'Working together to achieve success'
$\qquad$
Year 1
Year 2
Year 3 involve addition and subtraction, invoive addition and subtraction,
using concrete objects and pictoria representations, and missing number problems such as $7=\square-9$
(copied from Addition and Subtraction)
represent and use number bonds
and related subtraction facts within 20 (copied from Addition and Subtraction)

|  | Subtraction) |  |
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EQUATIONS
recognise and use the inverse relationship between addition and subtraction and use this to check subtraction and use this to check
calculations and missing number problems.
(copied from Addition and Subtraction)
subtraction facts to 20 fluently, and subtraction facts to 20 fluently, and derive and use related facts up to

## 100

m Addition and
(copied from
Subtraction)

| solve problems, including missi |
| :--- |
| number problems, using numbe |
| 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)

## comp

 time
## (copied from Measurement)

order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction)

SEQUENCES
sequence events in chronological order using language such as: before and after, next, first, today yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)


| including integer scaling <br> (copied from <br> Multiplication and Division) |
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express missing number problems algebraically
generate and describe linear number sequences
sequence, step size, integer, decimal, power of 10 , generate, describe, extend, linear, non-linear, formula, formulae, term, algebra, kilometre $(\mathrm{km})$ mile $(\mathrm{m})$ aigebra

