

Progression in Maths:

Number: Algebra

Progression statements taken from NCETM Progression Maps for KS1 and KS2

EYFS statements taken from EYFS Development Matters. Statements in red taken from NCETM EYFS Progression charts.

EYFS 30-50 mths	EYFS 40-60 mths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
EQUATIONS												
Repeated patterns: Continue and copy an AB pattern	Make own AB pattern, Spot errors in an AB pattern, Identify the unit of repeat. Continue, copy and make an ABC pattern then more complex pattern structures ABB, ABBC AABB Continue a pattern that stops mid-unit Spot errors in an ABB pattern	solve one-step problems that involve addition and subtraction, using concrete objects and pic- torial 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					
	pattern Symbolise the structure unit—record patterns made e.g. using letter R to stand for a red dinosaur.	represent and use	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 enumerate all					
		number bonds and related subtraction facts within 20 copied from Addition and Subtraction)					possibilities of combinations of two variables					



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FORMULAE											
					Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimen- sions in the same unit. (copied from NSG Measurement)		use simple formulae				
							recognise when it is possible to use for- mulae for area and volume of shapes				
							(copied from Meas- urement)				
SEQUENCES											
	Orders and sequences familiar events ELG: Children use every- day language to talk about size, weight, ca- pacity, position, dis- tance, time and money to compare quantities and objects and to solve problems. They recog- nise, create and de- scribe patterns.	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)								