Power Maths Reception, yearly overview

Autumn term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 1	Numbers to 5	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Recognise the pattern of the counting system.
			2	Counting to 4	
			3	Counting to 5	
Number – number and place value	Unit 2	Comparing groups within 5	4	Comparing quantities of identical objects	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Subitise (recognise quantities without counting) up to 5.
			5	Comparing quantities of non-identical objects	
Geometry – properties of shape	Unit 3	Shape	6	3D shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
			7	2D shapes	
Number – addition and subtraction	Unit 4	Change within 5	8	One more	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			9	One less	
Number – addition and subtraction	Unit 5	Number bonds within 5	10	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
Geometry – properties of shape	Unit 6	Space	11	Spatial awareness	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.*

Spring term

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 7	Numbers to 10	1	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).
			2	Counting to 9 and 10	
Number – number and place value	Unit 8	Comparing numbers within 10	3	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
Number – addition and subtraction	Unit 9	Addition to 10	4	Combining 2 groups to find the whole	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Spring term continued

Strand	Unit		Week	Week title	Early Learning Goal
Number – number and place value	Unit 10	Measure	5	Length, height and distance	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
			6	Weight	
Number – addition and subtraction	Unit 11	Number bonds to 10	7	Using a ten frame	Have a deep understanding,of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
			8	The part-whole model to 10	
Number – addition and subtraction	Unit 12	Subtraction	9	Subtraction	Have a deep understanding of number to 10, including the composition of each number.
Geometry – properties of shape	Unit 13	Exploring patterns	10	Making simple patterns	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.*
			11	Exploring more complex patterns	

Summer term

Strand	Unit		Week	Week title	Early Learning Goal
Number – addition and subtraction	Unit 14	Counting on and counting back	1	Adding by counting on	Have a deep understanding of number to 10, including the composition of each number.
			2	Taking away by counting back	
Number – number and place value	Unit 15	Numbers to 20	3	Counting to and from 20	Verbally count beyond 20, recognising the pattern of the counting system.
Number – multiplication and division	Unit 16	Numerical patterns	4	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
			5	Halving and sharing	
			6	Odds and evens	
Geometry – properties of shape	Unit 17	Shape	7	Composing and decomposing shapes	*There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.*
Number – number and place value	Unit 18	Measure	8	Volume and capacity	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number – addition and subtraction	Unit 19 (Optional)	Sorting	9	Sorting into 2 groups	*This unit is optional because sorting is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide an introduction to the concept of sorting, which will be useful in Year 1.*
Measurement	Unit 20 (Optional)	Time	10	My day	*This unit is optional because time is not covered in the EYFS Framework or Development Matters guidance for Reception. It does provide a useful introduction to time, which will be covered in Year 1.*

Power Maths Year 1, yearly overview

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

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

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Numbers to 10	1	Sort 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 1	Numbers to 10	2	Count 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 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	Represent numbers to 10	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	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 1	Numbers to 10	4	Count objects from a larger group	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Number – number and place value	Unit 1	Numbers to 10	5	Count on from any number	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Number – number and place value	Unit 1	Numbers to 10	6	One more	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
Number – number and place value	Unit 1	Numbers to 10	7	Count 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	8	One less	Given a number, identify one more and one less	
Number – number and place value	Unit 1	Numbers to 10	9	Compare groups	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 1	Numbers to 10	10	Fewer or more?	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 1	Numbers to 10	11	<, > or =	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 1	Numbers to 10	12	Compare 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	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Numbers to 10	13	Order 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	
Number – number and place value	Unit 1	Numbers to 10	14	The number line	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 2	Part-whole within 10	1	Parts and wholes	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	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	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 2	Part-whole within 10	3	Write number sentences	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	Fact families – addition facts	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	5	Number bonds	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 2	Part-whole within 10	6	Find number bonds	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 2	Part-whole within 10	7	Number bonds to 10	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 3	Addition within 10	1	Add together	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 3	Addition within 10	2	Add more	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 3	Addition within 10	3	Addition problems	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 3	Addition within 10	4	Find the missing number	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 4	Subtraction within 10	1	How many are left? (1)	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 4	Fractions (1)	2	How many are left? (2)	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 4	Fractions (1)	3	Break apart (1)	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 4	Fractions (1)	4	Break apart (2)	Represent and use number bonds and related subtraction facts within 20	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 4	Fractions (1)	5	Fact families	Represent and use number bonds and related subtraction facts within 20	
Number – addition and subtraction	Unit 4	Fractions (1)	6	Subtraction on a number line	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	Fractions (1)	7	Add or subtract 1 or 2	Add and subtract one-digit and two-digit numbers to 20, including zero	
Number – addition and subtraction	Unit 4	Fractions (1)	8	Solve 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	
Geometry – properties of shape	Unit 5	2D and 3D shapes	1	Recognise and name 3D shapes	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Geometry – properties of shape	Unit 5	2D and 3D Shapes	2	Sort 3D shapes	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Geometry – properties of shape	Unit 5	2D and 3D Shapes	3	Recognise and name 2D shapes	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Geometry – properties of shape	Unit 5	2D and 3D Shapes	4	Sort 2D shapes	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	
Geometry – properties of shape	Unit 5	2D and 3D Shapes	5	Make patterns with shapes	Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]	Non-statutory guidance: They recognise and create repeating patterns with objects and with shapes

