Power Maths Year 3
Power Up progression

Textbook 3A (Term I) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 1	Place value within 1,000	1	Counting in 100s	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards from 0 in multiples of 10.
Number – number and place value	Unit 1	Place value within 1,000	2	Representing numbers to 1,000	Identify, represent and estimate numbers using different representations	Children identify which number representations are between 50 and 60.
Number – number and place value	Unit 1	Place value within 1,000	3	100s, 10s and 1s (1)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children match 2-digit numbers written in words to representations which have missing digits.
Number – number and place value	Unit 1	Place value within 1,000	4	100s, 10s and 1s (2)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children match 3-digit numbers written in words to representations which have missing digits.
Number – number and place value	Unit 1	Place value within 1,000	5	The number line to 1,000 (1)	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards and backwards in 100s from 0 to 1,000 from varying starting points.
Number – number and place value	Unit 1	Place value within 1,000	6	The number line to 1,000 (2)	Identify, represent and estimate numbers using different representations	Children represent 324 in different ways.
Number – number and place value	Unit 1	Place value within 1,000	7	Finding 1, 10 and 100 more or less	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children identify the place value of two numbers and identify which is greater.
Number – number and place value	Unit 1	Place value within 1,000	8	Comparing numbers to 1,000 (1)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children identify different numbers that could work in three sets of place value cards, looking at multiples of 100, 10 and 1.
Number – number and place value	Unit 1	Place value within 1,000	9	Comparing numbers to 1,000 (2)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children identify the place value card representation of 423.
Number – number and place value	Unit 1	Place value within 1,000	10	Ordering numbers to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children identify the missing hundreds in a place value grid, and find all possibilities.
Number – number and place value	Unit 1	Place value within 1,000	11	Counting in 50s	Compare and order numbers up to 1,000	Children order pairs of 2-digit and 3-digit numbers using <, > or =.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	1	Adding and subtracting 100s	Compare and order numbers up to 1,000	Children order pairs of 3-digit and 4-digit numbers using <, > or =.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	2	Adding and subtracting a 3-digit number and 1s	(Revise number bonds to 10 and using them to make number bonds to 100)	Children use number bonds to 10 to help work out number bonds to 100.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	3	Adding a 3-digit number and 1s	Identify, represent and estimate numbers using different representations	Children are given a representation of a 3-digit number but the place values are not organised in order.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	4	Subtracting 1s from a 3-digit number	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children revisit counting forwards and backwards in 10s and 100s from any number along a number line.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	5	Adding and subtracting a 3-digit number and 10s	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children revisit counting forwards and backwards in 50s and 100s from any number along a number line.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	6	Adding a 3-digit number and 10s	Add and subtract numbers mentally, including: a three-digit number and 1s	Children use digit cards to create a random 3-digit number and a single-digit number to add to it. They use number bonds to 10 to help.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	7	Subtracting 10s from a 3-digit number	Add and subtract numbers mentally, including: a three-digit number and 1s	Children find a pattern in adding a 3-digit number to 1, 2, 3, 4, etc.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	8	Adding and subtracting a 3-digit and a 2-digit number	Add and subtract numbers mentally, including: a three-digit number and 1s	Children find a pattern in subtracting 3, 4, 5, 6, etc. from a 3-digit number.

