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Progression of Skills and Knowledge for Maths

At Cannon Lane, we strive to create confident and fluent mathematicians, who can reason and who are able to apply their knowledge to solving problems in real life contexts. Our mathematics curriculum is organised into a logical progression of topics over a year (*please see curriculum map*). We spend time, within each year group, ensuring that children build strong foundations in their number skills. This ensures that they are ready to build on their knowledge and skills in the next part of their school life.

In our **Early Years Foundation Stage**, children are taught to develop strong foundations in their number skills. This is essential to allow all children to develop the necessary building blocks to excel mathematically throughout their school life and beyond. Children are taught to count confidently, develop a deep understanding of the numbers to 10 along with the relationships and patterns between them. Reception teachers provide a range of opportunities to build and apply this understanding throughout their week in school. The use of physical manipulatives is vital to develop a secure base of knowledge and vocabulary. In addition, our curriculum includes frequent opportunities for children to develop their reasoning skills across all areas of mathematics including shape, space and measures. Our aim in Reception is for children to develop positive attitudes and interests in mathematics and not be afraid to make mistakes. These skills are then transferred to Key Stage 1.

In **Key Stage 1**, the focus of our curriculum is to develop our children's confidence and mental fluency with numbers. Our children will work with physical resources within lessons to help them consolidate their learning. This will support them in developing key skills such as: recognising, describing, drawing, comparing and sorting; and using the correct related vocabulary. An importance in placed on the knowledge of number bonds to 20 and their understanding of place value and this will aid fluency later on in their school life. As well as developing their fluency in number, they will also take time to learning different elements of measurement and geometry. These skills continued to be built on and developed in KS2.

In **Lower Key Stage 2** (Year 3 and 4), children focus on drawing on their continued fluency of working with whole numbers and retrieving their knowledge of place value so far to support them in understanding the four operations (addition, subtraction, multiplication and division). This includes both the more efficient written and mental methods in line with their maths progression. The introduction of simple fractions and decimal place value support their understanding of parts of a whole. Over the course of the year, children will develop their ability to solve a range of problems allowing for their development of mathematical reasoning. This gives them the opportunity to develop their analysing skills within their mathematical lessons. They are also introduced to statistics as a new topic, which helps support them in cross curricular lessons. By the end of Lower Key Stage 2, children should be able to recall their multiplication tables up to and including 12x12 with precision and fluency. This will support them with their learning in Upper Key Stage 2.

In **Upper Key Stage 2**, children focus on extending their understanding of the number system and place value. This develops the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Throughout Year 5 and 6, they will develop their ability to solve a wider, and increasingly complex, range of problems, drawing on their understanding of efficient written and mental methods of calculation. With their foundations in arithmetic that has been built over the course of their school life, pupils are introduced to the language of algebra as a means for solving a variety of problems. Their understanding of classify shapes is built upon by learning that includes more complex geometric properties the vocabulary they need to describe them. By the end of their time at Cannon Lane, children should be fluent in the written methods for all four operations. This helps support their transition to secondary school where these skills and knowledge are deepened even more.

Children across the school will develop their ability to read and write mathematical vocabulary throughout the studying of each topic across every year group (*please see vocabulary progression*). The amount and level of vocabulary increases as they travel through the school and this goes hand in hand with their increasing reading and spelling knowledge (*please see the Reading and Spellings Progression for more information*).

The table below sets out the different objectives that children are taught throughout each year of their school life. For Key Stage 1 and 2, these are the National Curriculum objectives. For Reception, there are the **Early Learning Goals (ELG**) along with our personalised curriculum objectives. Time is taken in every year group to ensure they have time to consolidate and deepen their understanding of the objective of their year group. This allows them to have a strong understanding of the skills and knowledge of their year group before they move to the next one. Teachers take time to ensure there are cross-curricular links to other subject where possible and these can be found in purple.

