

Algebra



*Although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by missing number objectives.

EQUATIONS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \text{?} - 9$</p>	<p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>		<p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>express missing number problems algebraically</p>
		<p>solve problems, including missing number problems, involving multiplication and division, including integer scaling</p>			

	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				find pairs of numbers that satisfy number sentences involving two unknowns
represent and use number bonds and related subtraction facts within 20					enumerate all possibilities of combinations of two variables

FORMULAE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.		use simple formulae
					recognise when it is possible to use formulae for area and volume of shapes (copied from Measurement)

SEQUENCES

sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	compare and sequence intervals of time				generate and describe linear number sequences
	order and arrange combinations of mathematical objects in patterns				