

Power Maths to National curriculum matching chart KS1

Year 1

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
Textbook 1A	Unit 1, Numbers to 10	• Sorting objects	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Counting objects to 10	1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Counting and writing numbers to 10	1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Read and write numbers from 1 to 20 in numerals and words.
		• Counting backwards from 10 to 0	1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• Counting one more	1	Number – number and place value	<ul style="list-style-type: none"> Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Counting one less 	1	Number – number and place value	<ul style="list-style-type: none"> Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Comparing groups 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Comparing numbers of objects 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Comparing numbers 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Ordering objects and numbers 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> First, second, third... 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> The number line 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
	Unit 2, Part-whole within 10	• The part-whole model (1)	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• The part-whole model (2)	1	Number – addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.
		• Related facts – number bonds	1	Number – addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.
		• Finding number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Comparing number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
	Unit 3, Addition and subtraction within 10 (1)	• Finding the whole – adding together	Early Years	ELG 11 Numbers	• Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Finding the whole – adding more	Early Years	ELG 11 Numbers	• Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Finding a part	Early Years	ELG 11 Numbers	• Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Finding and making number bonds	Early Years	ELG 11 Numbers	• Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20.
		<ul style="list-style-type: none"> Finding addition facts 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.
		<ul style="list-style-type: none"> Solving word problems – addition 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
	Unit 4, Addition and subtraction within 10 (2)	<ul style="list-style-type: none"> Subtraction – how many are left? (1) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		● Subtraction – how many are left? (2)	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20. ● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		● Subtraction – breaking apart (1)	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
		● Subtraction – breaking apart (2)	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
		● Related facts – addition and subtraction (1)	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
		● Related facts – addition and subtraction (2)	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
		● Subtraction – counting back	Early Years	ELG 11 Numbers	● Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	● Add and subtract one-digit and two-digit numbers to 20, including zero.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Subtraction – finding the difference 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		<ul style="list-style-type: none"> Solving word problems – subtraction 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		<ul style="list-style-type: none"> Comparing additions and subtractions (1) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Power Maths Year 1			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
		<ul style="list-style-type: none"> Comparing additions and subtractions (2) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer. 	
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	
			<ul style="list-style-type: none"> Solving word problems – addition and subtraction 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
				1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
				2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
			Unit 5, 2D and 3D shapes	<ul style="list-style-type: none"> Naming 3D shapes (1) 	Early Years	ELG 12 Shape, space and measures

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Geometry – properties of shape	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (for example, rectangles (including squares), circles and triangles) 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
		<ul style="list-style-type: none"> Naming 3D shapes (2) 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry – properties of shape	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (for example, rectangles (including squares), circles and triangles) 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
		<ul style="list-style-type: none"> Naming 2D shapes (1) 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry – properties of shape	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (for example, rectangles (including squares), circles and triangles) 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
			2	Geometry – properties of shapes	<ul style="list-style-type: none"> Compare and sort common 2D and 3D shapes and everyday objects.
		<ul style="list-style-type: none"> Naming 2D shapes (2) 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry – properties of shape	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (for example, rectangles (including squares), circles and triangles) 3D shapes (for example, cuboids (including cubes), pyramids and spheres).