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

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	6	Numbers to 20	1	Count to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Read and write numbers from 1 to 20 in numerals and words.
Number – number and place value	6	Numbers to 20	2	Understand 10	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	
Number – number and place value	6	Numbers to 20	3	11, 12 and 13	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	6	Numbers to 20	4	14, 15 and 16	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	6	Numbers to 20	5	17, 18 and 19	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	6	Numbers to 20	6	Understand 20	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Read and write numbers from 1 to 20 in numerals and words
Number – number and place value	6	Numbers to 20	7	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	Given a number, identify one more and one less
Number – number and place value	6	Numbers to 20	8	The number line to 20	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	6	Numbers to 20	9	Label number lines	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	6	Numbers to 20	10	Estimate on a number line	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	6	Numbers to 20	11	Compare numbers to 20	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	6	Numbers to 20	12	Order numbers to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Read and write numbers from 1 to 20 in numerals and words

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	7	Addition and subtraction within 20	1	Add by counting on within 20	Add and subtract one-digit and two-digit numbers to 20, including zero	
Number – addition and subtraction	7	Addition and subtraction within 20	2	Add ones using number bonds	Represent and use number bonds and related subtraction facts within 20 (within 10)	Add and subtract one-digit and two-digit numbers to 20, including zero
Number – addition and subtraction	7	Addition and subtraction within 20	3	Find and make number bonds to 20	Represent and use number bonds and related subtraction facts within 20 (within 10)	
Number – addition and subtraction	7	Addition and subtraction within 20	4	Doubles	Represent and use number bonds and related subtraction facts within 20 (within 10)	
Number – addition and subtraction	7	Addition and subtraction within 20	5	Near doubles	Represent and use number bonds and related subtraction facts within 20 (within 10)	
Number – addition and subtraction	7	Addition and subtraction within 20	6	Subtract ones using number bonds	Add and subtract one-digit and two-digit numbers to 20, including zero	Represent and use number bonds and related subtraction facts within 20 (within 10)
Number – addition and subtraction	7	Addition and subtraction within 20	7	Subtraction – count back	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9	Add and subtract one-digit and two-digit numbers to 20, including zero
Number – addition and subtraction	7	Addition and subtraction within 20	8	Subtraction - find 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	
Number – addition and subtraction	7	Addition and subtraction within 20	9	Related facts – fact families	Represent and use number bonds and related subtraction facts within 20 (within 10)	
Number – addition and subtraction	7	Addition and subtraction within 20	10	Missing number problems	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	7	Addition and subtraction within 20	11	Solve 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	8	Numbers to 50	1	Count to 50	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
Number – number and place value	8	Numbers to 50	2	Numbers to 50	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
Number – number and place value	8	Numbers to 50	3	20, 30, 40 and 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	Recognise the place value of each digit in a two-digit number (tens, ones) (Year 2)
Number – number and place value	8	Numbers to 50	4	Count by making groups of 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	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	8	Numbers to 50	5	Groups of 10s and 1s	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	8	Numbers to 50	6	Partition into 10s and 1s	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	8	Numbers to 50	7	One more, one less	Given a number, identify one more and one less	
Measurement	9	Introducing length and height	1	Compare lengths and heights	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
Measurement	9	Introducing length and height	2	Measure length (non-standard units of measure)	Measure and begin to record the following: lengths and heights	
Measurement	9	Introducing length and height	3	Measure length (using a ruler)	Measure and begin to record the following: lengths and heights	
Measurement	9	Introducing length and height	4	Solve word problems – length	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
Measurement	10	Introducing mass and capacity	1	Heavier and lighter	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]	
Measurement	10	Introducing mass and capacity	2	Measure mass	Measure and begin to record the following: mass/weight	
Measurement	10	Introducing mass and capacity	3	Compare mass	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]	
Measurement	10	Introducing mass and capacity	4	Full and empty	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	10	Introducing mass and capacity	5	Measure capacity	Measure and begin to record the following: capacity and volume	
Measurement	10	Introducing mass and capacity	6	Compare capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
Measurement	10	Introducing mass and capacity	7	Solve word problems – mass and capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	

