

Power Maths Year 1, yearly overview

| Textbook | Strand | Unit | Number of Lessons | |
|--|--------------------------------------|------|--|----|
| Textbook A / Practice Pupil Book A (Term 1) | Number – number and place value | 1 | Numbers to 10 | 12 |
| | Number – number and place value | 2 | Part-whole within 10 | 5 |
| | Number – addition and subtraction | 3 | Addition and subtraction within 10 (1) | 6 |
| | Number – addition and subtraction | 4 | Addition and subtraction within 10 (2) | 12 |
| | Geometry – properties of shape | 5 | 2D and 3D shapes | 5 |
| | Number – number and place value | 6 | Numbers to 20 | 7 |
| Textbook B / Practice Pupil Book B (Term 2) | Number – addition and subtraction | 7 | Addition within 20 | 6 |
| | Number – addition and subtraction | 8 | Subtraction within 20 | 8 |
| | Number – number and place value | 9 | Numbers to 50 | 11 |
| | Measurement | 10 | Introducing length and height | 5 |
| | Measurement | 11 | Introducing weight and volume | 7 |
| Textbook C / Practice Pupil Book C (Term 3) | Number – multiplication and division | 12 | Multiplication | 6 |
| | Number – multiplication and division | 13 | Division | 5 |
| | Number – fractions | 14 | Halves and quarters | 5 |
| | Geometry – position and direction | 15 | Position and direction | 3 |
| | Number – number and place value | 16 | Numbers to 100 | 9 |
| | Measurement | 17 | Time | 7 |
| | Measurement | 18 | Money | 3 |

Power Maths Year 1, Textbook IA (Term 1) overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|----------|--------|----------------------|---------------|------------------------------------|---|---|--|
| Number - number and place value | | Unit 1 | Numbers to 10 | 1 | Sorting objects | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 2 | Counting objects to 10 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 3 | Counting and writing numbers to 10 | 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 |
| Number - number and place value | | Unit 1 | Numbers to 10 | 4 | Counting backwards from 10 to 0 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 5 | Counting one more | Given a number, identify one more and one less | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number |
| Number - number and place value | | Unit 1 | Numbers to 10 | 6 | Counting one less | Given a number, identify one more and one less | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number |
| Number - number and place value | | Unit 1 | Numbers to 10 | 7 | Comparing groups | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 8 | Comparing numbers of objects | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 9 | Comparing numbers | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 10 | Ordering objects and numbers | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 11 | First, second, third... | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - number and place value | | Unit 1 | Numbers to 10 | 12 | The number line | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | | |
| Number - addition and subtraction | | Unit 2 | Part-whole within 10 | 1 | The part-whole model (1) | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 2 | Part-whole within 10 | 2 | The part-whole model (2) | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20 | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|-----------------------------------|----------|--------|--|--------------|--|---|---|--|
| Number - addition and subtraction | | Unit 2 | Part-whole within 10 | 3 | Related facts – number bonds | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20 | |
| Number - addition and subtraction | | Unit 2 | Part-whole within 10 | 4 | Finding number bonds | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 2 | Part-whole within 10 | 5 | Comparing number bonds | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 1 | Finding the whole – adding together | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 2 | Finding the whole – adding more | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 3 | Finding a part | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 4 | Finding and making number bonds | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 5 | Finding addition facts | Represent and use number bonds and related subtraction facts within 20 | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | |
| Number - addition and subtraction | | Unit 3 | Addition and subtraction within 10 (1) | 6 | Solving word problems – addition | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | Represent and use number bonds and related subtraction facts within 20 | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 1 | Subtraction – how many are left? (1) | 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 $7 = _ - 9$. | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 2 | Subtraction – how many are left? (2) | 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 $7 = _ - 9$. | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 3 | Subtraction – breaking apart (1) | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 4 | Subtraction – breaking apart (2) | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 5 | Related facts – addition and subtraction (1) | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 6 | Related facts – addition and subtraction (2) | Represent and use number bonds and related subtraction facts within 20 | | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 7 | Subtraction – counting back | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | 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 |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 8 | Subtraction – finding the difference | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | 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 |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 9 | Solving word problems – subtraction | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | 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 |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 10 | Comparing additions and subtractions (1) | Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | One-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|-----------------------------------|---------------------------------|--------|--|--------------|--|--|---|--|
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 11 | Comparing additions and subtractions (2) | 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 $7 = _ - 9$. | |
| Number - addition and subtraction | | Unit 4 | Addition and subtraction within 10 (2) | 12 | Solving word problems – addition and subtraction | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. | 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 |
| Geometry - properties of shape | | Unit 5 | 2D and 3D shapes | 1 | Naming 3D shapes (1) | Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | | |
| Geometry - properties of shape | | Unit 5 | 2D and 3D shapes | 2 | Naming 3D shapes (2) | Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | | |
| Geometry - properties of shape | | Unit 5 | 2D and 3D shapes | 3 | Naming 2D shapes (1) | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] | | |
