

# Algebra

| Year 1   | Year 2   | Year 3   | Year 4 | Year 5  | Year 6  |
|--|--|--|--------|---|---|
| <b>EQUATIONS</b>   |  |  |        |   |   |
| <i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and <b>missing number problems</b> such as <math>7 = \square - 9</math> (copied from addition and subtraction)</i> | <i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and <b>missing number problems</b>. (copied from addition and subtraction)</i> | <i>solve problems, including <b>missing number problems</b>, using number facts, place value, and more complex addition and subtraction. (copied from addition and subtraction)</i><br><i>solve problems, including <b>missing number problems</b>, involving multiplication and division, including integer scaling (copied from multiplication and division)</i> |        | <i>use the properties of rectangles to deduce related facts and find <b>missing lengths and angles</b> (copied from Geometry: Properties of Shapes)</i> | <i>express missing number problems algebraically</i>  |
|  | <i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100(copied from addition and subtraction)</i>  |  |        |   | <i>find pairs of numbers that satisfy number sentences involving two unknowns</i>   |
| <i>represent and use number bonds and related subtraction facts within 20 (copied from addition and subtraction)</i>   |  |  |        |   | <i>enumerate all possibilities of combinations of two variables</i>   |
| <b>FORMULAE</b>  |  |  |        |   |   |
|  |  |  |        |   | <i>use simple formulae</i><br><i>recognise when it is possible to use <b>formulae</b> for area and volume of shapes (copied from measurement)</i> |
| <b>SEQUENCES</b>   |  |  |        |   |   |
| <i>sequence events in chronological order using language such as: before and</i>   | <i>compare and sequence intervals of time(copied from measurement)</i>   |  |        |   | <i>generate and describe linear number sequences</i>  |

# Algebra

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|--|--|--|--|--|--|
| <i>after, next, first, today, yesterday, tomorrow, morning, afternoon and evening(copied from measurement)</i> | <i>order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)</i> |  |  |  |  |
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