## Power Maths Year 2, yearly overview

| Textbook | Strand | Unit | Number of Lessons |  |
| :---: | :---: | :---: | :---: | :---: |
| Textbook A / Practice Workbook A <br> (Term 1) | Number - number and place value | 1 | Numbers to 100 | 10 |
|  | Number - addition and subtraction | 2 | Addition and subtraction (1) | 12 |
|  | Number - addition and subtraction | 3 | Addition and subtraction (2) | 9 |
|  | Measurement | 4 | Money | 9 |
|  | Number - multiplication and division | 5 | Multiplication and division (1) | 9 |
| Textbook B / Practice Workbook B | Number - multiplication and division | 6 | Multiplication and division (2) | 9 |
|  | Statistics | 7 | Statistics | 7 |
|  | Measurement | 8 | Length and height | 5 |
| (Term 2) | Geometry - properties of shape | 9 | Properties of shapes | 12 |
|  | Number - fractions | 10 | Fractions | 14 |
| Textbook C / Practice Workbook C | Geometry - position and direction | 11 | Position and direction | 4 |
|  | Number - addition and subtraction | 12 | Problem solving and efficient methods | 12 |
| (Term 3) | Measurement | 13 | Time | 9 |
|  | Measurement | 14 | Weight, volume and temperature | 10 |

Power Maths Year 2, Textbook 2A (Term I) overview

| Strand 1 | Unit |  | Lesson number | Lesson <br> title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number number and place value | Unit 1 | Numbers to 100 | 1 | Counting objects to 100 | Count, read and write numbers to 100 in numerals; count in multiples of $2 \mathrm{~s}, 5 \mathrm{~s}$ and 10s (year 1) |  |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 2 | Representing numbers to 100 | Identify, represent and estimate numbers using different representations, including the number line |  |  |
| Number number and place value | Unit 1 | Numbers to 100 | 3 | Tens and ones <br> (1) | Recognise the place value of each digit in a 2 -digit number (10s, 1s) | Identify, represent and estimate numbers using different representations, including the number line |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 4 | Tens and ones (2) | Recognise the place value of each digit in a 2-digit number (10s, 1s) | Identify, represent and estimate numbers using different representations, including the number line |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 5 | Representing numbers on a place value grid | Recognise the place value of each digit in a 2-digit number (10s, 1s) | Identify, represent and estimate numbers using different representations, including the number line |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 6 | Comparing numbers (1) | Compare and order numbers from 0 up to 100; use <, > and $=$ signs | Identify, represent and estimate numbers using different representations, including the number line |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 7 | Comparing numbers (2) | Compare and order numbers from 0 up to 100; use <, > and $=$ signs |  |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 8 | Ordering numbers | Compare and order numbers from 0 up to 100; use <, > and $=$ signs |  |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 9 | Counting in 2 s , $5 s$ and 10 s | Count in steps of 2,3, and 5 from 0, and in 10 s from any number, forward and backward |  |  |
| Number number and place value | Unit 1 | Numbers to $100$ | 10 | Counting in 3s | Count in steps of 2,3 , and 5 from 0 , and in 10 s from any number, forward and backward | Identify, represent and estimate numbers using different representations, including the number line |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction <br> (1) | 1 | Related facts - addition and subtraction | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 2 | Using number facts to check calculations | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot |
| Number addition and subtraction | Unit 2 | Addition and subtraction <br> (1) | 3 | Comparing number sentences | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 4 | Finding related facts | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 5 | Making number bonds to 100 | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 6 | Adding and subtracting 1s | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 7 | Finding 10 more and 10 less | Count in steps of 2,3 , and 5 from 0 , and in 10 s from any number, forward and backward | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 8 | Adding and subtracting 10s | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 10 s | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |


