A year of statistics at school (Years 1-3) could be

When planning a mathematics and statistics programme for the year it is important to plan for recurring opportunities for statistical investigations and for key language to be utilised.

Year Two	Term 1	Term 2	Term 3	Term 4
Teaching sequence outcomes	*Support students to:* • pose summary investigative questions about a group for which the data will have categorical variables, and anticipate what the data might show (e.g., which outcomes might be more frequent than others) • use survey and data-collection questions to collect data, identify who and what the data measures, and discuss how the data-gathering process might affect other people • collect categorical data for more than one variable • create and make statements about data visualisations (e.g., picture graphs, dot plots) for categorical data, comparing the frequencies of categories • choose statements that best answer the investigative question • match statements made by others with features in simple data visualisations and agree or disagree with the statements			
Longitudinal activities	Lost Teeth (CensusAtSchool) A statistical enquiry aimed at Year 2 ākonga, around lost teeth. This includes follow up suggestions for future discussions and data analysis over time. Term 1: Do the activity.　　　　　　　Term 2-4: Revisit and add to the graph.　　　　　　　Term 4: Consider what might happen next year.			
	Lost Property (CensusAtSchool) Early Term 1: This lesson introduces Year 1 students to exploring, graphing, and interpreting categorical data through the context of lost property in their school. In a teacher-supported lesson, students are encouraged to organise and learn from physical data, to transition to icon bar graphs and to engage in the entire PPDAC cycle.		Lost Property Early Term 3: Revisit and look at seasonal changes.	
Focus lessons	Created by NZ Maths Greedy Cat (Unit of work) In this unit we explore ways to pose and answer investigative questions about cats by gathering and analysing data and discussing the results.	Data Cards Set A Created by NZ Maths Match ups (Unit of work) In this unit, we make statements about data displays, decide if statements made by others match the data shown, and match appropriate statements to a data display.	Data Cards Set B Self-generated questions for a statistical inquiry in your class.	Data Cards Set C Self-generated questions for a statistical inquiry in your class.
Maintenance activities E.g. oral language rich	Preschool Data Toolbox Collect data, create graphs, and analyse your findings in the *Preschool Data Toolbox* app! Choose one of six investigations with preschool-appropriate research questions or create your own investigations and turn them into a data story. These data collection and analysis activities help children to engage in meaningful mathematics while developing computational thinking and problem-solving, communication, and inquiry skills. • Opportunities for sorting, finding groups within groups, labelling variables and categories. • Opportunities to collect data across the curriculum. • Opportunities to discuss data across the curriculum.			
Vocabulary	**PROBLEM** investigative questions variable categorical variables	**DATA** collect data gather record multivariate data sort data [into categories]	**ANALYSIS** data visualisations (graphs) picture graph tally dot plot counts describe most popular/common least popular/common	**PPDAC cycle** problem, plan, data, analysis, conclusion (PPDAC)