

	Interpreting, Constructing and Presenting Data	Solving Problem	Equations	Formulae	Sequences
Year R *					
Year 1			<ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and <b>missing number problems</b> such as <math>7 = \square - 9</math> (copied from Addition and Subtraction)</li> <li>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</li> </ul>		<ul style="list-style-type: none"> <li>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul>		<ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and <b>missing number problems</b> (copied from Addition and Subtraction)</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)</li> </ul>		<ul style="list-style-type: none"> <li>compare and sequence intervals of time (copied from Measurement)</li> <li>order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<ul style="list-style-type: none"> <li>solve problems, including <b>missing number problems</b>, using number facts, place value, and more complex addition and subtraction. (copied from Addition and Subtraction)</li> <li>solve problems, including <b>missing number problems</b>, involving multiplication and division, including integer scaling (copied from Multiplication and Division)</li> </ul>		
Year 4	<ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>		<ul style="list-style-type: none"> <li>Perimeter can be expressed algebraically as <math>2(a + b)</math> where <math>a</math> and <math>b</math> are the dimensions in the same unit (Copied from NSG measurement)</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>complete, read and interpret information in tables, including timetables</li> </ul>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> </ul>	<ul style="list-style-type: none"> <li>use the properties of rectangles to deduce related facts and find <b>missing lengths and angles</b> (copied from Geometry: Properties of Shapes)</li> </ul>		
Year 6	<ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>calculate and interpret the mean as an average</li> </ul>	<ul style="list-style-type: none"> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy number sentences involving two unknowns</li> <li>enumerate all possibilities of combinations of two variables</li> </ul>	<ul style="list-style-type: none"> <li>use simple formulae</li> <li>recognise when it is possible to use <b>formulae</b> for area and volume of shapes (copied from Measurement)</li> </ul>	<ul style="list-style-type: none"> <li>generate and describe linear number sequences</li> </ul>

\*for Reception, please refer to 'Mathematics in Early Years' document