



The progression maps are structured using the topic headings as they appear in the National Curriculum. Each 'topic' has been divided into sub categories to illustrate progression in key areas.

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Interpreting, Constructing and Presenting Data			
			<i>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</i>
			<i>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</i>
			<i>ask and answer questions about totalling and comparing categorical data</i>

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems (Mathematics programmes of study: key stages 1 and 2 page 3). However, the connections made are not intended to be exhaustive and teachers will seek to support pupils in making other connections.