| **Area of Maths** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Number and place value** | Counting in 3s, 4s and 5s | 6 | **Number, money and measure: Patterns and relationships**  Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b** |
| **Number and place value** | Counting in 8s | 7 | **Number, money and measure: Patterns and relationships**  Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b** |
| **Number and place value** | Counting in 50s | 8 | **Number, money and measure: Patterns and relationships**  Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b** |
| **Number and place value** | Counting in 10s and 100s | 9 | **Number, money and measure: Patterns and relationships**  Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b** |
| **Number and place value** | Place value: 3-digit numbers | 10 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Place value patterns | 11 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | 10 more or less | 12 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | 100 more or less | 13 | **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** |
| **Number and place value** | Number order | 14 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Number in digits and words | 15 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a** |
| **Number and place value** | Rounding | 18 | **Number, money and measure: Estimation and rounding**  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** | Estimating and approximating | 19 | **Number, money and measure: Estimation and rounding**  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 facts to 20 | 22 | **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** |
| **Number and place value** | Make 100 | 23 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**  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** |
| **Number and place value** | Counting on | 24 | **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** |
| **Number and place value** | Adding and adjusting | 25 | **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** |
| **Number and place value** | Identifying near doubles | 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** | Mental addition strategies | 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** | Partitioning to add and subtract | 28 | **Number, money and measure: Number and number processes**  I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**  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** | Add and subtract two 2-digit numbers | 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** | Number line addition and subtraction | 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 strategy | 31 | **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** | Estimating answers | 32 | **Number, money and measure: Estimation and rounding**  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, 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** | Check It | 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** | Column addition | 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** |
| **Addition and subtraction** | Column addition: 3-digit numbers | 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** | Column subtraction | 36–37 | **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** |
| **Addition and subtraction** | Addition and subtraction word problems | 38–39 | **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** |
| **Addition and subtraction** | More addition and subtraction | 40 | **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** | Sticker problems | 41 | **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** | Multiples of 2, 5 and 10 | 42–43 | **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** | Multiples of 3 and 4 | 44–45 | **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** | The 8-times table | 46 | **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** | More 8-times table | 47 | **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** | Table facts | 48–49 | **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** | Multiplication and division families | 50 | **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** | Relationship between x and ÷ | 51 | **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** | Multiply using teen numbers | 52 | **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** | Tens and units multiplication | 53 | **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 | 54–55 | **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** | Division hops | 56 | **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** | Division facts | 57 | **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 division | 58–59 | **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** | Multiply by 10 and 100 | 60 | **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** | Multiplying and dividing by 10 and 100 | 61 | **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** | Bigger and bigger | 62 | **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** | Multiples of 10 calculations | 63 | **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** | Double and halve | 64 | **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** | More doubles and halves | 65 | **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** | Multiplication and division word problems | 66–67 | **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** | Division word problems | 68–69 | **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** |
| **Fractions** | Fraction search | 70 | **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** | Fractions of numbers | 71 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Wheel fractions | 72 | **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** | Non-unit fractions | 73 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b**  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** | Fraction measures (1) | 74 | **Number, money and measure: Fractions, decimal fractions and percentages**  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** |
| **Fractions** | Fractions: numbers of parts | 75 | **Number, money and measure: Fractions, decimal fractions and percentages**  Having explored fractions by taking part in practical activities, I can show my understanding of:   * how a single item can be shared equally * the notation and vocabulary associated with fractions * where simple fractions lie on the number line. **MNU 1-07a** |
| **Fractions** | Equivalent fractions: numbers | 76 | **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** | Equivalent fractions: shapes | 77 | **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** | Fraction match | 78 | **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** | Ordering fractions | 79 | **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** | Adding and subtracting fractions | 80 | **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** | Tenths | 81 | **Number, money and measure: Fractions, decimal fractions and percentages**  Having explored fractions by taking part in practical activities, I can show my understanding of:   * how a single item can be shared equally * the notation and vocabulary associated with fractions * where simple fractions lie on the number line. **MNU 1-07a** |
| **Fractions** | More on tenths | 82 | **Number, money and measure: Fractions, decimal fractions and percentages**  Having explored fractions by taking part in practical activities, I can show my understanding of:   * how a single item can be shared equally * the notation and vocabulary associated with fractions * where simple fractions lie on the number line. **MNU 1-07a** |
| **Fractions** | Fraction word problems | 83–84 | **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** | Fraction measures (2) | 85 | **Number, money and measure: Fractions, decimal fractions and percentages**  Having explored fractions by taking part in practical activities, I can show my understanding of:   * how a single item can be shared equally * the notation and vocabulary associated with fractions * where simple fractions lie on the number line. **MNU 1-07a** |
| **Measurement** | Using a ruler | 86 | **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** | 10 centimetres | 87 | **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** | Measuring equipment | 88 | **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** | Weighing things | 89 | **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**  I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. **MNU 2-11a** |
| **Measurement** | How heavy? | 90 | **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** | Balance the mass | 91 | **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** | Measuring capacity | 92–93 | **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** | Measuring jugs | 94 | **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** | Reading scales | 95 | **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** | Telling the time | 96 | **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** | TV times | 97 | **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** | Units of time | 98 | **Number, money and measure: Time**  I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b** |
| **Measurement** | Money calculations | 100–101 | **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**  **Number, money and measure: Money**  I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a** |
| **Measurement** | Problems with lengths | 102 | **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** | Which unit of length | 103 | **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** | Measure word problems | 104 | **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** | Time problems | 105 | **Number, money and measure: Time**  I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b** |
| **Geometry – properties of shapes** | Sorting 2D shapes | 106 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Drawing 2D shapes | 107 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**  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** | Measuring 2D shapes | 108 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  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**  **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** | 3D shapes | 109 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – properties of shapes** | Lines | 110 | **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** | Is it a right angle? | 111 | **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** | Right-angled turns | 112 | **Shape, position and movement: Angle, symmetry and transformation**  I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a** |
| **Geometry – properties of shapes** | Acute, obtuse or right? | 113 | **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** | Is it symmetrical? | 114 | **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** | Reflecting shapes | 115 | **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** | What’s my shape? | 116 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Geometry – position and direction** | Shape pictures | 117 | **Shape, position and movement: Properties of 2D shapes and 3D objects**  I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** |
| **Statistics** | Frequency tables | 118 | **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** | Pictograms | 119 | **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** | 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** | Make 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** | Finding out | 122 | **Information handling: Data and analysis**  I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. **MNU 1-20b** |
| **Statistics** | Weather chart | 123 | **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** | Statistic problems (1) | 124 | **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** | Statistic problems (2) | 125 | **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** |