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Number – addition and subtraction	Unit 2	Addition and subtraction (1)	9	Adding a 3-digit and a 2 digit number	Add and subtract numbers mentally, including: a three-digit number and 1s	Children add or subtract a 1-digit number from a 3-digit number and write a number sentence.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	10	Subtracting a 2-digit number from a 3-digit number	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children complete a table to count on and back in multiples of 10, 50 and 100.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	1	Addition and subtraction patterns	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count on and back 10, 50 and 100 from a given number.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	2	Adding two 3-digit numbers (1)	Add and subtract numbers mentally, including: a three-digit number and 10s	Children use digit cards to create a random 3-digit number and a single-digit number of 10s to add to it or subtract from it.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	3	Adding two 3-digit numbers (2)	Add and subtract numbers mentally, including: a three-digit number and 10s	Children add or subtract a 2-digit multiple of 10 from a 3-digit number and check the answer using a number line.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	4	Subtracting a 3-digit number from a 3-digit number (1)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children create six different 3-digit numbers from 2, 5 and 9 and place on a number line to 1,000.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	5	Subtracting a 3-digit number from a 3-digit number (2)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Children use a set of place value cards to create 3-digit numbers which meet some given conditions, e.g. make a number close to 500.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	6	Estimating answers to additions and subtractions	Compare and order numbers up to 1,000 (using a variety of representations)	Children use three different digit cards to make as many 3-digit numbers as they can and think about how to make a multiple of 5 and an even number.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	7	Checking strategies	Identify, represent and estimate numbers using different representations	Children identify marked positions on a 0–1,000 number line and estimate the numbers.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	8	Problem solving – addition and subtraction (1)	Identify, represent and estimate numbers using different representations	Children are given mixed representations of 100s, 10s and 1s, and match them to given instructions.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	9	Problem solving – addition and subtraction (2)	Identify, represent and estimate numbers using different representations	Children have mixed representations of 100s, 10s and 1s, and work out the total.
Number – multiplication and division	Unit 4	Multiplication and division (1)	1	Multiplication – equal grouping	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children revise counting in multiples of 5 and 10.
Number – multiplication and division	Unit 4	Multiplication and division (1)	2	Multiplying by 3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children revise counting in multiples of 2 and 3 using a 100 square.
Number – multiplication and division	Unit 4	Multiplication and division (1)	3	Dividing by 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children focus on ×2, ×5 and ×10 facts as a revision of multiplication facts.
Number – multiplication and division	Unit 4	Multiplication and division (1)	4	3 times-table	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count in multiples of 3 forwards and backwards.
Number – multiplication and division	Unit 4	Multiplication and division (1)	5	Multiplying by 4	Add and subtract numbers mentally, including: a three-digit number and 100s	Children use digit cards to create two random 3-digit numbers and then write out addition and subtraction number sentences.
Number – multiplication and division	Unit 4	Multiplication and division (1)	6	Dividing by 4	Add and subtract numbers mentally, including: a three-digit number and 100s	Children randomly pick a 3-digit number and another 3-digit number to add or subtract.
Number – multiplication and division	Unit 4	Multiplication and division (1)	7	4 times-table	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards and backwards in multiples of 2 and 4 and look for patterns whilst finding missing numbers on number tracks.
Number – multiplication and division	Unit 4	Multiplication and division (1)	8	Multiplying by 8	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count in multiples of 2 and 3, identifying which numbers are in both counts and the matching multiplication facts.
Number – multiplication and division	Unit 4	Multiplication and division (1)	9	Dividing by 8	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count in multiples of 2, 3 and 4, identifying which numbers are in all three counts and the matching multiplication facts.
Number – multiplication and division	Unit 4	Multiplication and division (1)	10	8 times-table	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children complete a table to show 4 more/less and 8 more/less than given 2-digit numbers.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 4	Multiplication and division (1)	11	Problem solving – multiplication and division (1)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (include some 2, 5 and 10 × facts)	Children focus on linked facts from 3, 4 and 5 times-tables.
Number – multiplication and division	Unit 4	Multiplication and division (1)	12	Problem solving – multiplication and division (2)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (include some 2, 5 and 10 × facts)	Children complete number sentences using the same number in the 2, 4 and 8 times-table and look for patterns.
Number – multiplication and division	Unit 4	Multiplication and division (1)	13	Understanding divisibility (1)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (include some 2, 5 and 10 × facts)	Children focus on recall of facts of the 3, 4 and 8 multiplication tables to create balanced number sentences.
Number – multiplication and division	Unit 4	Multiplication and division (1)	14	Understanding divisibility (2)	Add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s	Children use digit cards to create a random 3-digit number and a 2-digit number to add to it or subtract from it. Children to sort into those done best mentally and those done best using column method.