Power Maths Year 1			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
			2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). 	
		<ul style="list-style-type: none"> Making patterns with shapes 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children recognise, create and describe patterns. 	
			1	Geometry – properties of shape	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> 2D shapes (for example, rectangles (including squares), circles and triangles) 3D shapes (for example, cuboids (including cubes), pyramids and spheres). 	
	Unit 6, Numbers to 20	<ul style="list-style-type: none"> Counting and writing numbers to 20 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. 	
			1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. 	
			<ul style="list-style-type: none"> Tens and ones (1) 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
				2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Tens and ones (2) 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).
		<ul style="list-style-type: none"> Counting one more, one less 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
			1	Number – number and place value	<ul style="list-style-type: none"> Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Given a number, identify one more and one less.
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).
		<ul style="list-style-type: none"> Comparing numbers of objects 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
			1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Comparing numbers 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
			1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Ordering objects and numbers 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
			1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
Textbook 1B	Unit 7, Addition within 20	<ul style="list-style-type: none"> Add by counting on 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Adding ones 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Finding number bonds 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Add by making 10 (1) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Add by making 10 (2) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		<ul style="list-style-type: none"> Solving word problems – addition 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
		Unit 8, Subtraction within 20	<ul style="list-style-type: none"> Subtracting ones 	Early Years	ELG 11 Numbers
	1			Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
	<ul style="list-style-type: none"> Subtracting tens and ones 		Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Subtraction – crossing the 10 (1) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Subtraction – crossing the 10 (2) 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.
		<ul style="list-style-type: none"> Solving word and picture problems – subtraction 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		<ul style="list-style-type: none"> Addition and subtraction facts to 20 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Comparing additions and subtractions 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
		<ul style="list-style-type: none"> Solving word and picture problems – addition and subtraction 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
		Unit 9, Numbers to 50	<ul style="list-style-type: none"> Counting to 50 (1) 	1	Number – number and place value
	<ul style="list-style-type: none"> Counting to 50 (2) 		1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	<ul style="list-style-type: none"> Tens and ones 		1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).
		<ul style="list-style-type: none"> Representing numbers to 50 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Comparing numbers of objects 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
		<ul style="list-style-type: none"> Comparing numbers 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		<ul style="list-style-type: none"> Ordering objects and numbers 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more and one less.
			2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
		<ul style="list-style-type: none"> Counting in 2s 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (twos).
			2	Number – number and place value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2).
		<ul style="list-style-type: none"> Counting in 5s 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (fives).
			2	Number – number and place value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (5).



Power Maths Year 1			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
		<ul style="list-style-type: none"> Solving word problems – addition and subtraction (1) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. 	
			<ul style="list-style-type: none"> Solving word problems – addition and subtraction (2) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
				2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
	Unit 10, Introducing length and height	<ul style="list-style-type: none"> Comparing lengths and heights 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - 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).
		• Non-standard units of measure (1)	Early Years	ELG 12 Shape, space and measures	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> • Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds).
		• Non-standard units of measure (2)	Early Years	ELG 12 Shape, space and measures	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> • Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds).
		• Measuring length using a ruler	Early Years	ELG 12 Shape, space and measures	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> 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, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Solving word problems – length 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Measurement	<ul style="list-style-type: none"> 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, using rulers, scales, thermometers and measuring vessels.
	Unit 11, Introducing weight and volume	<ul style="list-style-type: none"> Comparing weight 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
1			Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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). 	
		<ul style="list-style-type: none"> Measuring weight 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
		<ul style="list-style-type: none"> Comparing weight using measuring 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
			2	Measurement	<ul style="list-style-type: none"> Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> Comparing capacity 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> – 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).
		• Measuring capacity	Early Years	ELG 12 Shape, space and measures	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> – 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).
		• Comparing capacity using measuring	Early Years	ELG 12 Shape, space and measures	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.



Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - 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). • Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> • Solving word problems – weight and capacity 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
Textbook 1C	Unit 12, Multiplication	<ul style="list-style-type: none"> Counting in 10s, 5s and 2s 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (multiples of twos, fives and tens).
			2	Number – number and place value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2, 5 and 10).
		<ul style="list-style-type: none"> Making equal groups 	1	Number – multiplication and division	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Adding equal groups 	1	Number – multiplication and division	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Making simple arrays 	1	Number – multiplication and division	<ul style="list-style-type: none"> 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.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> • Making doubles 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Solving word problems – multiplication 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
	Unit 13, Division	<ul style="list-style-type: none"> • Making equal groups (1) 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Making equal groups (2) 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Sharing equally (1) 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Sharing equally (2) 	1	Number – multiplication and division	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Solving word problems – division 	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> • Children solve problems, including doubling, halving and sharing.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Number – multiplication and division	<ul style="list-style-type: none"> 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.
	Unit 14, Halves and quarters	• Finding halves (1)	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Finding halves (2)	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Finding quarters (1)	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
		• Finding quarters (2)	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
		• Solving word problems – halves and quarters	Early Years	ELG 11 Numbers	<ul style="list-style-type: none"> Children solve problems, including doubling, halving and sharing.
	Unit 15, Position and direction	• Describing turns	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
		• Describing positions (1)	1	Geometry – position and direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Geometry – position and direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Power Maths Year 1			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
		<ul style="list-style-type: none"> Describing positions (2) 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	
			1	Geometry – position and direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	
			2	Geometry – position and direction	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences. 	
	Unit 16, Numbers to 100	<ul style="list-style-type: none"> Counting to 100 		1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
				2	Number – number and place value	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words.
		<ul style="list-style-type: none"> Exploring number patterns 		1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less.
				2	Number – number and place value	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words.
		<ul style="list-style-type: none"> Partitioning numbers (1) 		1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
				2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		● Partitioning numbers (2)	1	Number – number and place value	● Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	● Recognise the place value of each digit in a two-digit number (tens, ones).
		● Comparing numbers (1)	1	Number – number and place value	● Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	● Compare and order numbers from 0 up to 100; use <, > and = signs.
		● Comparing numbers (2)	1	Number – number and place value	● Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	● Compare and order numbers from 0 up to 100; use <, > and = signs.
		● Ordering numbers	1	Number – number and place value	● Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		● Bonds to 100 (1)	1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
			2	Number – addition and subtraction	● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		● Bonds to 100 (2)	1	Number – addition and subtraction	● Represent and use number bonds and related subtraction facts within 20.
			2	Number – addition and subtraction	● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
	Unit 17, Time	<ul style="list-style-type: none"> Using before and after 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
		<ul style="list-style-type: none"> Using a calendar 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years.
		<ul style="list-style-type: none"> Telling time to the hour 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		<ul style="list-style-type: none"> Telling time to the half hour 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		<ul style="list-style-type: none"> Writing time 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
		<ul style="list-style-type: none"> Comparing time 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
		<ul style="list-style-type: none"> Solving word problems – time 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Number – addition and subtraction	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
			1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
	Unit 18, Money	<ul style="list-style-type: none"> Recognising coins 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
1			Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	
		<ul style="list-style-type: none"> Recognising notes 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
1			Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	
		<ul style="list-style-type: none"> Counting with coins 	Early Years	ELG 12 Shape, space and measures	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
1			Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 	



Power Maths Year 1			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
			2	Measurement	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Year 2

Power Maths Year 2			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
Textbook 2A	Unit 1, Numbers to 100	<ul style="list-style-type: none"> Counting objects to 100 	1	Number – number and place value	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 	
			2	Number – number and place value	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. 	
			3	Number – number and place value	<ul style="list-style-type: none"> Read and write numbers up to 1,000 in numerals and in words (100). 	
			<ul style="list-style-type: none"> Representing numbers to 100 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
				2	Number – number and place value	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words.
				3	Number – number and place value	<ul style="list-style-type: none"> Read and write numbers up to 1,000 in numerals and in words (100).
			<ul style="list-style-type: none"> Tens and ones (1) 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line
		<ul style="list-style-type: none"> Tens and ones (2) 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones).
		<ul style="list-style-type: none"> Representing numbers on a place value grid 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line
		<ul style="list-style-type: none"> Comparing numbers (1) 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.



Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			3	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers up to 1,000 (100).
		<ul style="list-style-type: none"> Comparing numbers (2) 	2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
			3	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers up to 1,000 (100).
		<ul style="list-style-type: none"> Ordering numbers 	2	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
			3	Number – number and place value	<ul style="list-style-type: none"> Compare and order numbers up to 1,000 (100).
		<ul style="list-style-type: none"> Counting in 2s, 5s and 10s 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
		<ul style="list-style-type: none"> Counting in 3s 	1	Number – number and place value	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
			2	Number – number and place value	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Unit 2, Addition and subtraction (1)	<ul style="list-style-type: none"> Related facts – addition and subtraction 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition ($+$), subtraction ($-$) and equals ($=$) signs.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Using number facts to check calculations 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers.
		<ul style="list-style-type: none"> Comparing number sentences 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			3	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number).
		<ul style="list-style-type: none"> Finding related facts 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			3	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number).