| Geometry - properties of shape | | Unit 5 | 2D and 3D shapes | 4 | Naming 2D shapes (2) | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] | | |
| Geometry - properties of shape | Number - number and place value | Unit 5 | 2D and 3D shapes | 5 | Making patterns with shapes | Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | Recognise and create repeating patterns with objects and with shapes. | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 1 | Counting and writing numbers to 20 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 2 | Tens and ones (1) | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 3 | Tens and ones (2) | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 4 | Counting one more, 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 | Given a number, identify one more and one less | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 5 | Comparing numbers of objects | 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 | | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 6 | Comparing numbers | 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 | Compare and order numbers from 0 up to 100; use <, > and = signs (year 2) | |
| Number - number and place value | | Unit 6 | Numbers to 20 | 7 | Ordering objects and numbers | 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 | Compare and order numbers from 0 up to 100; use <, > and = signs (year 2) | |

Power Maths Year 1, Textbook IB (Term 2) overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|----------|--------|-----------------------|---------------|--|--|--|----------------|
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 1 | Add by counting on | Add and subtract 1-digit and 2-digit numbers to 20, including zero | | |
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 2 | Adding ones | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 3 | Finding number bonds | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 4 | Add by making 10 (1) | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 5 | Add by making 10 (2) | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 7 | Addition within 20 | 6 | Solving word problems – addition | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 1 | Subtracting ones | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 2 | Subtracting tens and ones | Represent and use number bonds and related subtraction facts within 20 | Add and subtract 1-digit and 2-digit numbers to 20, including zero | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 3 | Subtraction – crossing the 10 (1) | Add and subtract 1-digit and 2-digit numbers to 20, including zero | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 4 | Subtraction – crossing the 10 (2) | Add and subtract 1-digit and 2-digit numbers to 20, including zero | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 5 | Solving word and picture problems – subtraction | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 6 | Addition and subtraction facts to 20 | Represent and use number bonds and related subtraction facts within 20 | | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 7 | Comparing additions and subtractions | 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 $7 = ? - 9$ | |
| Number – addition and subtraction | | Unit 8 | Subtraction within 20 | 8 | Solving word and picture problems – addition and subtraction | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 1 | Counting to 50 (1) | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 2 | Counting to 50 (2) | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 3 | Tens and ones | 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 | (Year 2) recognise the place value of each digit in a 2-digit number (tens, ones) | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 4 | Representing numbers to 50 | 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 | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|-----------------------------------|---------|-------------------------------|---------------|--|--|--|---|
| Number – number and place value | | Unit 9 | Numbers to 50 | 5 | Comparing numbers of objects | 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 | (Year 2) compare and order numbers from 0 up to 100; use <, > and = signs |
| Number – number and place value | | Unit 9 | Numbers to 50 | 6 | Comparing numbers | 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 | | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 7 | Ordering objects and numbers | 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 | (Year 2) compare and order numbers from 0 up to 100; use <, > and = signs | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 8 | Counting in 2s | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | | |
| Number – number and place value | | Unit 9 | Numbers to 50 | 9 | Counting in 5s | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | | |
| Number – addition and subtraction | | Unit 9 | Numbers to 50 | 10 | Solving word problems – addition and subtraction (1) | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | |
| Number – addition and subtraction | | Unit 9 | Numbers to 50 | 11 | Solving word problems – addition and subtraction (2) | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | | |
| Measurement | | Unit 10 | Introducing length and height | 1 | Comparing lengths and heights | Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | | |
| Measurement | | Unit 10 | Introducing length and height | 2 | Non-standard units of measure (1) | Measure and begin to record the following: lengths and heights | | |
| Measurement | | Unit 10 | Introducing length and height | 3 | Non-standard units of measure (2) | Measure and begin to record the following: lengths and heights | | |
| Measurement | | Unit 10 | Introducing length and height | 4 | Measuring length using a ruler | Measure and begin to record the following: lengths and heights | | |
| Measurement | Number – addition and subtraction | Unit 10 | Introducing length and height | 5 | Solving word problems – length | Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | |
| Measurement | | Unit 11 | Introducing weight and volume | 1 | Comparing weight | Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] | | |
| Measurement | | Unit 11 | Introducing weight and volume | 2 | Measuring weight | Measure and begin to record the following: mass/weight | | |
| Measurement | | Unit 11 | Introducing weight and volume | 3 | Comparing weight using measuring | Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-------------|-----------------------------------|---------|-------------------------------|---------------|---|---|--|----------------|
| Measurement | | Unit 11 | Introducing weight and volume | 4 | Comparing capacity | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | | |
| Measurement | | Unit 11 | Introducing weight and volume | 5 | Measuring capacity | Measure and begin to record the following: capacity and volume | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | |
| Measurement | | Unit 11 | Introducing weight and volume | 6 | Comparing capacity using measuring | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | Measure and begin to record the following: capacity and volume | |
