St Paul's CE Primary School

Article 28 – The right to an education.

Article 29 – Education must develop every child's talents and encourage the respect for human rights

Caring about learning, Learning about caring

Maths St Paul's CE Primary – Progression themes, with reasoning – Algebra

For Nursery and reception progress see link LTP overview for maths

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) *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)				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
Connected Calculations 11 = 3 + 8 12 = 4 + 8 13 = □ + 8 14 = □ + 8 What numbers go in the boxes? Can you continue this sequence of calculations?	**Connected Calculations** Put the numbers 19, 15 and 4 in the boxes to make the number sentences correct. □ = □ - □ □ = □ + □	**Connected Calculations** Put the numbers 3, 12, 36 in the boxes to make the number sentences correct. □ = □ x □ □ = □ ÷ □	**Connected Calculations** Put the numbers 7.2, 8, 0.9 in the boxes to make the number sentences correct. □ = □ x □ □ = □ ÷ □	**Connected Calculations** The number sentence below represents the angles in degrees of an isosceles triangle. A + B + C = 180 degrees A and B are equal and are multiples of 5. Give an example of what the 3 angles could be. Write down 3 more examples	**Connected Calculations** p and q each stand for whole numbers. p + q = 1000 and p is 150 greater than q. Work out the values of p and q.
FORMULAE					
			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)
			Undoing	**Undoing**	**Undoing**

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<td>If the longer length of a rectangle is 13cm and the perimeter is 36cm, what is the length of the shorter side? Explain how you got your answer.</td>
<td>The perimeter of a rectangular garden is between 40 and 50 metres.
What could the dimensions of the garden be?</td>
<td>The diagram below represents two rectangular fields that are next to each other.
<table><tr><td>Field A</td><td>Field B</td></tr></table>
Field A is twice as long as field B but their widths are the same and are 7.6 metres.
If the perimeter of the small field is 23m what is the perimeter of the entire shape containing both fields?

If y stands for a number complete the table below
<table><tr><td>y</td><td>3y</td><td>3y + 1</td></tr><tr><td>25</td><td></td><td></td></tr><tr><td></td><td></td><td>28</td></tr></table>What is the largest value of y if the greatest number in the table was 163?</td>
</tr>
<tr>
<td colspan="6">SEQUENCES</td>
</tr>
<tr>
<td>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</td>
<td>compare and sequence intervals of time (copied from Measurement)

order and arrange combinations of mathematical objects in patterns</td>
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<td>generate and describe linear number sequences</td>
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	(copied from Geometry: position and direction)				
	True or false? Explain The largest three digit number that can be made from the digits 2, 4 and 6 is 264. Is this true or false? Explain your thinking.				**Generalising** Write a formula for the 10^{th}, 100^{th} and nth terms of the sequences below. 4, 8, 12, 16 …… 0.4, 0.8, 1.2, 1.6, ……..