Number – multiplication and division	Unit 4	Multiplication and division (1)	15	Related facts – multiplication and division	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Children pick a 3- or 4-digit starting number (not above 1,000) and use darts to find a 2- or 3-digit multiple of 10 to add or subtract in order to get as close to 500 as possible.

Textbook 3B (Term 2) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 5	Multiplication and division (2)	1	Comparing multiplication and division statements (1)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children complete multiplication grids using the 3, 4 and 8 times-tables then write division statements to go with these facts.
Number – multiplication and division	Unit 5	Multiplication and division (2)	2	Related multiplication calculations	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children complete a multiplication puzzle grid, where the product is supplied but not all the multipliers/ multiplicands.
Number – multiplication and division	Unit 5	Multiplication and division (2)	3	Related multiplication and division calculations	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children use the 3 times-table to help multiply by 30.
Number – multiplication and division	Unit 5	Multiplication and division (2)	4	Comparing multiplication and division statements (2)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children use the 3, 4 and 8 times-tables to help multiply by 300, 400 and 800.
Number – multiplication and division	Unit 5	Multiplication and division (2)	5	Multiplying a 2-digit number by a 1-digit number (1)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children sort numbers up to 100 into sorting circles to show if divisible by 3 or 4 or neither.
Number – multiplication and division	Unit 5	Multiplication and division (2)	6	Multiplying a 2-digit number by a 1-digit number (2)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children sort numbers up to 100 into sorting circles to show if divisible by 3, 4, 8 or none.
Number – multiplication and division	Unit 5	Multiplication and division (2)	7	Multiplying a 2-digit number by a 1-digit number (3)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (include some 2, 5 and 10 × facts)	Children use <, > or = to make multiplication sentences true, using 2, 3, 4, 5 and 8 times-tables.
Number – multiplication and division	Unit 5	Multiplication and division (2)	8	Dividing a 2-digit number by a 1-digit number (1)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) (using a variety of representations)	Children identify the missing digits in a 3-digit number from clues.
Number – multiplication and division	Unit 5	Multiplication and division (2)	9	Dividing a 2-digit number by a 1-digit number (2)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) (using a variety of representations)	Children use digit cards on a place value grid to achieve different targets, such as largest number or number closest to 750.
Number – multiplication and division	Unit 5	Multiplication and division (2)	10	Dividing a 2-digit number by a 1-digit number (3)	Solve problems, including missing number problems, involving multiplication and division	Children find missing numbers in multiplication and division calculations for known times-tables.
Number – multiplication and division	Unit 5	Multiplication and division (2)	11	How many ways?	Solve problems, including missing number problems, involving multiplication and division	Children find missing numbers in multiplication and division calculations for known times-tables presented in balance scales format.

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Number – multiplication and division	Unit 5	Multiplication and division (2)	12	Problem solving – mixed problems (1)	Solve problems, including missing number problems, involving multiplication and division	Children find missing numbers in mixed multiplication and division calculations for known times-tables presented in balance scales format.
Number – multiplication and division	Unit 5	Multiplication and division (2)	13	Problem solving – mixed problems (2)	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children use part-whole models to find answer to multiplication calculations.
Number – multiplication and division	Unit 5	Multiplication and division (2)	14	Problem solving – mixed problems (3)	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children use part-whole models to find answer to multiplication calculations.
Measurement	Unit 6	Money	1	Pounds and pence	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children focus on counting in the coin values, 2p, 5p, 10p, 20p, 100p, on number tracks and find the value of each track.
Measurement	Unit 6	Money	2	Converting pounds and pence	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children complete a table to add pounds and pence. Can use times-tables to help.
Measurement	Unit 6	Money	3	Adding money	Identify, represent and estimate numbers using different representations	Children use coins to represent the same amount of money in different ways.
Measurement	Unit 6	Money	4	Subtracting amounts of money	Identify, represent and estimate numbers using different representations	Children use <, > and = to show if amounts of money in coins are less than, equal to or greater than £1.