| Strand 1 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 9 | Adding a 2 -digit and 1-digit number (1) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 10 | Adding a 2 -digit and 1-digit number (2) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 11 | Subtracting a 1-digit number from a 2-digit number (1) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction | Unit 2 | Addition and subtraction (1) | 12 | Subtracting a 1-digit number from a 2-digit number (2) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 1 | Adding two 2-digit numbers <br> (1) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 2 | Adding two 2-digit numbers <br> (2) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 3 | Subtracting a 2-digit number from another 2-digit number (1) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 4 | Subtracting a 2-digit number from another 2-digit number (2) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 5 | Subtracting a 2-digit number from another 2-digit number (3) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number - <br> addition and <br> subtraction | Unit 3 | Addition and subtraction (2) | 6 | Subtracting a 2-digit number from another 2-digit number (4) | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 7 | Adding three <br> 1-digit numbers | Add and subtract numbers using concrete objects, pictorial representations and mentally, including: adding three 1-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 8 | Solving word problems - the bar model (1) | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |
| Number addition and subtraction | Unit 3 | Addition and subtraction (2) | 9 | Solving word problems - the bar model (2) | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |
| Measurement | Unit 4 | Money | 1 | Counting money - coins | Recognise and use signs for pounds ( $£$ ) and pence (p); combine amounts to make a particular value | Recognise and know the value of different denominations of coins and notes (year 1) |  |
| Measurement | Unit 4 | Money | 2 | Counting money - notes | Recognise and use signs for pounds ( $£$ ) and pence (p); combine amounts to make a particular value | Recognise and know the value of different denominations of coins and notes (year 1) |  |
| Measurement | Unit 4 | Money | 3 | Counting money - coins and notes | Recognise and use signs for pounds ( $£$ ) and pence ( $p$ ); combine amounts to make a particular value |  |  |


| Strand 1 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Measurement | Unit 4 | Money | 4 | Showing equal amounts of money (1) | Find different combinations of coins that equal the same amounts of money | Recognise and know the value of different denominations of coins and notes (year 1) |  |
| Measurement | Unit 4 | Money | 5 | Showing equal amounts of money (2) | Find different combinations of coins that equal the same amounts of money | Recognise and know the value of different denominations of coins and notes (year 1) |  |
| Measurement | Unit 4 | Money | 6 | Comparing amounts of money | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | Recognise and know the value of different denominations of coins and notes (year 1) |  |
| Measurement | Unit 4 | Money | 7 | Calculating the total amount | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |
| Measurement | Unit 4 | Money | 8 | Finding change | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |
| Measurement | Unit 4 | Money | 9 | Solving twostep word problems | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 1 | Making equal groups | 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 (year 1) |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 2 | Multiplication as equal groups | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), 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 |  |
| Numbermultiplication and division | Unit 5 | Multiplication and division (1) | 3 | Adding equal groups | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | 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 (year 1) |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 4 | Multiplication sentences | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 5 | Using arrays | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), 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 |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 6 | 2 times-table | Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 7 | 5 times-table | Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 8 | 10 times-table | Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division | Unit 5 | Multiplication and division (1) | 9 | Solving word problems multiplication | 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, Textbook 2B (Term 2) overview

| Strand 1 | Strand 2 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number multiplication and division |  | Unit 6 | Multiplication and division <br> (2) | 1 | Making equal groups | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division $(\div)$ and equals $(=)$ signs |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division <br> (2) | 2 | Sharing and grouping | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division $(\div)$ and equals (=) signs |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 3 | Dividing by 2 | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 4 | Odd and even numbers | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 5 | Dividing by 5 | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 6 | Dividing by 10 | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 7 | Bar modelling <br> - grouping | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 8 | Bar modelling - sharing | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |
| Number multiplication and division |  | Unit 6 | Multiplication and division (2) | 9 | Solving word problems division | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |
| Statistics |  | Unit 7 | Statistics | 1 | Making tally charts | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |  |
| Statistics |  | Unit 7 | Statistics | 2 | Creating pictograms (1) | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |  |
| Statistics |  | Unit 7 | Statistics | 3 | Creating pictograms (2) | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |  |


