

Progression in Maths

Number and Place Value	Year 1	Year 2	Year 3
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number □ count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens □ given a number, identify one more and one less □ identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least □ read and write numbers 1 to 20 in numerals and words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward □ recognise the value of each digit in a two digit number (tens, ones) □ identify, represent and estimate numbers using different representation, including the number line □ compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs □ read and write numbers to at least 100 in numerals and in words □ use place value and number facts to solve problems 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more than a given number □ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) □ compare and order numbers up to 1000 □ identify, represent and estimate numbers using different representations □ read and write numbers to at least 1000 in numerals and in words □ solve number problems and practical problems involving these ideas <p>National Curriculum 2014: Progression in Mathematics Number</p>

Addition and Subtraction

Year 1	Year 2	Year 3
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs □ represent and use number bonds and related subtraction facts within 20 □ add and subtract one-digit and two-digit numbers to 20, including zero □ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ solve simple one-step problems with addition and subtraction: □ using concrete objects and pictorial representations, including those involving numbers, quantities and measures □ applying their increasing knowledge of mental and written methods □ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 □ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> □ a two-digit number and ones □ a two-digit number and tens □ two two-digit numbers □ adding three one-digit numbers □ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot □ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ add and subtract numbers mentally, including: <ul style="list-style-type: none"> □ a three-digit number and ones □ a three-digit number and tens □ a three-digit number and hundreds □ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction □ estimate the answer to a calculation and use inverse operations to check answers □ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

Year 1	Year 2	Year 3
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">□ solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">□ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers□ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs□ show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot□ solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">□ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables□ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods□ solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions

Year 1	Year 2	Year 3
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise, find and name a half as one of two equal parts of an object, shape or quantity <input type="checkbox"/> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise, find name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity <input type="checkbox"/> write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of two quarters and one half 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <input type="checkbox"/> recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators <input type="checkbox"/> recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators <input type="checkbox"/> recognise and show, using diagrams, equivalent fractions with small denominators <input type="checkbox"/> add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) <input type="checkbox"/> compare and order unit fractions with the same denominators <input type="checkbox"/> solve problems that involve all of the above

Measures

	Year 1	Year 2	Year 3
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare, describe and solve practical problems for: <input type="checkbox"/> lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) <input type="checkbox"/> mass or weight (e.g. heavy/light, heavier than, lighter than) <input type="checkbox"/> capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter) <input type="checkbox"/> time (e.g. quicker, slower, earlier, later) <input type="checkbox"/> Measure and begin to record the following: <ul style="list-style-type: none"> <input type="checkbox"/> lengths and heights <input type="checkbox"/> mass/weight <input type="checkbox"/> capacity and volume <input type="checkbox"/> time (hours, minutes, seconds) <input type="checkbox"/> recognise and know the value of different denominations of coins and notes <input type="checkbox"/> sequence events in chronological order using language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening) <input type="checkbox"/> recognise and use the language relating to dates, including days of the week, weeks, months and years <input type="checkbox"/> tell the time to the hour and half past the hour and draw the hands on a clock face 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> compare and order lengths, mass, volume/ capacity and record the results using <, > and = <input type="checkbox"/> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <input type="checkbox"/> find different combinations of coins that equal the same amounts of money <input type="checkbox"/> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <input type="checkbox"/> compare and sequence intervals of time <input type="checkbox"/> tell and write time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times <input type="checkbox"/> know the number of minutes in an hour and the number of hours in a day 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <input type="checkbox"/> measure the perimeter of simple 2-D shapes <input type="checkbox"/> add and subtract amounts of money giving change, using both £ and p in practical contexts <input type="checkbox"/> tell and write the time from an analogue clock, including using Roman numerals from 1 to X11, and 12 hour and 24 hour clocks <input type="checkbox"/> estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight <input type="checkbox"/> know the number of seconds in a minute and the number of days in each month, year and leap year <input type="checkbox"/> compare durations of events, for example to calculate the time taken by particular events or tasks.

Geometry	Properties of Shape	Year 1	Year 2	Year 3
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line □ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces □ identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid □ compare and sort common 2-D and 3-D shapes and everyday objects 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy □ recognise angles as a property of shape and associate angles with turning □ 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 and vertical lines and pairs
Statistics	Position, Direction, Motion	<ul style="list-style-type: none"> □ describe position, directions and movements, including half, quarter and three-quarter turns 	<ul style="list-style-type: none"> □ order and arrange combinations of mathematical objects in patterns □ use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise/anti-clockwise) 	
			<ul style="list-style-type: none"> □ 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 compare categorical data 	<ul style="list-style-type: none"> □ interpret and present data using bar charts, pictograms and tables □ solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