Power Maths Year I, Textbook IC (Term 3) overview

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	11	Multiplication and division	1	Count in 2s	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
Number – multiplication and division	11	Multiplication and division	2	Count in 10s	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
Number – multiplication and division	11	Multiplication and division	3	Count in 5s	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
Number – multiplication and division	11	Multiplication and division	4	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	11	Multiplication and division	5	Add 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	11	Multiplication and division	6	Make 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	11	Multiplication and division	7	Make 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	11	Multiplication and division	8	Grouping	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	11	Multiplication and division	9	Sharing	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	12	Fractions	1	Recognise and find a half of a shape	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	
Number – fractions	12	Fractions	2	Recognise and find a half of a quantity	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	
Number – fractions	12	Fractions	3	Recognise and find a quarter of a shape	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
Number – fractions	12	Fractions	4	Recognise and find a quarter of a quantity	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – position and direction	13	Position and direction	1	Describe turns	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	
Geometry – position and direction	13	Position and direction	2	Describe position – left and right	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	13	Position and direction	3	Describe position – forwards and backwards	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	13	Position and direction	4	Describe position – above and below	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	13	Position and direction	5	Ordinal numbers	Non-statutory guidance: Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.	
Number – number and place value	14	Numbers to 100	1	Count from 50 to 100	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
Number – number and place value	14	Numbers to 100	2	10s to 100	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
Number – number and place value	14	Numbers to 100	3	Partition into 10s and 1s	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	14	Numbers to 100	4	Number line to 100	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	14	Numbers to 100	5	One more and one less	Given a number, identify one more and one less	
Number – number and place value	14	Numbers to 100	6	Compare 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	
Measurement	15	Money	1	Recognise coins	Recognise and know the value of different denominations of coins and notes	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	15	Money	2	Recognise notes	Recognise and know the value of different denominations of coins and notes	
Measurement	15	Money	3	Count in coins	Recognise and know the value of different denominations of coins and notes	
Measurement	16	Time	1	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	16	Time	2	Days of the week	Recognise and use language relating to dates, including days of the week, weeks, months and years	
Measurement	16	Time	3	Months of the year	Recognise and use language relating to dates, including days of the week, weeks, months and years	
Measurement	16	Time	4	Tell the 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	16	Time	5	Tell the 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	

Power Maths Year 2, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Numbers to 100	17
	Number – addition and subtraction	2	Addition and subtraction (1)	13
	Number – addition and subtraction	3	Addition and subtraction (2)	12
	Geometry – properties of shape	4	Properties of shapes	12
Textbook B / Practice Book B (Term 2)	Measurement	5	Money	10
	Number – multiplication and division	6	Multiplication and division (1)	8
	Number – multiplication and division	7	Multiplication and division (2)	10
	Measurement	8	Length and height	5
	Measurement	9	Mass, capacity and temperature	8
	Statistics	10	Statistics	7
Textbook C / Practice Book C (Term 3)	Number – fractions	11	Fractions	15
	Geometry – position and direction	12	Position and direction	5
	Measurement	13	Time	8
	Number – addition and subtraction	14	Problem solving and efficient methods	12