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Making number bonds to 100 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
			3	Number – number and place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number).
		<ul style="list-style-type: none"> Adding and subtracting 1s 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Finding 10 more and 10 less 	2	Number – number and place value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			3	Number – number and place value	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (10 more or less).
		<ul style="list-style-type: none"> Adding and subtracting 10s 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Adding a 2-digit and 1-digit number (1) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Adding a 2-digit and 1-digit number (2) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		<ul style="list-style-type: none"> Subtracting a 1-digit number from a 2-digit number (1) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Subtracting a 1-digit number from a 2-digit number (2) 	1	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
	Unit 3, Addition and subtraction (2)	<ul style="list-style-type: none"> • Adding two 2-digit numbers (1) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Adding two 2-digit numbers (2) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		<ul style="list-style-type: none"> Subtracting a 2-digit number from another 2-digit number (1) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Subtracting a 2-digit number from another 2-digit number (2) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Subtracting a 2-digit number from another 2-digit number (3) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Subtracting a 2-digit number from another 2-digit number (4) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		<ul style="list-style-type: none"> Adding three 1-digit numbers 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers.
		<ul style="list-style-type: none"> Solving word problems – the bar model (1) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		<ul style="list-style-type: none"> Solving word problems – the bar model (2) 	2	Number – addition and subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
	Unit 4, Money	<ul style="list-style-type: none"> Counting money – coins 	1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
2			Measurement	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. 	
		<ul style="list-style-type: none"> Counting money – notes 	1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
2			Measurement	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. 	
		<ul style="list-style-type: none"> Counting money – coins and notes 	2	Measurement	<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		<ul style="list-style-type: none"> Showing equal amounts of money (1) 	1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
		<ul style="list-style-type: none"> Showing equal amounts of money (2) 	1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
2			Measurement	<ul style="list-style-type: none"> Find different combinations of coins that equal the same amounts of money. 	
		<ul style="list-style-type: none"> Comparing amounts of money 	1	Measurement	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Measurement	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		<ul style="list-style-type: none"> Calculating the total amount 	2	Measurement	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		<ul style="list-style-type: none"> Finding change 	2	Measurement	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		<ul style="list-style-type: none"> Solving two-step word problems 	2	Measurement	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
	Unit 5, Multiplication and division (1)	<ul style="list-style-type: none"> Making equal groups 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
1			Number – multiplication and division	<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Multiplication as equal groups 		1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 	
		2	Number – multiplication and division	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	
<ul style="list-style-type: none"> Adding equal groups 		1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 	

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Number – multiplication and division	<ul style="list-style-type: none"> 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.
			2	Number – multiplication and division	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> Multiplication sentences 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – multiplication and division	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> Using arrays 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – multiplication and division	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> 2 times-table 	1	Number – number and place value	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – multiplication and division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Power Maths Year 2			National curriculum programmes of study				
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:		
		• 5 times-table	1	Number – number and place value	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.		
			2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.		
		• 10 times-table	1	Number – number and place value	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.		
			2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.		
		• Solving word problems – multiplication	1	Number – number and place value	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.		
			2	Number – multiplication and division	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		
		Textbook 2B	Unit 6, Multiplication and division (2)	• Making equal groups	2	Number – multiplication and division	<ul style="list-style-type: none"> • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Sharing and grouping 	2	Number – multiplication and division	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> Dividing by 2 	2	Number – multiplication and division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> Odd and even numbers 	2	Number – multiplication and division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		<ul style="list-style-type: none"> Dividing by 5 	2	Number – multiplication and division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		<ul style="list-style-type: none"> Dividing by 10 	2	Number – multiplication and division	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		<ul style="list-style-type: none"> Bar modelling – grouping 	2	Number – multiplication and division	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		<ul style="list-style-type: none"> Bar modelling – sharing 	2	Number – multiplication and division	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Solving word problems – division 	2	Number – multiplication and division	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
			3	Number – multiplication and division	<ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
	Unit 7, Statistics	<ul style="list-style-type: none"> Making tally charts 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		<ul style="list-style-type: none"> Creating pictograms (1) 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			3	Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables (pictograms).
		<ul style="list-style-type: none"> Creating pictograms (2) 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			3	Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables (pictograms).
		<ul style="list-style-type: none"> Interpreting pictograms (1) 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.
			3	Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables (pictograms).



Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
					<ul style="list-style-type: none"> 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 (pictograms).
		<ul style="list-style-type: none"> Interpreting pictograms (2) 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.
			3	Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables (pictograms). 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 (pictograms).
		<ul style="list-style-type: none"> Block diagrams 	2	Statistics	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.
		<ul style="list-style-type: none"> Solving word problems 	2	Statistics	<ul style="list-style-type: none"> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Power Maths Year 2			National curriculum programmes of study			
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:	
	Unit 8, Length and height	<ul style="list-style-type: none"> Measuring in centimetres 	1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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). Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds). 	
2			Measurement	<ul style="list-style-type: none"> 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, using rulers, scales, thermometers and measuring vessels. 		
			<ul style="list-style-type: none"> Measuring in metres 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
2				Measurement	<ul style="list-style-type: none"> 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, using rulers, scales, thermometers and measuring vessels. 	

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		• Comparing lengths	1	Measurement	<ul style="list-style-type: none"> • Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		• Ordering lengths	2	Measurement	<ul style="list-style-type: none"> • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		• Solving word problems – length	2	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
	Unit 9, Properties of shapes	• Recognising 2D and 3D shapes	1	Geometry – properties of shape	<ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> – 2D shapes (for example, rectangles (including squares), circles and triangles) – 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
			2	Geometry – properties of shapes	<ul style="list-style-type: none"> • Compare and sort common 2D and 3D shapes and everyday objects.
		• Drawing 2D shapes	2	Geometry – properties of shapes	<ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Counting sides on 2D shapes	2	Geometry – properties of shapes	<ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Counting vertices on 2D shapes	2	Geometry – properties of shapes	<ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Finding lines of symmetry 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Compare and sort common 2D and 3D shapes and everyday objects.
		<ul style="list-style-type: none"> Sorting 2D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		<ul style="list-style-type: none"> Making patterns with 2D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Order and arrange combinations of mathematical objects in patterns and sequences.
		<ul style="list-style-type: none"> Counting faces on 3D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).
		<ul style="list-style-type: none"> Counting edges on 3D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		<ul style="list-style-type: none"> Counting vertices on 3D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		<ul style="list-style-type: none"> Sorting 3D shapes 	2	Geometry – properties of shapes	<ul style="list-style-type: none"> Compare and sort common 2D and 3D shapes and everyday objects.
		<ul style="list-style-type: none"> Making patterns with 3D shapes 	2	Geometry – position and direction	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences.
	Unit 10, Fractions	<ul style="list-style-type: none"> Understanding whole and parts 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		<ul style="list-style-type: none"> Making equal parts 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		<ul style="list-style-type: none"> Recognising a half ($\frac{1}{2}$) 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Finding a half 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		<ul style="list-style-type: none"> Recognising a quarter ($\frac{1}{4}$) 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		<ul style="list-style-type: none"> Finding a quarter 	1	Number – fractions	<ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		<ul style="list-style-type: none"> Unit fractions 	2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
			3	Number – fractions	<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
		<ul style="list-style-type: none"> Understanding other fractions 	2	Number – fractions	<ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
			3	Number – fractions	<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
		<ul style="list-style-type: none"> $\frac{1}{2}$ and $\frac{2}{4}$ 	2	Number – fractions	<ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
			3	Number – fractions	<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		<ul style="list-style-type: none"> Finding $\frac{3}{4}$ 	2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		<ul style="list-style-type: none"> Understanding a whole 	2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		<ul style="list-style-type: none"> Understanding whole and parts 	2	Number – fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		<ul style="list-style-type: none"> Counting in halves 	2	Number – fractions	<ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
		<ul style="list-style-type: none"> Counting in quarters 	2	Number – fractions	<ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Textbook 2C	Unit 11, Position and direction	<ul style="list-style-type: none"> Describing movement 	2	Geometry – position and direction	<ul style="list-style-type: none"> 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).
		<ul style="list-style-type: none"> Describing turns 	1	Geometry – position and direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			2	Geometry – position and direction	<ul style="list-style-type: none"> 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).

