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	• 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	• 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	• 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	• 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	• 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.

Power Maths **Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Counting one less	1	Number – number and place value	• 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.
		• Comparing groups	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.
		• Comparing numbers of objects	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.
		• Comparing 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.
		• Ordering objects and 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.
		• First, second, third...	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.
		• The number line	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.

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.

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	● Represent and use number bonds and related subtraction facts within 20.
		● Finding addition facts	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	● Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. ● Represent and use number bonds and related subtraction facts within 20.
		● Solving word problems – addition	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 = ☐ − 9.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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)	● Subtraction – how many are left? (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. ● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.

***Power Maths* Year 1**			**National curriculum programmes of study**		
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 = ☐ − 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.

Power Maths **Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Subtraction – finding the difference	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	● 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 = ☐ − 9.
		● Solving word problems – subtraction	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	● 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 = ☐ − 9.
		● Comparing additions and subtractions (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	● 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 = ☐ − 9.

Power Maths **Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Comparing additions and subtractions (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	● 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 = ☐ − 9.
		● Solving word problems – addition and subtraction	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	● 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 = ☐ − 9.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Naming 3D shapes (1)	Early Years	ELG 12 Shape, space and measures	● Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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	● Recognise and name common 2D and 3D shapes, including: – 2D shapes (for example, rectangles (including squares), circles and triangles) – 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
		● Naming 3D shapes (2)	Early Years	ELG 12 Shape, space and measures	● Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry − properties of shape	● Recognise and name common 2D and 3D shapes, including: – 2D shapes (for example, rectangles (including squares), circles and triangles) – 3D shapes (for example, cuboids (including cubes), pyramids and spheres).
		● Naming 2D shapes (1)	Early Years	ELG 12 Shape, space and measures	● Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry − properties of shape	● Recognise and name common 2D and 3D shapes, including: – 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	● Compare and sort common 2D and 3D shapes and everyday objects.
		● Naming 2D shapes (2)	Early Years	ELG 12 Shape, space and measures	● Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			1	Geometry − properties of shape	● Recognise and name common 2D and 3D shapes, including: – 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	● 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).
		● Making patterns with shapes	Early Years	ELG 12 Shape, space and measures	● Children recognise, create and describe patterns.
			1	Geometry − properties of shape	● Recognise and name common 2D and 3D shapes, including: – 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	● Counting and writing numbers to 20	Early Years	ELG 11 Numbers	● 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	● 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.
		● Tens and ones (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	● 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:**
		• Tens and ones (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).
		• Counting one more, one less	Early Years	ELG 11 Numbers	• 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	• 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	• Given a number, identify one more and one less.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• Comparing numbers of objects	Early Years	ELG 11 Numbers	• 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	• 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.
		• Comparing numbers	Early Years	ELG 11 Numbers	• 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	• 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.

***Power Maths* Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Ordering objects and numbers	Early Years	ELG 11 Numbers	• 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	• 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.
Textbook 1B	Unit 7, Addition within 20	• Add by counting on	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.
		• Adding ones	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. • Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Finding 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.
			1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Add by making 10 (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. • 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:**
		• Add by making 10 (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	• 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 = ☐ − 9.
		• Solving word problems – addition	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. • Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	• Solve problems with addition and subtraction: – 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	• Subtracting ones	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. • Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Subtracting tens and ones	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.

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	● Represent and use number bonds and related subtraction facts within 20. ● Add and subtract one-digit and two-digit numbers to 20, including zero.
		● Subtraction – crossing the 10 (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. ● Add and subtract one-digit and two-digit numbers to 20, including zero.
		● Subtraction – crossing the 10 (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. ● Add and subtract one-digit and two-digit numbers to 20, including zero.
		● Solving word and picture problems – subtraction	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	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
		● Addition and subtraction facts to 20	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. ● 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:**
		● Comparing additions and subtractions	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	● 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 = ☐ − 9.
		● Solving word and picture problems – addition and subtraction	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	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Counting to 50 (1)	1	Number – number and place value	● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
		● Counting to 50 (2)	1	Number – number and place value	● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
		● Tens and ones	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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
			2	Number – number and place value	● Recognise the place value of each digit in a two-digit number (tens, ones).
		● Representing numbers to 50	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.
		● Comparing numbers of objects	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	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.
		● Ordering objects and 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. ● Given a number, identify one more and one less.
			2	Number – number and place value	● Compare and order numbers from 0 up to 100; use <, > and = signs.
		● Counting in 2s	1	Number – number and place value	● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (twos).
			2	Number – number and place value	● Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2).
		● Counting in 5s	1	Number – number and place value	● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (fives).
			2	Number – number and place value	● 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:**
		● Solving word problems – addition and subtraction (1)	1	Number – addition and subtraction	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
		● Solving word problems – addition and subtraction (2)	1	Number – addition and subtraction	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Comparing lengths and heights	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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● 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	● Measure and begin to record the following: – 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	● Measure and begin to record the following: – 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	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Solving word problems – length	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	Number – addition and subtraction	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
			1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).