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

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Numbers to 100	1	Numbers to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Year 1)	Read and write numbers from 1 to 20 in numerals and words (Year 1)
Number – number and place value	Unit 1	Numbers to 100	2	Count in 10s	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Year 1)	
Number – number and place value	Unit 1	Numbers to 100	3	Count in 10s and 1s	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	4	Recognise 10s and 1s	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	5	Build a number from 10s and 1s	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	6	Use a place value grid	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	7	Partition numbers to 100	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	8	Partition numbers flexibly within 100	Recognise the place value of each digit in a two-digit number (tens, ones)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Numbers to 100	9	Write numbers to 100 in expanded form	Recognise the place value of each digit in a two-digit number (tens, ones)	Read and write numbers to at least 100 in numerals and in words
Number – number and place value	Unit 1	Numbers to 100	10	10s on a number line to 100	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value	Unit 1	Numbers to 100	11	10s and 1s on a number line to 100	Identify, represent and estimate numbers using different representations, including the number line	Recognise the place value of each digit in a two-digit number (tens, ones)
Number – number and place value	Unit 1	Numbers to 100	12	Estimate numbers on a number line	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value	Unit 1	Numbers to 100	13	Compare 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	14	Compare numbers (2)	Compare and order numbers from 0 up to 100; use <, > and = signs	
Number – number and place value	Unit 1	Numbers to 100	15	Order numbers	Compare and order numbers from 0 up to 100; use <, > and = signs	
Number – number and place value	Unit 1	Numbers to 100	16	Count in 2s, 5s and 10s	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	
Number – number and place value	Unit 1	Numbers to 100	17	Count in 3s	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	1	Fact families	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	Learn number bonds	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)	3	Add two multiples of 10	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	Complements to 100 (tens)	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	Add and subtract 1s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	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)	6	Add by making 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	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	Add using a number line	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	8	Add three 1-digit numbers	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	9	Add to the next 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	10	Add across a 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	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	Subtract across a 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	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	Subtract from a 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	13	Subtract a 1-digit number from a 2-digit number – across 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	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)	1	10 more, 10 less	Count in steps of 2, 3, and 5 from 0, and in tens 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

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	2	Add and subtract 10s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	3	Add two 2-digit numbers – add 10s and add 1s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	4	Add two 2-digit numbers – add more 10s then more 1s	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	5	Subtract a 2-digit number from a 2-digit number – not across 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	6	Subtract a 2-digit number from a 2-digit number – across 10	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	7	How many more? How many fewer?	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	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)	8	Subtraction – find the difference	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	Compare 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 3	Addition and subtraction (2)	10	Missing number problems	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 3	Addition and subtraction (2)	11	Mixed addition and subtraction	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	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)	12	Two-step problems	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Geometry – properties of shape	Unit 4	Properties of shapes	1	Recognise 2D and 3D shapes	Compare and sort common 2D and 3D shapes and everyday objects.	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – properties of shape	Unit 4	Properties of shapes	2	Count 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 4	Properties of shapes	3	Count 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 4	Properties of shapes	4	Draw 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 4	Properties of shapes	5	Lines of symmetry on 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 4	Properties of shapes	6	Sort 2D shapes	Compare and sort common 2D and 3D shapes and everyday objects	
Geometry – properties of shape	Unit 4	Properties of shapes	7	Make patterns with 2D shapes	Order and arrange combinations of mathematical objects in patterns and sequences	
Geometry – properties of shape	Unit 4	Properties of shapes	8	Count 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 4	Properties of shapes	9	Count 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 4	Properties of shapes	10	Count 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 4	Properties of shapes	11	Sort 3D shapes	Compare and sort common 2D and 3D shapes and everyday objects	
Geometry – properties of shape	Unit 4	Properties of shapes	12	Make patterns with 3D shapes	Order and arrange combinations of mathematical objects in patterns and sequences	