| Measurement | Number – addition and subtraction | Unit 11 | Introducing weight and volume | 7 | Solving word problems – weight and capacity | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | 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, Textbook IC (Term 3) overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|----------|---------|----------------|---------------|--|---|--|----------------|
| Number – number and place value | | Unit 12 | Multiplication | 1 | Counting in 10s, 5s and 2s | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | | |
| Number – multiplication and division | | Unit 12 | Multiplication | 2 | 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 | | |
| Number – multiplication and division | | Unit 12 | Multiplication | 3 | Adding 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 | | |
| Number – multiplication and division | | Unit 12 | Multiplication | 4 | Making simple arrays | 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 | | |
| Number – multiplication and division | | Unit 12 | Multiplication | 5 | Making doubles | 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 | Non-statutory guidance: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities | |
| Number – multiplication and division | | Unit 12 | Multiplication | 6 | Solving word problems – multiplication | 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 | | |
| Number – multiplication and division | | Unit 13 | Division | 1 | Making equal groups (1) | 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 | | |
| Number – multiplication and division | | Unit 13 | Division | 2 | Making equal groups (2) | 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 | | |
| Number – multiplication and division | | Unit 13 | Division | 3 | Sharing equally (1) | 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 | | |
| Number – multiplication and division | | Unit 13 | Division | 4 | Sharing equally (2) | 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 | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|----------|---------|------------------------|---------------|---|---|---|--|
| Number – multiplication and division | | Unit 13 | Division | 5 | Solving word problems – 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 | | |
| Number – fractions | | Unit 14 | Halves and quarters | 1 | Finding halves (1) | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | | |
| Number – fractions | | Unit 14 | Halves and quarters | 2 | Finding halves (2) | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | | |
| Number – fractions | | Unit 14 | Halves and quarters | 3 | Finding quarters (1) | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | | |
| Number – fractions | | Unit 14 | Halves and quarters | 4 | Finding quarters (2) | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | | |
| Number – fractions | | Unit 14 | Halves and quarters | 5 | Solving word problems – halves and quarters | 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. | |
| Geometry – position and direction | | Unit 15 | Position and direction | 1 | Describing turns | Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | | |
| Geometry – position and direction | | Unit 15 | Position and direction | 2 | Describing positions (1) | Describe position, direction and movement, including whole, half, quarter and three-quarter turns | Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. | |
| Geometry – position and direction | | Unit 15 | Position and direction | 3 | Describing positions (2) | Describe position, direction and movement, including whole, half, quarter and three-quarter turns | Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. | |
| Number – number and place value | | Unit 16 | Numbers to 100 | 1 | Counting to 100 | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | 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 to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number |
| Number – number and place value | | Unit 16 | Numbers to 100 | 2 | Exploring number patterns | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | Given a number, identify one more and one less | |
| Number – number and place value | | Unit 16 | Numbers to 100 | 3 | Partitioning numbers (1) | 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 | (Year 2) Recognise the place value of each digit in a 2-digit number (tens, ones) | |
| Number – number and place value | | Unit 16 | Numbers to 100 | 4 | Partitioning numbers (2) | 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 | (Year 2) Recognise the place value of each digit in a 2-digit number (tens, ones) | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|---------------------------------|---------|----------------|---------------|-------------------------------|--|---|----------------|
| Number – number and place value | | Unit 16 | Numbers to 100 | 5 | Comparing numbers (1) | 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 | | |
| Number – number and place value | | Unit 16 | Numbers to 100 | 6 | Comparing numbers (2) | 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 | | |
| Number – number and place value | | Unit 16 | Numbers to 100 | 7 | Ordering numbers | 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 | | |
| Number – addition and subtraction | | Unit 16 | Numbers to 100 | 8 | Bonds to 100 (1) | Represent and use number bonds and related subtraction facts within 20 | (Year 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | |
| Number – addition and subtraction | | Unit 16 | Numbers to 100 | 9 | Bonds to 100 (2) | Represent and use number bonds and related subtraction facts within 20 | (Year 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | |
| Measurement | | Unit 17 | Time | 1 | Using before and after | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] | | |
| Measurement | | Unit 17 | Time | 2 | Using a calendar | Recognise and use language relating to dates, including days of the week, weeks, months and years | | |
| Measurement | | Unit 17 | Time | 3 | Telling time to the hour | 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 17 | Time | 4 | Telling time to the half hour | 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 17 | Time | 5 | Writing time | Measure and begin to record the following: time (hours, minutes, seconds) | | |
| Measurement | | Unit 17 | Time | 6 | Comparing time | Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] | | |
| Number – addition and subtraction | Measurement | Unit 17 | Time | 7 | Solving word problems – time | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ | Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] | |
| Measurement | | Unit 18 | Money | 1 | Recognising coins | Recognise and know the value of different denominations of coins and notes | | |
| Measurement | | Unit 18 | Money | 2 | Recognising notes | Recognise and know the value of different denominations of coins and notes | | |
| Measurement | Number – number and place value | Unit 18 | Money | 3 | Counting with coins | Recognise and know the value of different denominations of coins and notes | Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s | |