| Strand 1 | Strand 2 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Statistics |  | Unit 7 | Statistics | 4 | Interpreting pictograms (1) | 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 |
| Statistics |  | Unit 7 | Statistics | 5 | Interpreting pictograms (2) | 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 |
| Statistics |  | Unit 7 | Statistics | 6 | Block diagrams | 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 |
| Statistics |  | Unit 7 | Statistics | 7 | Solving word problems | 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 |  |
| Measurement |  | Unit 8 | Length and height | 1 | Measuring in centimetres | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature $\left({ }^{\circ} \mathrm{C}\right)$; capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 8 | Length and height | 2 | Measuring in metres | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature $\left({ }^{\circ} \mathrm{C}\right)$; capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 8 | Length and height | 3 | Comparing lengths | Compare and order lengths, mass, volume/ capacity and record the results using >, < and = |  |  |
| Measurement |  | Unit 8 | Length and height | 4 | Ordering lengths | Compare and order lengths, mass, volume/ capacity and record the results using $>$, < and = |  |  |
| Number addition and subtraction |  | Unit 8 | Length and height | 5 | Solving word problems length | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 1 | Recognising 2D and 3D shapes | Compare and sort common 2D and 3D shapes and everyday objects |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 2 | Drawing 2D shapes | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 3 | Counting sides on 2D shapes | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 4 | Counting vertices on 2D shapes | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 5 | Finding lines of symmetry | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 6 | Sorting 2D shapes | Compare and sort common 2D and 3D shapes and everyday objects |  |  |


| Strand 1 | Strand 2 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Geometry position and direction |  | Unit 9 | Properties of shapes | 7 | Making patterns with 2D shapes | Order and arrange combinations of mathematical objects in patterns and sequences |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 8 | Counting faces on 3D shapes | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 9 | Counting edges on 3D shapes | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 10 | Counting vertices on 3D shapes | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |  |
| Geometry properties of shape |  | Unit 9 | Properties of shapes | 11 | Sorting 3D shapes | Compare and sort common 2D and 3D shapes and everyday objects |  |  |
| Geometry position and direction |  | Unit 9 | Properties of shapes | 12 | Making patterns with 3D shapes | Order and arrange combinations of mathematical objects in patterns and sequences |  |  |
| Number fractions |  | $\begin{aligned} & \hline \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 1 | Introducing whole and parts | (Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 2 | Making equal parts | (Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 3 | Recognising a half $\left(\frac{1}{2}\right)$ | (Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 4 | Finding a half | (Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 5 | Recognising a quarter ( $\frac{1}{4}$ ) | (Year 1) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | 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 |  |
| Number fractions |  | $\begin{array}{\|l} \hline \text { Unit } \\ 10 \end{array}$ | Fractions | 6 | Finding a quarter | (Year 1) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | 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 |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 7 | Unit 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 |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 8 | Understanding other fractions | Write simple fractions for example, $\frac{1}{2}$ of $6=3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 9 | $\frac{1}{2}$ and $\frac{2}{4}$ | Write simple fractions for example, $\frac{1}{2}$ of $6=3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 10 | Finding $\frac{3}{4}$ | 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 |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 11 | Understanding a whole | 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 |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 12 | Understanding whole and parts | 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 |  |  |
| Number fractions |  | $\begin{aligned} & \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 13 | Counting in halves | Non-statutory guidelines: <br> Pupils should count in fractions up to 10 , starting from any number |  |  |
| Number fractions |  | $\begin{aligned} & \hline \text { Unit } \\ & 10 \end{aligned}$ | Fractions | 14 | Counting in quarters | Non-statutory guidelines: Pupils should count in fractions up to 10 , starting from any number |  |  |