Power Maths Year 1			National curriculum programmes of study		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
			2	Measurement	● 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	● Comparing weight	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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● Measuring weight	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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● Comparing weight 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.
			1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
			2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Comparing 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.

Power Maths **Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
			1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● 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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● 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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later). ● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Solving word problems – weight and 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	Number – addition and subtraction	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.

***Power Maths* Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
			1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
Textbook 1C	Unit 12, Multiplication	● Counting in 10s, 5s and 2s	1	Number – number and place value	● 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	● Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2, 5 and 10).
		● Making equal groups	1	Number – multiplication and division	● 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.
		● Adding equal groups	1	Number – multiplication and division	● 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.
		● Making simple arrays	1	Number – multiplication and division	● 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:**
		● Making doubles	1	Number – multiplication and division	● 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.
		● Solving word problems – multiplication	1	Number – multiplication and division	● 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	● Making equal groups (1)	1	Number – multiplication and division	● 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.
		● Making equal groups (2)	1	Number – multiplication and division	● 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.
		● Sharing equally (1)	1	Number – multiplication and division	● 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.
		● Sharing equally (2)	1	Number – multiplication and division	● 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.
		● Solving word problems – division	Early Years	ELG 11 Numbers	● 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	● 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	● Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		● Finding halves (2)	1	Number – fractions	● Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		● Finding quarters (1)	1	Number – fractions	● Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
		● Finding quarters (2)	1	Number – fractions	● 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	● Children solve problems, including doubling, halving and sharing.
			1	Number – fractions	● 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.
	Unit 15, Position and direction	● Describing turns	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	Geometry – position and direction	● Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
		● Describing positions (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	Geometry – position and direction	● 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:**
		• Describing positions (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	Geometry – position and direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			2	Geometry – position and direction	• Order and arrange combinations of mathematical objects in patterns and sequences.
	Unit 16, Numbers to 100	• Counting to 100	1	Number – number and place value	• 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	• Read and write numbers to at least 100 in numerals and in words.
		• Exploring number patterns	1	Number – number and place value	• 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	• Read and write numbers to at least 100 in numerals and in words.
		• Partitioning 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	• 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	• Using before and after	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	• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
		• Using a calendar	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	• Recognise and use language relating to dates, including days of the week, weeks, months and years.
		• Telling time to the hour	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	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		• Telling time to the half hour	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	● Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		● Writing time	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	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
		● Comparing time	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	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
		● Solving word problems – time	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	Number – addition and subtraction	● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ − 9.
			1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
	Unit 18, Money	● Recognising coins	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	● Recognise and know the value of different denominations of coins and notes.
		● Recognising notes	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	● Recognise and know the value of different denominations of coins and notes.
		● Counting with coins	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	Number – number and place value	● 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	● Recognise and know the value of different denominations of coins and notes.
			2	Measurement	● 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	● Counting objects to 100	1	Number – number and place value	● 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	● Read and write numbers to at least 100 in numerals and in words.
			3	Number – number and place value	● Read and write numbers up to 1,000 in numerals and in words (100).
		● Representing numbers to 100	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. ● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	● 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	● Read and write numbers up to 1,000 in numerals and in words (100).
		● Tens and ones (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. ● 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:**
