St Monica's RC Primary School

Maths Curriculum Progression and End Points

	End of EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value	▪ counts in steps of 1 from 0 to 20 forwards and backwards and then beyond ▪ counting in 1's forwards and backwards from any number up to 20 and then beyond recognising the pattern of the counting system. ▪ Link the number symbol (numeral) with its cardinal number value. ▪ Explore the composition of numbers to 10. ▪ Automatically recall number bonds for numbers 0–5 and some to 10. ▪ Have a deep understanding of number to 10, including the composition of each number. ▪ Subitise (recognise quantities without counting) up to 5. ▪ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count in multiples of twos, fives and tens. • Read and write numbers to 100 in numerals. • Read and write numbers from 1 to 20 in numerals and words. • Begin to recognise the place value of numbers beyond 20 (tens and ones). • Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30). • Use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more and one less. • Recognise and create repeating patterns with numbers, objects and shapes. • Identify odd and even numbers linked to counting in twos from 0 and 1. • Solve problems and practical problems involving all of the above.	▪ count in steps of 2, 3, and 5 fro from any number, forward and ▪ recognise the place value of eac two-digit number (tens, ones) i and estimate numbers using dif representations, including the n ▪ compare and order numbers fro ▪ use and = signs ▪ read and write numbers to at le numerals and in words ▪ use place value and number fac problems	Count from 0 in multiples of 4, 8, 50 and 100. • Count up and down in tenths. • Read and write numbers up to 1000 in numerals and in words. • Read and write numbers with one decimal place. • Identify, represent and estimate numbers using different representations (including the number line). • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Identify the value of each digit to one decimal place. • Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16). • Compare and order numbers up to 1000. • Compare and order numbers with one decimal place. • Find 1, 10 or 100 more or less than a given number. • Round numbers to at least 1000 to the nearest 10 or 100. • Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer. • Describe and extend number sequences involving counting on or back in different steps. • Read Roman numerals from I to XII. • Solve number problems and practical problems involving these ideas	▪ count in multiples of 6, 7, 9, 25 and 1000 ▪ find 1000 more or less than a given number ▪ count backwards through zero to include negative numbers ▪ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ▪ order and compare numbers beyond 1000 ▪ identify, represent and estimate numbers using different representations ▪ round any number to the nearest 10, 100 or 1000 ▪ solve number and practical problems that involve all of the above and with increasingly large positive numbers ▪ read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.	• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. • Count forwards and backwards in decimal steps. • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. • Read, write, order and compare numbers with up to 3 decimal places. • Identify the value of each digit to three decimal places. • Identify represent and estimate numbers using the number line. • Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number. • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Multiply/divide whole numbers and decimals by 10, 100 and 1000. • Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero. • Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal. • Read Roman numerals to 1000 (M); recognise years written as such.	• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number problems and practical problems that involve all of the above.

						· Solve number and practical problems that involve all of the above.	
Addition and Subtraction	▪ compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. □ Represent and use number bonds and related subtraction facts within 20. □ Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations). □ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ≤ - 9	▪ solve problems with addition an ▪ using concrete objects and pict representations, including those numbers, quantities and measu ▪ applying their increasing knowle written methods ▪ recall and use addition and subt fluently, and derive and use rela 100 ▪ add and subtract numbers using pictorial representations, and m ▪ a two-digit number and ones ▪ a two-digit number and tens ▪ two two-digit numbers ▪ adding three one-digit numbers ▪ show that addition of two numb in ▪ any order (commutative) and su ▪ number from another cannot ▪ recognise and use the inverse re between addition and subtraction and us calculations and solve missing n	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). · Select a mental strategy appropriate for the numbers involved in the calculation. · Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context. · Recall/use addition/subtraction facts for 100 (multiples of 5 and 10). · Derive and use addition and subtraction facts for 100. · Derive and use addition and subtraction facts for multiples of 100 totalling 1000. · Add and subtract numbers mentally, including: - a three-digit number and ones. - a three-digit number and tens. - a three-digit number and hundreds. · Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. · Estimate the answer to a calculation and use inverse operations to check answers. · Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	• add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.	· Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). · Select a mental strategy appropriate for the numbers involved in the calculation. · Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). · Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places). · Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places. · Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction). · Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. · Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. · Solve addition and subtraction problems involving missing numbers.	• perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Multiplication & Division	▪ explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Recall and use doubles of all numbers to 10 and corresponding halves. · Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	▪ recall and use multiplication and the 2, 5 and 10 multiplication ta recognising odd and even numb ▪ calculate mathematical statemer multiplication and division within the multiplication them using the multiplication (× equals (=) signs ▪ show that multiplication of two ▪ done in any order (commutative one number by another cannot ▪ solve problems involving multipl division, using materials, arrays, repeated addi	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). · Understand that division is the inverse of multiplication and vice versa.	▪ recall multiplication and division facts for multiplication tables up to 12 × 12 ▪ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). · Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	▪ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication ▪ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding,