Power Maths Year 2, Textbook 2B (Term 2) overview

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	5	Money	1	Count money – pence	Recognise and use symbols 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	5	Money	2	Count money – pounds (notes and coins)	Recognise and use symbols 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	5	Money	3	Count money – pounds and pence	Recognise and use symbols 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	5	Money	4	Choose notes and coins	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	
Measurement	5	Money	5	Make the same amount	Find different combinations of coins that equal the same amounts of money	
Measurement	5	Money	6	Compare amounts of money	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Measurement	5	Money	7	Calculate with money	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Measurement	5	Money	8	Make £1	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	
Measurement	5	Money	9	Find change	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Measurement	5	Money	10	Two-step 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	6	Multiplication and division (1)	1	Recognise 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	6	Multiplication and division (1)	2	Make equal groups	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	6	Multiplication and division (1)	3	Add equal groups	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	6	Multiplication and division (1)	4	The × sign	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	
Number – multiplication and division	6	Multiplication and division (1)	5	Multiplication sentences	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	6	Multiplication and division (1)	6	Use arrays	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 (×), division (÷) and equals (=) signs
Number – multiplication and division	6	Multiplication and division (1)	7	Make equal groups – 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	6	Multiplication and division (1)	8	Make equal groups – 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	7	Multiplication and division (2)	1	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	7	Multiplication and division (2)	2	Divide by 2	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	7	Multiplication and division (2)	3	Double and halve	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Number – multiplication and division	7	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	7	Multiplication and division (2)	5	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	7	Multiplication and division (2)	6	Divide 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	7	Multiplication and division (2)	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	7	Multiplication and division (2)	8	Divide 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	7	Multiplication and division (2)	9	Bar modelling – 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	7	Multiplication and division (2)	10	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.	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	8	Length and height	1	Measure in cm	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	8	Length and height	2	Measure in m	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	8	Length and height	3	Compare lengths and heights	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
Measurement	8	Length and height	4	Order lengths and heights	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
Measurement	8	Length and height	5	Four operations with lengths and heights	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Measurement	9	Mass, capacity and temperature	1	Compare mass	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
Measurement	9	Mass, capacity and temperature	2	Measure in grams	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	9	Mass, capacity and temperature	3	Measure in kilograms	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	9	Mass, capacity and temperature	4	Compare volume and capacity	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
Measurement	9	Mass, capacity and temperature	5	Measure in millilitres	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	9	Mass, capacity and temperature	6	Measure in litres	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	9	Mass, capacity and temperature	7	Measure temperature using a thermometer	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
Measurement	9	Mass, capacity and temperature	8	Read thermometers	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	

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

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions	10	Fractions	1	Introducing parts and wholes	Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)
Number – fractions	10	Fractions	2	Equal and unequal parts	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)	
Number – fractions	10	Fractions	3	Recognise a half	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)	
Number – fractions	10	Fractions	4	Find a half	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)	
Number – fractions	10	Fractions	5	Recognise a quarter	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)	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	10	Fractions	6	Find a quarter	Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)	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	10	Fractions	7	Thirds	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	10	Fractions	8	Find the 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	10	Fractions	9	Unit and non-unit 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	10	Fractions	10	Recognise the equivalence of a half and two quarters	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	10	Fractions	11	Recognise three quarters	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	10	Fractions	12	Count in fractions up to a whole	Non-statutory guidance: Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{2}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2)	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	11	Time	1	O'clock and half past	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (Year 1)	
Measurement	11	Time	2	Quarter past and quarter to	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	11	Time	3	Tell the 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	11	Time	4	Minutes in an hour	Know the number of minutes in an hour and the number of hours in a day	
Measurement	11	Time	5	Hours in a day	Know the number of minutes in an hour and the number of hours in a day	
Number – addition and subtraction	12	Problem solving 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 – addition and subtraction	12	Problem solving and efficient methods	2	Use number facts	Use place value and number facts to solve problems	
Number – addition and subtraction	12	Problem solving and efficient methods	3	Use a 100 square	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 – addition and subtraction	12	Problem solving and efficient methods	4	Getting started	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 – addition and subtraction	12	Problem solving and efficient methods	5	Missing numbers	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	12	Problem solving and efficient methods	6	Mental addition and subtraction (1)	Use place value and number facts to solve problems	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	12	Problem solving and efficient methods	7	Mental addition and subtraction (2)	Use place value and number facts to solve problems	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	12	Problem solving and efficient methods	8	Efficient subtraction	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
Number – addition and subtraction	12	Problem solving and efficient methods	9	Solve problems – addition and subtraction	Use place value and number facts to solve problems	Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods
Number – addition and subtraction	12	Problem solving and efficient methods	10	Solve 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.	
Number – addition and subtraction	12	Problem solving and efficient methods	11	Solve problems – using the four operations	Use place value and number facts to solve problems	
Geometry – position and direction	13	Position and direction	1	Language of position	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
Geometry – position and direction	13	Position and direction	2	Describe 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 three-quarter turns (clockwise and anti-clockwise)	
Geometry – position and direction	13	Position and direction	3	Describe 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 three-quarter turns (clockwise and anti-clockwise)	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – position and direction	13	Position and direction	4	Describe 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 three-quarter turns (clockwise and anti-clockwise)	
Geometry – position and direction	13	Position and direction	5	Make patterns by turning 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 three-quarter turns (clockwise and anti-clockwise)	Order and arrange combinations of mathematical objects in patterns and sequences
Statistics	14	Statistics	1	Make tally charts	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
Statistics	14	Statistics	2	Tables	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
Statistics	14	Statistics	3	Block diagrams	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
Statistics	14	Statistics	4	Draw pictograms (1 to 1)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
Statistics	14	Statistics	5	Interpret pictograms (1 to 1)	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	14	Statistics	6	Draw pictograms (1 to 2, 5 or 10)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
Statistics	14	Statistics	7	Interpret pictograms (1 to 2, 5 or 10)	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Ask and answer questions about totalling and comparing categorical data

