Strand – Algebra					
Rationale					
Algebra is taught throughout school, starting with basic missing number problems to solving expressions where an unknown number is depicted with a symbol or letter. The strand can be seen as three sections: equations, formulae and sequences. Learning algebra is important as it helps to develop children's critical thinking skills. This includes problem solving, logic, patterns and reasoning.					
Learning					
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)				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					
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 generate and describe linear number sequences
Sequences					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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
Key Vocabulary					