Measurement	Unit 6	Money	5	Problem solving – money	Identify, represent and estimate numbers using different representations	Children use <, > and = to show if amounts of money in coins are less than, equal to or greater than £1.
Statistics	Unit 7	Statistics	1	Pictograms (1)	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children revisit counting in multiples of 2, 5 and 10 forwards and backwards by finding missing numbers on number tracks.
Statistics	Unit 7	Statistics	2	Pictograms (2)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children focus on recall of 2, 5 and 10 multiplication facts and division facts.
Statistics	Unit 7	Statistics	3	Bar charts (1)	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Children balance division facts in 3, 4, 5, 6 and 8 times-tables using <, > and =.
Statistics	Unit 7	Statistics	4	Bar charts (2)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Children find the missing digit or digits in a 3 digit plus 3 digit column addition.
Statistics	Unit 7	Statistics	5	Tables	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children find the missing digit or digits in a 3 digit minus 3 digit column subtraction.
Measurement	Unit 8	Length	1	Measuring length (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children find the missing digit or digits in a mixture of addition and subtraction using 3-digit numbers.
Measurement	Unit 8	Length	2	Measuring length (2)	Solve problems, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Children find different combinations of 2D and 3D shapes to complete a table.
Measurement	Unit 8	Length	3	Equivalent lengths – metres and centimetres	Solve problems, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Children find different combinations of four different sports over four different days.
Measurement	Unit 8	Length	4	Equivalent lengths – centimetres and millimetres	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children focus on counting in 100s in centimetres and metres.
Measurement	Unit 8	Length	5	Comparing lengths	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards in 10s and 100s in millimetres, centimetres and metres.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 8	Length	6	Adding lengths	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children are given a range of 3 digit plus 2 digit additions and state if they are correct or incorrect.
Measurement	Unit 8	Length	7	Subtracting lengths	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children are given a range of 3 digit minus 2 digit subtractions and state if they are correct or incorrect.
Measurement	Unit 8	Length	8	Measuring the perimeter (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children work with number palindromes, and use three sets of 0–9 digit cards to make all palindromes between 101 and 199.
Measurement	Unit 8	Length	9	Measuring the perimeter (2)	Compare and order numbers up to 1,000	Children order a set of 3-digit numbers with similar digits, e.g. 3, 5 and 6. They then write inequality statements about two numbers in the set.
Measurement	Unit 8	Length	10	Problem solving – length (1)	Compare and order numbers up to 1,000	Children use 7, 4 and 9 to create 3-digit numbers, then order the numbers from smallest to largest.
Measurement	Unit 8	Length	11	Problem solving – length (2)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Children use bar models to find halves, thirds and quarters of 2-digit whole numbers.
Number – fractions	Unit 9	Fractions (1)	1	Unit and non-unit fractions	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Children count forwards in $\frac{1}{4}$ and $\frac{1}{2}$ along a number line, which then extends to thirds.
Number – fractions	Unit 9	Fractions (1)	2	Making the whole	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Children generate random 3-digit numbers to add or subtract.
Number – fractions	Unit 9	Fractions (1)	3	Tenths (1)	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Children generate two 3-digit numbers and subtract the smallest from the greatest number.
Number – fractions	Unit 9	Fractions (1)	4	Tenths (2)	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Two players make a 3-digit number and subtract the numbers to get as close to 500 as possible.
Number – fractions	Unit 9	Fractions (1)	5	Fractions as numbers (1)	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Children count along a fraction number line in tenths to find missing fractions and answer how many tenths are in one whole.
Number – fractions	Unit 9	Fractions (1)	6	Fractions as numbers (2)	Add and subtract numbers mentally including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s	Children complete different formats of the 100 square with missing crosses, using numbers over 1,000.
Number – fractions	Unit 9	Fractions (1)	7	Fractions as numbers (3)	Add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s	Children complete missing numbers in addition pyramids, using both addition and subtraction with 2- and 3-digit numbers.
Number – fractions	Unit 9	Fractions (1)	8	Fractions of a set of objects (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children identify a number between 0 and 1,000 from mixed clues.
Number – fractions	Unit 9	Fractions (1)	9	Fractions of a set of objects (2)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children are given various lengths of ribbon in metres and centimetres and find how much was cut from each piece if they were 5 m to begin with.
Number – fractions	Unit 9	Fractions (1)	10	Fractions of a set of objects (3)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children work out the amount of money different shapes represent, using addition, subtraction, division and multiplication.
Number – fractions	Unit 9	Fractions (1)	11	Problem solving – fractions	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Children use bar models to find tenths and fifths of £20.

Textbook 3C (Term 3) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – fractions	Unit 10	Fractions (2)	1	Equivalent fractions (1)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Children work out $\frac{1}{2}$ and $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{6}$, $\frac{1}{4}$ and $\frac{1}{8}$ of given amounts to see patterns.
Number – fractions	Unit 10	Fractions (2)	2	Equivalent fractions (2)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Children find quarters, thirds and sixths and look for connections.
Number – fractions	Unit 10	Fractions (2)	3	Equivalent fractions (3)	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children multiply three numbers together, using commutativity and associativity to find answers mentally.
Number – fractions	Unit 10	Fractions (2)	4	Comparing fractions	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children use number facts to help calculate 78 ÷ 3.
Number – fractions	Unit 10	Fractions (2)	5	Comparing and ordering fractions	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems	Children are given sizes, and work out how many times taller or longer something is (positive integer scaling).
Number – fractions	Unit 10	Fractions (2)	6	Adding fractions	Recognise and show, using diagrams, equivalent fractions with small denominators	Children are given some equivalent fractions and are asked to check and tick true or false
Number – fractions	Unit 10	Fractions (2)	7	Subtracting fractions	Recognise and show, using diagrams, equivalent fractions with small denominators	Children find two equivalences for a given fraction in different representations.
Number – fractions	Unit 10	Fractions (2)	8	Problem solving – adding and subtracting fractions	Add and subtract fractions with the same denominator within one whole	Children complete mixed addition and subtraction of fractions, sometimes with a total of 1.
Number – fractions	Unit 10	Fractions (2)	9	Problem solving – fractions of measures	Add and subtract fractions with the same denominator within one whole	Children work out missing fractions in mixed addition and subtraction calculations, sometimes with a total of 1.
Measurement	Unit 11	Time	1	Months and years	Compare and order unit fractions, and fractions with the same denominators	Children compare fractions with the help of a fractions wall and complete using <, > and =.
Measurement	Unit 11	Time	2	Hours in a day	Compare and order unit fractions, and fractions with the same denominators	Children prove or disprove given comparison fraction statements using fraction strips.
Measurement	Unit 11	Time	3	Estimating time	Identify, represent and estimate numbers using different representations	Children are given three different representations of a fraction, and say how they are the same and how they are different.
Measurement	Unit 11	Time	4	Telling time to 5 minutes	Identify, represent and estimate numbers using different representations	Children find the odd one out in a set of representations of a number with the same hundreds place value.
Measurement	Unit 11	Time	5	Telling time to the minute (1)	Identify, represent and estimate numbers using different representations	Children are given two representations of the same number, and create a third one.
Measurement	Unit 11	Time	6	Telling time to the minute (2)	Add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s	Children complete a crossnumber puzzle with additions including 3-digit numbers. Children calculate mentally where possible.
Measurement	Unit 11	Time	7	Telling time to the minute (3)	Add and subtract numbers mentally including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s	Children complete a crossnumber puzzle with additions and subtractions involving 3-digit numbers.
Measurement	Unit 11	Time	8	Finding the duration	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Children complete a crossnumber puzzle with additions and subtractions involving 3-digit numbers.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 11	Time	9	Comparing duration	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (include ×2, 5, 10)	Children complete multiplication grid for ×1, 2, 3, 4, 5 and 8.
Measurement	Unit 11	Time	10	Finding start and end times	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children complete a crossnumber puzzle with multiplication and division, with 2- or 3-digit number answers.
