Progression in Algebra - 2014 National Curriculum

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* $7 = \square - 9$ (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, using number facts, place value, and more complex addition and subtraction.*	*use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** aswell as missing number problems for +, -, x and ÷ (copied from Geometry: Properties of Shapes)	express missing number problems algebraically
		solve problems, including ***missing number*** *problems, involving multiplication and division, including integer scaling* (links to fractions) (copied from Multiplication and Division)	*solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* (links to fractions)		
represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)	*recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* (copied from Addition and Subtraction)	*recall and use addition, subtraction, multiplication and division facts and derive related facts to 100.*	*recall and use addition, subtraction, multiplication and division facts and derive related facts to 1000.*	begin to find pairs of numbers that satisfy number sentences involving two unknowns e.g. ▲ + ▭ = 15	find pairs of numbers that satisfy number sentences involving two unknowns e.g. ▲ + ▭ = 15 enumerate all possibilities of combinations of two variables.

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	express doubling and halving in algebraic terms e.g. 2x14 could be 2d		*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)
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)	*start to recognise patterns and systems to predict other combinations of mathematical objects.*	*recognise patterns and systems to predict other combinations of mathematical objects. e.g. equivalent fractions*	begin to generate and describe linear number sequences.	generate and describe linear number sequences (to get the n^{th} term)