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			3	Geometry – position and direction	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Describing movement and turns 	1	Geometry – position and direction	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			2	Geometry – position and direction	<ul style="list-style-type: none"> 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).
			3	Geometry – position and direction	<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn.
		<ul style="list-style-type: none"> Making patterns with shapes 	2	Geometry – position and direction	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences. 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).
	Unit 12, Problem solving and efficient methods	<ul style="list-style-type: none"> My way, your way! 	2	Number – number and place value	<ul style="list-style-type: none"> Use place value and number facts to solve problems.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			3	Measurement	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts.
		<ul style="list-style-type: none"> • Using number facts 	2	Number – number and place value	<ul style="list-style-type: none"> • Use place value and number facts to solve problems.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		<ul style="list-style-type: none"> • Using number facts and equivalence 	2	Number – number and place value	<ul style="list-style-type: none"> • Use place value and number facts to solve problems.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		<ul style="list-style-type: none"> • Using a 100-square 	2	Number – number and place value	<ul style="list-style-type: none"> • Use place value and number facts to solve problems.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
		<ul style="list-style-type: none"> • Getting started 	2	Number – addition and subtraction	<ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		<ul style="list-style-type: none"> • Missing numbers 	2	Number – number and place value	<ul style="list-style-type: none"> • Use place value and number facts to solve problems.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		● Mental addition and subtraction (1)	2	Number – addition and subtraction	<ul style="list-style-type: none"> ● Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> ● Add and subtract numbers mentally, including: <ul style="list-style-type: none"> – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds.
		● Mental addition and subtraction (2)	2	Number – addition and subtraction	<ul style="list-style-type: none"> ● Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> ● Add and subtract numbers mentally, including: <ul style="list-style-type: none"> – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds.
		● Efficient addition and subtraction	2	Number – number and place value	<ul style="list-style-type: none"> ● Use place value and number facts to solve problems.
			3	Number – addition and subtraction	<ul style="list-style-type: none"> ● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		● Solving problems – addition and subtraction	1	Number – addition and subtraction	<ul style="list-style-type: none"> ● Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	<ul style="list-style-type: none"> ● Solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
					<ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		<ul style="list-style-type: none"> • Solving problems – multiplication and division 	2	Number – multiplication and division	<ul style="list-style-type: none"> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
			3	Number – multiplication and division	<ul style="list-style-type: none"> • Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
		<ul style="list-style-type: none"> • Solving problems using the four operations 	2	Number – addition and subtraction	<ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	Unit 13, Time	<ul style="list-style-type: none"> • Telling and writing time to the hour and the half hour 	1	Measurement	<ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
		<ul style="list-style-type: none"> Telling time to the quarter hour 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Telling time to 5 minutes 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> 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.
			3	Measurement	<ul style="list-style-type: none"> 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., morning, afternoon, noon and midnight.
		<ul style="list-style-type: none"> Minutes in an hour 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> Know the number of minutes in an hour and the number of hours in a day.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
		● Finding durations of time	1	Measurement	● Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Compare and sequence intervals of time
		● Comparing durations of time	1	Measurement	● Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds)
			2	Measurement	● Compare and sequence intervals of time.
			3	Measurement	● Compare durations of events (for example to calculate the time taken by particular events or tasks).
		● Finding the end time	1	Measurement	● Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Know the number of minutes in an hour and the number of hours in a day.
		● Finding the start time	1	Measurement	● Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Compare and sequence intervals of time.
		● Hours in a day	1	Measurement	● Measure and begin to record the following: <ul style="list-style-type: none"> – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Know the number of minutes in an hour and the number of hours in a day.

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
	Unit 14, Weight, volume and temperature	<ul style="list-style-type: none"> Comparing mass 	1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).
			2	Measurement	<ul style="list-style-type: none"> Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> Measuring mass in grams (1) 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Measuring mass in grams (2) 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).

Power Maths Year 2			National curriculum programmes of study		
Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> Measuring mass in kilograms 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> Comparing volume 	1	Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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).

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Measurement	<ul style="list-style-type: none"> Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
		<ul style="list-style-type: none"> Measuring capacity in millilitres (1) 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Measuring capacity in millilitres (2) 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Measuring volume in litres 	1	Measurement	<ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds).

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Term	Unit	Lesson titles	Year	Domain	Pupils should be taught to:
			2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Measuring temperature using a thermometer 	2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		<ul style="list-style-type: none"> Reading thermometers 	2	Measurement	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.