Topics	Early Years Foundation Stage	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Number and Place Value	**ELG: Number** **To have a deep understanding of number to 10, including the composition of each number.** **To subitise numbers up to 5.** **To automatically recall number bonds up to 5 and some number bonds to 10.** **ELG: Numerical Patterns** **To verbally count beyond 20, recognising the pattern of the counting system.** **To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.** **To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** To explore ways to make numbers using concrete objects. To show different ways to make 5 using Numicon and other objects.	To count to and across 100, forwards and backwards. To count, read and write numbers to 100 in numerals. To read and write numbers from 1 to 20 in numerals and words. To count in multiples of twos, fives and tens. To identify one more and one less with a given number. To identify and represent numbers using objects and pictorial representations.	To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. To recall their number bonds to 20. To recognise the place value of each digit in a two-digit number: decomposing and composing two digit numbers using standard and non-standard partitioning. To identify, represent and estimate numbers using different representations. To compare and order numbers from 0 up to 100. To read and write numbers to at least 100 in numerals and in words. To use place value and number facts to solve problems.	-To count from 0 in multiples of 4, 8, 50 and 100. To find 10 or 100 more or less than a given number. To recognise the place value of each digit in a three-digit number. To compare and order numbers up to 1000. To identify, represent and estimate numbers using different representations. To read and write numbers up to 1000 in numerals and in words. To solve number problems and practical problems. Roman Numerals are put in their historical context so pupils understand that there have been different ways to write whole numbers. This is introduced in Year 3 as part of their History learning on Romans.	To count in multiples of 6, 7, 9, 25 and 1000. To find 1000 more or less than a given number. To count backwards through zero to include negative numbers. To recognise the place value of each digit in a four-digit number. To order and compare numbers beyond 1000. To identify, represent and estimate numbers using different representations. To round any number to the nearest 10, 100 or 1000. To solve number and practical problems. To read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.	To read, write, order and compare numbers to at least 1 000 000 and determine the place value of each digit. To recognise the place value of each digit in numbers with up to 2 decimal places. To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 . To solve number problems and practical problems that involve all of the above. To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	To read, write, order and compare numbers up to 10 000 000 and determine the place value of each digit. To round any whole number to a required degree of accuracy. To use negative numbers in context, and calculate intervals across zero. To solve number and practical problems that involve all of the above.

Number: Addition and Subtraction	To add and subtract objects with adult support to 5 and count the total To know that an amount can be made up in different ways and I can demonstrate this in my recordings	To read, write and interpret mathematical statements involving addition, subtraction and equals signs. To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers. To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. To recognise and use the inverse relationship between addition and subtraction.	To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. To estimate the answer to a calculation and use inverse operations to check answers. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. To estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	To perform mental calculations, including with mixed operations and large numbers. To use their knowledge of the order of operations to carry out calculations involving the four operations. To 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. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Number: Multiplication and Division	To double/halve numbers with 10 using objects and say the total To explore and represent patterns within numbers up to 10, including evens and odds and double facts	To 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.	To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×),	To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To 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	To recall multiplication and division facts for multiplication tables up to 12 × 12. To 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.	To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. To know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. To establish whether a number up to 100 is prime	To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. To 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,

			division (÷) and equals (=) signs. To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	mental and progressing to formal written methods. To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	To recognise and use factor pairs and commutativity in mental calculations. To multiply two-digit and three-digit numbers by a one-digit number using formal written layout. To 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.	and recall prime numbers up to 19. To 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. To multiply and divide numbers mentally drawing upon known facts. To 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. To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. To solve problems involving multiplication and division, including scaling by simple	fractions, or by rounding, as appropriate for the context. To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context, perform mental calculations, including with mixed operations and large numbers To use their knowledge of the order of operations to carry out calculations involving the four operations. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why identify common factors, common multiples and prime numbers solve problems involving addition, subtraction, multiplication and division. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

						fractions and problems involving simple rates.	
Number: Fractions	To double/halve numbers with 10 using objects and say the total	To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	To recognise, find, name and write fractions (a third, a quarter, two quarts and three quarters) of a length, shape, set of objects or quantity. To write simple fractions and recognise the equivalent fractions.	To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. To recognise and show, using diagrams, equivalent fractions with small denominators. To add and subtract fractions with the same denominator within one whole. To compare and order unit fractions, and fractions with the same denominators. To solve problems that involve all of the above.	To recognise and show, using diagrams, families of common equivalent fractions. To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. To 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. To add and subtract fractions with the same denominator. To recognise and write decimal equivalents of any number of tenths or hundredths. To recognise and write decimal equivalents to one quarter, one half, three quarters. To 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 ones, tenths and hundredths.	To compare and order fractions whose denominators are all multiples of the same number. To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. To add and subtract fractions with the same denominator and denominators that are multiples of the same number. To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. To read and write decimal numbers as fractions. To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	To use common factors to simplify fractions; use common multiples to express fractions in the same denomination. To compare and order fractions, including fractions > 1. To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. To multiply simple pairs of proper fractions, writing the answer in its simplest form. To divide proper fractions by whole numbers. To solve problems which require answers to be rounded to specified degrees of accuracy.
Number: Decimals					To round decimals with one decimal place to the nearest whole number.	To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.