Power Maths Year 2, Textbook 2C (Term 3) overview

| Strand 1 | Strand 2 | Unit |  | Lesson | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Geometry position and direction |  | Unit 11 | Position and direction | 1 | Describing movement | 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 threequarter turns (clockwise and anti-clockwise) |  |  |
| Geometry position and direction |  | Unit 11 | Position and direction | 2 | Describing turns | 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 threequarter turns (clockwise and anti-clockwise) |  |  |
| Geometry position and direction |  | Unit 11 | Position and direction | 3 | Describing movement and turns | 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 threequarter turns (clockwise and anti-clockwise) |  |  |
| Geometry position and direction |  | Unit 11 | Position and direction | 4 | Making patterns with shapes | 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 threequarter turns (clockwise and anti-clockwise) | Order and arrange combinations of mathematical objects in patterns and sequences |  |
| Number number and place value | Number addition and subtraction | Unit 12 | Problemsolving and efficient methods | 1 | My way, your way! | Use place value and number facts to solve problems | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |
| Number number and place value |  | Unit 12 | Problemsolving and efficient methods | 2 | Using number facts | Use place value and number facts to solve problems | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |
| Number number and place value | Number addition and subtraction | Unit 12 | Problemsolving and efficient methods | 3 | Using number facts and equivalence | Use place value and number facts to solve problems | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |
| Number number and place value | Number addition and subtraction | Unit 12 | Problemsolving and efficient methods | 4 | Using a 100 square | Use place value and number facts to solve problems | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number number and place value | Number addition and subtraction | Unit 12 | Problemsolving and efficient methods | 5 | Getting started | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |  |
| Number addition and subtraction |  | Unit 12 | Problemsolving and efficient methods | 6 | Missing numbers | Use place value and number facts to solve problems | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |


| Strand 1 | Strand 2 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number number and place value | Number addition and subtraction | Unit 12 | Problemsolving and efficient methods | 7 | Mental addition and subtraction (1) | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |
| Number addition and subtraction |  | Unit 12 | Problemsolving and efficient methods | 8 | Mental addition and subtraction (2) | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |
| Number addition and subtraction |  | Unit 12 | Problemsolving and efficient methods | 9 | Efficient subtraction | Use place value and number facts to solve problems |  |  |
| Number number and place value |  | Unit 12 | Problemsolving and efficient methods | 10 | Solving problems addition and subtraction | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number addition and subtraction |  | Unit 12 | Problemsolving and efficient methods | 11 | Solving problems 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 | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot |  |
| Number addition and subtraction |  | Unit 12 | Problemsolving and efficient methods | 12 | Solving problems using the four operations | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |
| Measurement |  | Unit 13 | Time | 1 | Telling and writing time to the hour and the half hour | (Year 1) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times |  |  |
| Measurement |  | Unit 13 | Time | 2 | Telling time to the quarter hour | 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 |  |  |
| Measurement |  | Unit 13 | Time | 3 | Telling time to 5 minutes | 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 |  |  |
| Measurement |  | Unit 13 | Time | 4 | Minutes in an hour | Know the number of minutes in an hour and the number of hours in a day |  |  |
| Measurement |  | Unit 13 | Time | 5 | Finding durations of time | Compare and sequence intervals of time |  |  |
| Measurement |  | Unit 13 | Time | 6 | Comparing durations of time | Compare and sequence intervals of time |  |  |
| Measurement |  | Unit 13 | Time | 7 | Finding the end time | Know the number of minutes in an hour and the number of hours in a day |  |  |
| Measurement |  | Unit 13 | Time | 8 | Finding the start time | Compare and sequence intervals of time |  |  |
| Measurement |  | Unit 13 | Time | 9 | Hours in a day | Know the number of minutes in an hour and the number of hours in a day |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 1 | Comparing mass | Compare and order lengths, mass, volume/ capacity and record the results using >, < and = |  |  |


| Strand 1 | Strand 2 | Unit |  | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Measurement |  | Unit 14 | Weight, volume and temperature | 2 | Measuring mass in grams (1) | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ}$ C); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 3 | Measuring mass in grams (2) | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) 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 = |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 4 | Measuring mass in kilograms | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) 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 = |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 5 | Comparing volume | Compare and order lengths, mass, volume/ capacity and record the results using >, < and = |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 6 | Measuring volume in millilitres (1) | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 7 | Measuring volume in millilitres (2) | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 8 | Measuring volume in litres | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 9 | Measuring temperature using a thermometer | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |
| Measurement |  | Unit 14 | Weight, volume and temperature | 10 | Reading thermometers | Choose and use appropriate standard units to estimate and measure length/height in any direction ( $\mathrm{m} / \mathrm{cm}$ ); mass (kg/g); temperature ( ${ }^{\circ} \mathrm{C}$ ); capacity (litres $/ \mathrm{ml}$ ) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |

