Algebra progression of skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EQUATIONS						
	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)		*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
			solve problems, including ***missing number*** *problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division)			
		recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)				find pairs of numbers that satisfy number sentences involving two unknowns
	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						
				Perimeter can be expressed algebraically		use simple formulae

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				as 2(a + b) where a and b are the dimensions in the same unit. *(Copied from NSG measurement)*		*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)				generate and describe linear number sequences
		order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)				