Power Maths Year 3, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 1,000	13
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	13
	Number – multiplication and division	4	Multiplication and division (1)	5
	Number – multiplication and division	5	Multiplication and division (2)	13
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (3)	13
	Measurement	7	Length and perimeter	11
	Number – fractions	8	Fractions (1)	10
	Measurement	9	Mass	7
	Measurement	10	Capacity	6
Textbook C / Practice Workbook C (Term 3)	Number – fractions	11	Fractions (2)	8
	Measurement	12	Moneys	5
	Measurement	13	Time	12
	Geometry – properties of shapes	14	Angles and properties of shapes	9
	Statistics	15	Statistics	7

Power Maths Year 3, Textbook 3A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Place value within 1,000	1	Represent and partition numbers to 100	Recognise the place value of each digit in a two-digit number (tens, ones) (Year 2)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Place value within 1,000	2	Number line to 100	Compare and order numbers up to 1,000	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Place value within 1,000	3	100s	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
Number – number and place value	Unit 1	Place value within 1,000	4	Represent numbers to 1,000	Identify, represent and estimate numbers using different representations, including the number line	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
Number – number and place value	Unit 1	Place value within 1,000	5	Partition numbers to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Place value within 1,000	6	Partition numbers to 1,000 flexibly	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	
Number – number and place value	Unit 1	Place value within 1,000	7	100s, 10s and 1s	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)	Identify, represent and estimate numbers using different representations, including the number line
Number – number and place value	Unit 1	Place value within 1,000	8	Use a number line to 1,000	Identify, represent and estimate numbers using different representations, including the number line	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)
Number – number and place value	Unit 1	Place value within 1,000	9	Estimate on a number line to 1,000	Identify, represent and estimate numbers using different representations, including the number line	
Number – number and place value	Unit 1	Place value within 1,000	10	Find 1, 10 and 100 more or less	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)
Number – number and place value	Unit 1	Place value within 1,000	11	Compare numbers to 1,000	Compare and order numbers up to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)
Number – number and place value	Unit 1	Place value within 1,000	12	Order numbers to 1,000	Compare and order numbers up to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s)
Number – number and place value	Unit 1	Place value within 1,000	13	Count in 50s	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	1	Apply number bonds within 10	Recognise the place value of each digit in a two-digit number (10s, 1s) (Year 2)	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	2	Add/subtract 1s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	3	Add/subtract 10s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	4	Add/subtract 100s	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	5	Spot the pattern	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	6	Add 1s across 10	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	7	Add 10s across 100	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	8	Subtract 1s across 10	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	9	Subtract 10s across 100	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	10	Making connections	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	1	Add two numbers	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	2	Subtract two numbers	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	3	Add two numbers (across 10)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	4	Add two numbers (across 100)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	5	Subtract two numbers (across 10)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	6	Subtract two numbers (across 100)	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	7	Add a 3-digit and 2-digit number	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	8	Subtract a 2-digit number from a 3-digit number	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	9	Complements to 100	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	10	Estimate answers	Estimate the answer to a calculation and use inverse operations to check answers	
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	11	Inverse operations	Estimate the answer to a calculation and use inverse operations to check answers	
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	12	Problem solving (1)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	13	Problem solving (2)	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number – multiplication and division	Unit 4	Multiplication and division (1)	1	Multiplication – equal groups	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	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division	Unit 4	Multiplication and division (1)	2	Use arrays	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	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division	Unit 4	Multiplication and division (1)	3	Multiples of 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	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division	Unit 4	Multiplication and division (1)	4	Multiples of 5 and 10	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	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division	Unit 4	Multiplication and division (1)	5	Sharing and grouping	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	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Number – multiplication and division	Unit 5	Multiplication and division (2)	1	Multiply by 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	Unit 5	Multiplication and division (2)	2	Divide by 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	3	The 3 times-table	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	4	Multiply by 4	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	5	Divide by 4	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)6	6	The 4 times-table	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	7	Multiply by 8	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	8	Divide by 8	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	9	The 8 times-table	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	10	Problem solving – multiplication and division (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	Unit 5	Multiplication and division (2)	11	Problem solving – multiplication and division (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	12	Understand divisibility (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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
Number – multiplication and division	Unit 5	Multiplication and division (2)	13	Understand divisibility (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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