			2	Number – number and place value	● 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
		● Tens and ones (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. ● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	● Recognise the place value of each digit in a two-digit number (tens, ones).
		● Representing numbers on a place value grid	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. ● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			2	Number – number and place value	● 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
		● 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	● 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	● Compare and order numbers up to 1,000 (100).
		● Comparing numbers (2)	2	Number – number and place value	● Compare and order numbers from 0 up to 100; use <, > and = signs.
			3	Number – number and place value	● Compare and order numbers up to 1,000 (100).
		● Ordering numbers	2	Number – number and place value	● Compare and order numbers from 0 up to 100; use <, > and = signs.
			3	Number – number and place value	● Compare and order numbers up to 1,000 (100).
		● Counting in 2s, 5s and 10s	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 – number and place value	● Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
		● Counting in 3s	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	● 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)	● Related facts – addition and subtraction	1	Number – addition and subtraction	● Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
			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 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Using number facts to check calculations	2	Number – addition and subtraction	● 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	● Estimate the answer to a calculation and use inverse operations to check answers.
		● Comparing number sentences	1	Number – addition and subtraction	● Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number).
		● Finding related facts	1	Number – addition and subtraction	● Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
			2	Number – addition and subtraction	● 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	● 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:**
		● Making number bonds to 100	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number).
		● Adding and subtracting 1s	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Finding 10 more and 10 less	2	Number – number and place value	● Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● 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).
		● Adding and subtracting 10s	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Adding a 2-digit and 1-digit number (1)	1	Number – addition and subtraction	● Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Adding a 2-digit and 1-digit number (2)	1	Number – addition and subtraction	● 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	● Solve problems with addition and subtraction: – 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: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		● Subtracting a 1-digit number from a 2-digit number (1)	1	Number – addition and subtraction	● Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Subtracting a 1-digit number from a 2-digit number (2)	1	Number – addition and subtraction	● 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	● Solve problems with addition and subtraction: – 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: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
	Unit 3, Addition and subtraction (2)	● Adding two 2-digit numbers (1)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – 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	● 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:**
		● Adding two 2-digit numbers (2)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		● Subtracting a 2-digit number from another 2-digit number (1)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Subtracting a 2-digit number from another 2-digit number (2)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Subtracting a 2-digit number from another 2-digit number (3)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – 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:**
		● Subtracting a 2-digit number from another 2-digit number (4)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		● Adding three 1-digit numbers	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers.
		● Solving word problems – the bar model (1)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
		● Solving word problems – the bar model (2)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
	Unit 4, Money	● Counting money – coins	1	Measurement	● Recognise and know the value of different denominations of coins and notes.
			2	Measurement	● Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		● Counting money – notes	1	Measurement	● Recognise and know the value of different denominations of coins and notes.
			2	Measurement	● Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		● Counting money – coins and notes	2	Measurement	● Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		● Showing equal amounts of money (1)	1	Measurement	● Recognise and know the value of different denominations of coins and notes.
		● Showing equal amounts of money (2)	1	Measurement	● Recognise and know the value of different denominations of coins and notes.
			2	Measurement	● Find different combinations of coins that equal the same amounts of money.
		● Comparing amounts of money	1	Measurement	● 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	● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		● Calculating the total amount	2	Measurement	● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		● Finding change	2	Measurement	● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		● Solving two-step word problems	2	Measurement	● 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)	● Making equal groups	1	Number – number and place value	● Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
			1	Number – multiplication and division	● 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.
		● Multiplication as equal groups	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	● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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.
		● Adding equal groups	1	Number – number and place value	● 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:**
			1	Number – multiplication and division	● 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	● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		● Multiplication sentences	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.
		● Using arrays	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	● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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.
		● 2 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.