			methods, and multiplication and including problems in contexts.	• Understand how multiplication and division statements can be represented using arrays. • Understand division as sharing and grouping and use each appropriately. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Derive and use doubles of all numbers to 100 and corresponding halves. • Derive and use doubles of all multiples of 50 to 500. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	▪ recognise and use factor pairs and commutativity in mental calculations ▪ multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout ▪ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects	• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Recognise and use square (2) and cube (3) numbers, and notation. • Use partitioning to double or halve any number, including decimals to two decimal places. • Multiply and divide numbers mentally drawing upon known facts. • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	as appropriate for the context ▪ divide numbers up to 4 digits whole number using the form method of short division, and remainders according to the
Fractions (including decimals and percentages)	▪ in practical activities explore halves of whole amounts	Understand that a fraction can describe part of a whole. • Understand that a unit fraction represents one equal part of a whole.	▪ recognise, find, name and write 2/4 and ¾ of a length, shape, quantity ▪ write simple fractions for examp and recognise the equivalence of 2/4 and ½	Show practically or pictorially that a fraction is one whole number divided by another (e.g. ☒☐ can be interpreted as 3 ÷ 4).	▪ recognise and show, using diagrams, families of common equivalent fractions ▪ count up and down in hundredths; recognise that hundredths arise	Recognise mixed numbers and improper fractions and convert from one form to the other.	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination

		· Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure). · Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).		· Understand that finding a fraction of an amount relates to division. · Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10. · Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. · Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. · Recognise and show, using diagrams, equivalent fractions with small denominators. · Add and subtract fractions with the same denominator within one whole [for example, ⅖ + ⅘ = ⅚]. · Compare and order unit fractions, and fractions with the same denominators (including on a number line). · Count on and back in steps of ⅛ , ¼ and ⅜. · Solve problems that involve all of the above	when dividing an object by a hundred and dividing tenths by ten ▪ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ▪ add and subtract fractions with the same denominator ▪ recognise and write decimal equivalents of any number of tenths or hundredths ▪ recognise and write decimal equivalents to ¼; ½; ¾ ▪ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths ▪ round decimals with one decimal place to the nearest whole number ▪ compare numbers with the same number of decimal places up to two decimal places ▪ solve simple measure and involving fractions and dec decimal places.	· Read and write decimal numbers as fractions (e.g. 0.71 = □⅖ ⅘□□⅘). · Count on and back in mixed number steps such as 1⅖ ⅜ . · Compare and order fractions whose denominators are all multiples of the same number (including on a number line). · Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. · Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. · Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams). · Write statements > 1 as a mixed number · Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. · Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. · Solve problems involving fractions and decimals to three places. · Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/ 5and fractions with a denominator of a multiple of 10 or 25.	• compare and order fractions, including fractions >1 • associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8) • divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6). • identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy. • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts and to compare proportions
Measurement	▪ compare length, weight and capacity.	Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds)	▪ choose and use appropriate star estimate and measure length/he direction (m/cm); mass (kg/g); capacity (litres/ml) to the neare unit, using rulers, scales, thermomete measuring vessels ▪ compare and order lengths, ma volume/capacity and record the results using >, < and = ▪ recognise and use symbols for p pence (p); combine amounts to value ▪ find different combinations of co same amounts of money	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). · Continue to estimate and measure temperature to the nearest degree (°C) using thermometers. · Understand perimeter is a measure of distance around the boundary of a shape. · Measure the perimeter of simple 2-D shapes.	• convert between different units of measure (e.g. kilometre to metre; hour to minute) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different	Use, read and write standard units of length and mass. · Estimate (and calculate) volume ((e.g., using 1 cm3 blocks to build cuboids (including cubes)) and capacity (e.g. using water). · Understand the difference between liquid volume and solid volume. · Continue to order temperatures including those below 0°C.	• solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using

