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)*	*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)*	*Solve problems, including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* *(copied from Addition and Subtraction)* *Solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* *(copied from Multiplication and Division)*		*Use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** *(copied from Geometry: Properties of Shapes)*	Express missing number problems algebraically
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 *(copied from Addition and Subtraction)*	Eg 240 + ? = 300	Eg 242 + ? = 300	Eg 300 = ? + ?	Find pairs of numbers that satisfy number sentences involving two unknowns eg 300 = ? + ? where '?' must be a set criteria.
Represent and use number bonds and related subtraction facts within 20 *(copied from Addition and Subtraction)*					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. *(Copied from NSG measurement)*		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 *(copied from Measurement)*	*Compare and sequence intervals of time* *(copied from Measurement)* *Order and arrange combinations of mathematical objects in patterns* *(copied from Geometry: position and direction)*				Generate and describe linear number sequences

Year 6 Algebra			
Express missing number problems algebraically.	Find pairs of numbers that satisfy number sentences involving two unknowns.	Enumerate all possibilities of combinations of two variables use simple formulae.	Generate and describe linear number sequences.
Example… On the planet Vuv there are two sorts of creatures. The Zios have 3 legs and the Zepts have 7 legs.  The great planetary explorer Nico, who first discovered the planet, saw a crowd of Zios and Zepts. He managed to see that there was more than one of each kind of creature before they saw him. Suddenly they all rolled over onto their backs and put their legs in the air. He counted 52 legs. How many Zios and how many Zepts were there? Ext – 52 legs and 36 eyes.	2x + 3y = 24 x=9 then y=2 or x=12 When y =0. Understand how to generate and describe linear number sequences.	Be able to solve limitations from equations. So, 2n is greater than 30 and 5n is less than 100. So n is either 16, 17, 18 or 19. Understand basic algebraic equations. Such as y=10 so 3y= 30. Understand that 3y is actually 3 times y. Brackets are done first.	Understand line graphs Understand and be able to solve x and y formulae so if 2x=10, x=5