Algebra

EQUATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as *7 = □ - 9* (copied from Addition and Subtraction) Autumn 2 Spring 2	*recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.* (copied from Addition and Subtraction) Autumn 2	solve problems, *including missing number problems, using number facts, place value, and more complex addition and subtraction.* (copied from Addition and Subtraction) Autumn 2 *solve problems, including missing number problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division) Autumn 4 Spring 1		*use the properties of rectangles to deduce related facts and find missing lengths and angles* (copied from Geometry: Properties of Shapes) Summer 2	express missing number problems algebraically Spring 2
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction) Autumn 2				find pairs of numbers that satisfy number sentences involving two unknowns Spring 2
represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction) Autumn 2 Spring 1					enumerate all possibilities of combinations of two variables Spring 2

Algebra

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. (Copied from NSG measurement) Autumn 3 Spring 2		use simple formulae Spring 2 *recognise when it is possible to use formulae for area and volume of shapes* (copied from Measurement) Spring 5
SEQUENCES					
sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement) Summer 6	*compare and sequence intervals of time* (copied from Measurement) Summer 3 *order and arrange combinations of mathematical objects in patterns* (copied from Geometry: position and direction) Spring 3 Summer 1				generate and describe linear number sequences Spring 3

Although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3