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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	● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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:**
		● Sharing and grouping	2	Number – multiplication and division	● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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.
		● Dividing by 2	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. ● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		● Odd and even numbers	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.
		● Dividing by 5	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.
		● Dividing by 10	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.
		● Bar modelling – grouping	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.
		● Bar modelling – sharing	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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Solving word problems – division	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.
			3	Number – multiplication and division	● 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	● Making tally charts	2	Statistics	● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		● Creating pictograms (1)	2	Statistics	● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			3	Statistics	● Interpret and present data using bar charts, pictograms and tables (pictograms).
		● Creating pictograms (2)	2	Statistics	● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			3	Statistics	● Interpret and present data using bar charts, pictograms and tables (pictograms).
		● Interpreting pictograms (1)	2	Statistics	● 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	● 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:**
					• 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).
		• Interpreting pictograms (2)	2	Statistics	• 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	• 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).
		• Block diagrams	2	Statistics	• 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.
		• Solving word problems	2	Statistics	• 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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 8, Length and height	● Measuring in centimetres	1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later). ● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Measuring in metres	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Comparing lengths	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Ordering lengths	2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Solving word problems – length	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Recognise and name common 2D and 3D shapes, including: – 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	● Compare and sort common 2D and 3D shapes and everyday objects.
		● Drawing 2D shapes	2	Geometry – properties of shapes	● 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	● 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	● Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Finding lines of symmetry	2	Geometry – properties of shapes	• Compare and sort common 2D and 3D shapes and everyday objects.
		• Sorting 2D shapes	2	Geometry – properties of shapes	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		• Making patterns with 2D shapes	2	Geometry – properties of shapes	• 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.
		• Counting faces on 3D shapes	2	Geometry – properties of shapes	• 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).
		• Counting edges on 3D shapes	2	Geometry – properties of shapes	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		• Counting vertices on 3D shapes	2	Geometry – properties of shapes	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		• Sorting 3D shapes	2	Geometry – properties of shapes	• Compare and sort common 2D and 3D shapes and everyday objects.
		• Making patterns with 3D shapes	2	Geometry – position and direction	• Order and arrange combinations of mathematical objects in patterns and sequences.
	Unit 10, Fractions	• Understanding whole and parts	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Making equal parts	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognising a half ($\frac{1}{2}$)	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Finding a half	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognising a quarter ($\frac{1}{4}$)	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	• 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.
		• Finding a quarter	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	• 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.
		• Unit fractions	2	Number – fractions	• 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	• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
		• Understanding other fractions	2	Number – fractions	• 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	• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
		• $\frac{1}{2}$ and $\frac{2}{4}$	2	Number – fractions	• 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	• Recognise and show, using diagrams, equivalent fractions with small denominators.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Finding $\frac{3}{4}$	2	Number – fractions	• 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.
		• Understanding a whole	2	Number – fractions	• 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.
		• Understanding whole and parts	2	Number – fractions	• 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.
		• Counting in halves	2	Number – fractions	• Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
		• Counting in quarters	2	Number – fractions	• 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	• Describing movement	2	Geometry – position and direction	• 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).
		• Describing turns	1	Geometry – position and direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			2	Geometry – position and direction	• 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	● 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.
		● Describing movement and turns	1	Geometry – position and direction	● Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
			2	Geometry – position and direction	● 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	● Recognise angles as a property of shape or a description of a turn.
		● Making patterns with shapes	2	Geometry – position and direction	● 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	● My way, your way!	2	Number – number and place value	● Use place value and number facts to solve problems.
			2	Number – addition and subtraction	● 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	● Add and subtract amounts of money to give change, using both £ and p in practical contexts.
		● Using number facts	2	Number – number and place value	● Use place value and number facts to solve problems.
			2	Number – addition and subtraction	● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		● Using number facts and equivalence	2	Number – number and place value	● Use place value and number facts to solve problems.
			2	Number – addition and subtraction	● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		● Using a 100-square	2	Number – number and place value	● Use place value and number facts to solve problems.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental and written methods.
		● Getting started	2	Number – addition and subtraction	● 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	● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		● Missing numbers	2	Number – number and place value	● Use place value and number facts to solve problems.
			2	Number – addition and subtraction	● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		● Mental addition and subtraction (1)	2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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	● Add and subtract numbers mentally, including: – 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	● Solve problems with addition and subtraction: – 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	● Add and subtract numbers mentally, including: – 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	● Use place value and number facts to solve problems.
			3	Number – addition and subtraction	● 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	● Add and subtract one-digit and two-digit numbers to 20, including zero.
			2	Number – addition and subtraction	● Solve problems with addition and subtraction: – 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:**
					● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers. ● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		● Solving problems – multiplication and division	2	Number – multiplication and division	● 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	● 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.
		● Solving problems using the four operations	2	Number – addition and subtraction	● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	Unit 13, Time	● Telling and writing time to the hour and the half hour	1	Measurement	● 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	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
		● Telling time to the quarter hour	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Telling time to 5 minutes	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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	● 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.
		● Minutes in an hour	1	Measurement	● Measure and begin to record the following: – 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:**
		● Finding durations of time	1	Measurement	● Measure and begin to record the following: – 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: – 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: – 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: – 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: – 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	● Comparing mass	1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).
			2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Measuring mass in grams (1)	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Measuring mass in grams (2)	1	Measurement	● Measure and begin to record the following: – 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	● 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. ● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Measuring mass in kilograms	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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. ● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Comparing volume	1	Measurement	● Compare, describe and solve practical problems for: – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) – mass/weight (for example, heavy/light, heavier than, lighter than) – capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) – time (for example, quicker, slower, earlier, later).

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
			2	Measurement	● Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		● Measuring capacity in millilitres (1)	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Measuring capacity in millilitres (2)	1	Measurement	● Measure and begin to record the following: – lengths and heights – mass/weight – capacity and volume – time (hours, minutes, seconds).
			2	Measurement	● 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.
		● Measuring volume in litres	1	Measurement	● Measure and begin to record the following: – 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	● 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.
		● Measuring temperature using a thermometer	2	Measurement	● 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.
		● Reading thermometers	2	Measurement	● 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.