | 95 | **Number, money and measure: Measurement**  I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c** |
| **Measurement** | Reading rulers | 96 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Ordering and converting mass | 97 | **Number, money and measure: Measurement**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b** |
| **Measurement** | Estimating and measuring capacity | 98 | **Number, money and measure: Measurement**  I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a** |
| **Measurement** | Analogue and digital times | 99 | **Number, money and measure: Time**  I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a** |
| **Measurement** | Magical money problems | 101 | **Number, money and measure: Measurement**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b** |
| **Measurement** | Measures problems | 102 | **Number, money and measure: Measurement**  I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MNU 2-11b** |
| **Measurement** | Perimeter problems | 103 | **Number, money and measure: Measurement**  I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c** |
| **Geometry – properties of shapes** | Sorting quadrilaterals | 104 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a** |
| **Geometry – properties of shapes** | Classifying quadrilaterals | 105 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a**  I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. **MTH 2-16c** |
| **Geometry – properties of shapes** | Sorting triangles | 106 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a** |
| **Geometry – properties of shapes** | Classifying triangles | 107 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a**  I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. **MTH 2-16c** |
| **Geometry – properties of shapes** | Angles in shapes | 108 | **Shape, position and movement: Angle, symmetry and transformation**  I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines. **MTH 3-17a** |
| **Geometry – properties of shapes** | Sorting shapes | 109 | **Shape, position and movement: Angle, symmetry and transformation**  I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical patterns and pictures. **MTH 2-19a/MTH 3-19a** |
| **Geometry – properties of shapes** | Shape shifting | 110 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a** |
| **Geometry – properties of shapes** | Order and compare angles | 111 | **Shape, position and movement: Angle, symmetry and transformation**  I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. **MTH 2-17a** |
| **Geometry – properties of shapes** | Mirror, mirror | 112 | **Shape, position and movement: Angle, symmetry and transformation**  I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical patterns and pictures. **MTH 2-19a/MTH 3-19a** |
| **Geometry – properties of shapes** | Drawing mirror lines | 113 | **Shape, position and movement: Angle, symmetry and transformation**  I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical patterns and pictures. **MTH 2-19a/MTH 3-19a** |
| **Geometry – position and direction** | Mystery picture coordinates | 114 | **Shape, position and movement: Angle, symmetry and transformation**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a/MTH 3-18a** |
| **Geometry – position and direction** | Mystery picture coordinates | 115 | **Shape, position and movement: Angle, symmetry and transformation**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a/MTH 3-18a** |
| **Geometry – position and direction** | Plotting shapes | 116 | **Shape, position and movement: Angle, symmetry and transformation**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a/MTH 3-18a** |
| **Geometry – position and direction** | Shapes and coordinates | 117 | **Shape, position and movement: Angle, symmetry and transformation**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. **MTH 2-18a/MTH 3-18a** |
| **Geometry – position and direction** | Directions | 118 | **Shape, position and movement: Angle, symmetry and movement**  Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. **MTH 2-17c** |
| **Statistics** | Favourite day bar charts | 120 | **Information handling: Data and analysis**  I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a** |
| **Statistics** | Drawing a bar chart | 121 | **Information handling: Data and analysis**  I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Interpret information in a time graph | 122 | **Information handling: Data and analysis**  I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a** |
| **Statistics** | Drawing a time graph | 123 | **Information handling: Data and analysis**  I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs*,* making effective use of technology. **MTH 2-21a/MTH 3-21a** |
| **Statistics** | Workout pictograms | 124 | **Information handling: Data and analysis**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** |
| **Statistics** | Presenting data | 125 | **Information handling: Data and analysis**  I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs*,* making effective use of technology. **MTH 2-21a/MTH 3-21a** |