Measurement	Unit 11	Time	11	Measuring time in seconds	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Children complete a crossnumber puzzle by multiplying three 1-digit numbers together.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	1	Turns and angles	Recognise and show, using diagrams, equivalent fractions with small denominators	Children find the odd one out in a set of representations of a fraction.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	2	Right angles in shapes	Recognise and show, using diagrams, equivalent fractions with small denominators	Children write the fractions represented with fraction strips and match each to its equivalent fraction.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	3	Comparing angles	Recognise and show, using diagrams, equivalent fractions with small denominators	Children use a range of different fractions and assorted clues to find a sequence.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	4	Drawing accurately	Solve problems, including missing number problems, involving multiplication and division	Children find the odd calculation out in a set of multiplications, sometimes involving three numbers.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	5	Types of line (1)	Solve problems, including missing number problems, involving multiplication and division	Children use a set of 0–9 digit cards to make 2-digit numbers which include multiples of 2, 3, 4, 5 and 8.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	6	Types of line (2)	Solve problems, including missing number problems, involving multiplication and division	Children use a set of 0–9 digit cards to make 1-, 2- and 3-digit numbers which include multiples of 2, 3, 4, 8 and 50.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	7	Recognising and describing 2D shapes	Estimate the answer to a calculation and use inverse operations to check answers	Children estimate answers mentally for addition and subtraction calculations of 3- and 4-digit numbers.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	8	Recognising and describing 3D shapes	Estimate the answer to a calculation and use inverse operations to check answers	Children complete addition and subtraction calculations then use the inverse operation to check the answer.
Geometry – properties of shapes	Unit 12	Angles and properties of shapes	9	Constructing 3D shapes	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children use digit cards to create three 3-digit numbers, adding two together to make the third.
Measurement	Unit 13	Mass	1	Measuring mass (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children use digit cards to create three 3-digit numbers, where one subtracts from another to make the third. Children may need to adjust the numbers to make it work.
Measurement	Unit 13	Mass	2	Measuring mass (2)	Compare and order numbers up to 1,000	Children arrange digit cards in 3 by 3 array. They identify six 3-digit numbers by reading across and down the square, then order in ascending order.
Measurement	Unit 13	Mass	3	Measuring mass (3)	Compare and order numbers up to 1,000	Children arrange digit cards in a 3 by 3 array. They identify six 3-digit numbers by reading across and down the square, then answer questions to find the smallest, greatest, closest to 300, etc.
Measurement	Unit 13	Mass	4	Comparing masses	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children use place value clues to find a sequence of numbers.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 13	Mass	5	Adding and subtracting masses	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children use addition and subtraction clues with 3-digit numbers to find a sequence of numbers.
Measurement	Unit 13	Mass	6	Problem solving – mass	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards and backwards in 100s up to 1,000 in grams.
Measurement	Unit 14	Capacity	1	Measuring capacity (1)	Compare and order numbers up to 1,000 (using a variety of representations)	Children order amounts in mixed mass units (grams and kilograms) in ascending order.
Measurement	Unit 14	Capacity	2	Measuring capacity (2)	Solve problems, including missing number problems, involving multiplication and division	Children use multiplication and division clues with 1- and 2-digit numbers to find a sequence of numbers.
Measurement	Unit 14	Capacity	3	Measuring capacity (3)	Solve problems, including missing number problems, involving multiplication and division	Children use multiplication with 2-digit numbers and 1-digit numbers to create a sequence of cards.
Measurement	Unit 14	Capacity	4	Comparing capacities	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Children use all four operations to find a sequence of cards.
Measurement	Unit 14	Capacity	5	Adding and subtracting capacities	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Children count forwards and backwards in multiples of 100 in millilitres and stop when they pass 1,000 ml.
Measurement	Unit 14	Capacity	6	Problem solving – capacity	Compare and order numbers up to 1,000 (using a variety of representations)	Children put capacities in millilitres and litres in ascending order.