Number and Place Value

Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> count in multiples of 6, 7, 9, 25 and 100<input type="checkbox"/> find 1000 more or less than a given number<input type="checkbox"/> count backwards through zero to include negative numbers<input type="checkbox"/> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)<input type="checkbox"/> order and compare numbers beyond 1000<input type="checkbox"/> identify, represent and estimate numbers using different representations<input type="checkbox"/> round any number to the nearest 10, 100 or 1000<input type="checkbox"/> solve number and practical problems that involve all of the above and with increasingly large positive numbers<input type="checkbox"/> read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<input type="checkbox"/> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000<input type="checkbox"/> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero<input type="checkbox"/> round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000<input type="checkbox"/> solve number problems and practical problems that involve all of the above<input type="checkbox"/> read Roman numerals to 1000 (M) and recognise years written in Roman numerals	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit<input type="checkbox"/> round any whole number to a required degree of accuracy<input type="checkbox"/> use negative numbers in context, and calculate intervals across zero<input type="checkbox"/> solve number problems and practical problems that involve all of the above

Addition and Subtraction

Year 4

Pupils should be taught to:

- ☐ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ☐ estimate and use inverse operations to check answers to a calculation
- ☐ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Year 5

Pupils should be taught to:

- ☐ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- ☐ add and subtract numbers mentally with increasingly large numbers
- ☐ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Year 6

Pupils should be taught to:

- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division

	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recall multiplication and division facts for multiplication tables up to 12 x 12 □ 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 □ recognise and use factor pairs and commutatively in mental calculations □ multiply two-digit and three-digit numbers by a one-digit number using formal written layout □ 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 which n objects are connected to m objects 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. □ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers □ establish whether a number up to 100 is prime and recall prime numbers up to 19 □ 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 and divide numbers mentally drawing upon known facts □ 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 □ multiply and divide whole numbers and those Involving decimals by 10, 100 and 1000 □ recognise and use square numbers and cube numbers, and the notations, $(^2)$ $(^3)$ □ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes □ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication □ 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 □ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context □ perform mental calculations, including with mixed operations and large numbers □ identify common factors, common multiples and prime numbers □ using their knowledge of the order of operations to carry out calculations involving the four operations □ solve problems involving addition, subtraction, multiplication and division □ use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

☐ solve problems involving multiplication and division, including scaling by simple fractions and problems

Year 4

Year 5

Year 6

Fractions (Including Decimals and Percentages)

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
- solve problems involving increasingly harder fractions to calculate quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$, $\frac{3}{4}$
- 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
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measures and money problems involving fractions and decimals to two decimal places

Year 4

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements >1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$)
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving numbers up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Year 5

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
- divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
- associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Year 6

Ratio and Proportion

Pupils should be taught to:

- ☐ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- ☐ solve problems involving the calculation of percentages (e.g of measures, and such as 15% of 360) 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 and multiples

Algebra

Pupils should be taught to:

- ☐ use simple formulae
- ☐ generate and describe linear number sequences
- ☐ express missing number problems algebraically
- ☐ find pairs of numbers that satisfy an equation with two unknowns
- ☐ enumerate possibilities of combinations of two variables

Measures

	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ convert between different units of measure (e.g. kilometre to metre; hour to minute) □ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres □ find the area of rectilinear shapes by counting □ estimate, compare and calculate different measures, including money in pounds and pence □ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) □ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints □ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres □ calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes □ estimate volume (e.g. using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water) □ solve problems involving converting between units of time □ use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate □ 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 three decimal places □ convert between miles and kilometres □ recognise that shapes with the same areas can have different perimeters and vice versa □ recognise when it is possible to use formulae for area and volume of shapes □ calculate the area of parallelograms and triangles □ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³) and extending to other units (e.g. mm³ and km³)

Geometry

Properties of Shape

Year 4

Pupils should be taught to:

- ☐ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ☐ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ☐ identify lines of symmetry in 2-D shapes presented in different orientations
- ☐ complete a simple symmetric figure with respect to a specific line of symmetry

Year 5

Pupils should be taught to:

- ☐ identify 3-D shapes, including cubes and cuboids, from 2-D representations
- ☐ know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles
- ☐ draw given angles, measuring them in degrees ($^{\circ}$)
- ☐ identify
 - ☐ angles at a point and one whole turn (total 360°)
 - ☐ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - ☐ other multiples of 90°
- ☐ use the properties of a rectangle to deduce related facts and find missing lengths and angles
- ☐ distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Year 6

Pupils should be taught to:

- ☐ draw 2D shapes using given dimensions and angles
- ☐ recognise, describe and build simple 3-D shapes, including making nets
- ☐ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- ☐ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ☐ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry	Position, Direction, Motion	Year 4	Year 5	Year 6
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe positions on a 2-D grid as coordinates in the first quadrant <input type="checkbox"/> describe movement between positions as translations of a given unit to the left/right and up/down <input type="checkbox"/> plot specified points and draw sides to complete a given polygon 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe positions on the full coordinate grid (all four quadrants) <input type="checkbox"/> draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Statistics		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <input type="checkbox"/> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve comparison, sum and difference problems using information presented in a line graph <input type="checkbox"/> complete, read and interpret information in tables, including timetables 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interpret and construct pie charts and line graphs and use these to solve problems <input type="checkbox"/> calculate and interpret the mean as an average