		within children's range of counting competence. · Compare, describe and solve practical problems for: - lengths and heights (for example, long / short, longer / shorter. tall / short, double / half). - mass/weight (for example, heavy / light, heavier than, lighter than). - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter). - time (for example, quicker, slower, earlier, later). · Recognise and use language relating to dates, including days of the week, weeks, months and years. · Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. · Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. · Recognise and know the value of different denominations of coins and notes.	▪ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ▪ compare and sequence intervals of time ▪ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ▪ know the number of minutes in an hour and the number of hours in a day.	· Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. · Estimate/read time with increasing accuracy to the nearest minute. · Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight. · Know the number of seconds in a minute and the number of days in each month, year and leap year. · Compare durations of events [for example to calculate the time taken by particular events or tasks]. · Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence. · Recognise that ten 10p coins equal £1 and that each coin is ⅒ of £1. · Add and subtract amounts of money to give change, using both £ and p in practical contexts. · Solve problems involving money and measures and simple problems involving passage of time.	measures, including money in pounds and pence • read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting hours to minutes; minutes to months; weeks to days.	· Convert between different units of metric measure. · Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. · Measure/calculate the perimeter of composite rectilinear shapes. · Calculate and compare the area of rectangle, use standard units square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. · Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. · Solve problems involving converting between units of time. · Use all four operations to solve problems in	decimal notation to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles • recognise when it is necessary to use the formulae for area and volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units, such as mm3 and km3.
Geometry (Properties of shapes)	▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ▪ Selects a particular named shape. ▪ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. · Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.	▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] ▪ compare and sort common 2-D and everyday objects	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. · Recognise angles as a property of shape or a description of a turn. · Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. · Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. · Use the properties of rectangles to deduce related facts and find missing lengths and angles. · Identify 3-D shapes from 2-D representations. · Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. · Draw given angles, and measure them in degrees (°). · Identify: - angles at a point and one whole turn (total 360°). - angles at a point on a straight line and half a turn (total 180°). - other multiples of 90°.	• Draw 2D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference • recognise angles where they meet at a point, are on a straight line, and are vertically opposite and find missing angles
Geometry (Position & Direction)	▪ continue, copy and creates repeating patterns. ▪ uses everyday language to	Describe movement, including whole, half, quarter and	▪ order and arrange combinations of objects in patterns and sequences ▪ use mathematical vocabulary to	Describe positions on a square grid labelled with letters and	• describe positions on a 2-D grid as coordinates in the first quadrant	Describe positions on the first quadrant of a coordinate grid.	• describe positions on the full coordinate grid (all four quadrants)

	talk about position and distance.	three-quarter turns. · Recognise and create repeating patterns with objects and shapes. · Describe position and direction	direction and movement, includ straight line and distinguishing t as a turn and in terms of right ang half and three-quarter turns (clockw anticlockwise).	numbers.	• describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon.	· Plot specified points and complete shapes. · Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics		Sort objects, numbers and shapes to a given criterion and their own. · Present and interpret data in block diagrams using practical equipment. · Ask and answer simple questions by counting the number of objects in each category. · Ask and answer questions by comparing categorical data.	▪ interpret and construct simple p charts, block diagrams and simp ▪ ask and answer simple question number of objects in each categ the categories by quantity ▪ ask and answer questions about ▪ comparing categorical data.	Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects. · Interpret and present data using bar charts, pictograms and tables. · Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). · Complete, read and interpret information in tables and timetables. · Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. · Calculate and interpret the mode, median and range.	• interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the m average
Ratio & Proportion							• solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages e.g. of measures and such as 15% of 360 and the use of percentages for comparison • solve problems involving similar shapes where the scale factor if known or can be found • solve problems involving unequal sharing and grouping using knowledge and multiples
Algebra							• express missing number problems algebraically • use simple formulae expressed in words • generate and describe linear number sequences • find pairs of numbers that satisfy number sentences involving two unknowns. • Enumerate all possibilities of combinations of two variables