					To compare numbers with the same number of decimal places up to two decimal places. To solve simple measure and money problems involving fractions and decimals to two decimal places.	To round decimals with two decimal places to the nearest whole number and to one decimal place. To read, write, order and compare numbers with up to three decimal places. To solve problems involving number up to three decimal places.	To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. To multiply one-digit numbers with up to two decimal places by whole numbers. To use written division methods in cases where the answer has up to two decimal places. To solve problems which require answers to be rounded to specified degrees of accuracy.
Number: Percentages						To recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'. To write percentages as a fraction with denominator 100, and as a decimal. To solve problems which require knowing percentage and decimal equivalents of one half, one quarter, one fifth, two fifths, four fifths and those fractions with a denominator of a multiple of 10 or 25.	To solve problems which require answers to be rounded to specified degrees of accuracy. To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Measurement: Length/Height, Mass/Weight, Volume/Capacity	To play with measures, balances and volumes of materials. To use everyday language relating to size, length, weight and capacity	To 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];	To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit,	To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). To measure the perimeter of simple 2-D shapes.	To convert between different units of measure [for example, kilometre to metre; hour to minute]. To measure and calculate the perimeter of a rectilinear figure (including	To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).	To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

	To use some key words linked to size, weight, length and capacity To talk about length, weight and capacity using mathematical language (comparing)	capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume.	using rulers, scales, thermometers and measuring vessels. To compare and order lengths, mass, volume/capacity and record the results using >, < and =.		squares) in centimetres and metres. To find the area of rectilinear shapes by counting squares. To estimate, compare and calculate different measures.	To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. To use all four operations to solve problems involving measure	To 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 decimal notation to up to three decimal places. To convert between miles and kilometres. To recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles. To recognise when it is possible to use formulae for area and volume of shapes. To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].
Measurement: Time	To sequencing a daily routine. To become aware of duration of time. To explore time by looking at number and becoming familiar with the sight of a clock.	To compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. To measure and begin to record the following: time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow,	To compare and sequence intervals of time. To 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. To know the number of minutes in an hour and the number of hours in a day.	To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m.,	To read, write and convert time between analogue and digital 12- and 24-hour clocks. To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	To solve problems involving converting between units of time. To use all four operations to solve problems involving measure	Year 6 continue to consolidate their prior learning and using this knowledge to solve problem with increasing complexity.

		morning, afternoon and evening]. To recognise and use language relating to dates, including days of the week, weeks, months and years. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		morning, afternoon, noon and midnight. To know the number of seconds in a minute and the number of days in each month, year and leap year. To compare durations of events [for example to calculate the time taken by particular events or tasks].			
Measurement: Money		To recognise and know the value of different denominations of coins and notes.	To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. To find different combinations of coins that equal the same amounts of money. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	To add and subtract amounts of money to give change, using both £ and p in practical contexts.	To convert between different units of measure. To estimate, compare and calculate different measures, including money in pounds and pence.	To use all four operations to solve problems involving measure.	Year 6 continue to consolidate their prior learning and using this knowledge to solve problem with increasing complexity.
Geometry: Properties of shapes	To select and combine shapes to create pictures and models To talk about and explore 2D and 3D shapes To name 2D shapes and 3D shapes and name some of their characteristics To compose and decompose shapes to understand that shapes can have other shapes within them To sorting different objects through matching or pairing. To identifying similar and different things.	To recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. To compare and sort common 2-D and 3-D shapes and everyday objects.	To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. To recognise angles as a property of shape or a description of a turn. To 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.	TO compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify acute and obtuse angles and compare and order angles up to two right angles by size. To identify lines of symmetry in 2-D shapes presented in different orientations. To complete a simple symmetric figure with respect to a specific line of symmetry.	To identify 3-D shapes, including cubes and other cuboids, from 2-D representations. To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. To draw given angles, and measure them in degrees (o). To identify: angles at a point and one whole turn (total 360o); angles at a point on a straight line and 2 1 a turn (total 180o); other multiples of 90o.	To draw 2-D shapes using given dimensions and angles. To recognise, describe and build simple 3-D shapes, including making nets. To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

				To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		To use the properties of rectangles to deduce related facts and find missing lengths and angles. To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Geometry: Position and direction		To describe position, direction and movement, including whole, half, quarter and three-quarter turns.	To order and arrange combinations of mathematical objects in patterns and sequences. To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Year 3 continue to consolidate their prior learning and using this knowledge to support their properties of shape lessons.	To describe positions on a 2-D grid as coordinates in the first quadrant. To describe movements between positions as translations of a given unit to the left/right and up/down. To plot specified points and draw sides to complete a given polygon.	To 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.	To describe positions on the full coordinate grid (all four quadrants). To draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics			To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and comparing categorical data.	To interpret and present data using bar charts, pictograms and tables. To solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	To solve comparison, sum and difference problems using information presented in a line graph. To complete, read and interpret information in tables, including timetables.	To interpret and construct pie charts and line graphs and use these to solve problems. To calculate and interpret the mean as an average.
Ratio and Proportions							To solve problems involving the relative sizes of two quantities where missing values can be found by

							using integer multiplication and division facts. To solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. To solve problems involving similar shapes where the scale factor is known or can be found. To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra							To use simple formulae. To generate and describe linear number sequences. To express missing number problems algebraically To find pairs of numbers that satisfy an equation with two unknowns. To enumerate possibilities of combinations of two variables.