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

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	6	Multiplication and division (3)	1	Multiples of 10	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	
Number – multiplication and division	6	Multiplication and division (3)	2	Related calculations	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	
Number – multiplication and division	6	Multiplication and division (3)	3	Reasoning about multiplication	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	
Number – multiplication and division	6	Multiplication and division (3)	4	Multiply 2-digits by 1-digit – no exchange	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	
Number – multiplication and division	6	Multiplication and division (3)	5	Multiply 2-digits by 1-digit – exchange	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	
Number – multiplication and division	6	Multiplication and division (3)	6	Expanded written method	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	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	6	Multiplication and division (3)	7	Link multiplication and division	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	
Number – multiplication and division	6	Multiplication and division (3)	8	Divide 2-digits by 1-digit – no exchange	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	
Number – multiplication and division	6	Multiplication and division (3)	9	Divide 2-digits by 1-digit –flexible partitioning	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	
Number – multiplication and division	6	Multiplication and division (3)	10	Divide 2-digits by 1-digit with remainders	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	
Number – multiplication and division	6	Multiplication and division (3)	11	How many ways?	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	
Number – multiplication and division	6	Multiplication and division (3)	12	Problem solving – mixed problems (1)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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
Number – multiplication and division	6	Multiplication and division (3)	13	Problem solving – mixed problems (2)	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	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

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	7	Length and perimeter	1	Measure in m and cm	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	2	Measure in cm and mm	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	3	Metres, centimetres and millimetres	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	4	Equivalent lengths (m and cm)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	5	Equivalent lengths (mm and cm)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	6	Compare lengths	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	7	Add lengths	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	8	Subtract lengths	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	7	Length and perimeter	9	Measure perimeter	Measure the perimeter of simple 2D shapes	
Measurement	7	Length and perimeter	10	Calculate perimeter	Measure the perimeter of simple 2D shapes	
Measurement	7	Length and perimeter	11	Problem solving – length	Measure the perimeter of simple 2D shapes	
Number – fractions	8	Fractions (1)	1	Understand the denominator of unit fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
Number – fractions	8	Fractions (1)	2	Compare and order unit fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
Number – fractions	8	Fractions (1)	3	Understand the numerator of non-unit fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
Number – fractions	8	Fractions (1)	4	Understand the whole	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions	8	Fractions (1)	5	Compare and order non-unit fractions	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions	8	Fractions (1)	6	Divisions on a number line	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions	8	Fractions (1)	7	Count in fractions on a number line	Compare and order unit fractions, and fractions with the same denominators	
Number – fractions	8	Fractions (1)	8	Equivalent fractions as bar models	Recognise and show, using diagrams, equivalent fractions with small denominators	
Number – fractions	8	Fractions (1)	9	Equivalent fractions on a number line	Recognise and show, using diagrams, equivalent fractions with small denominators	
Number – fractions	8	Fractions (1)	10	Equivalent fractions	Recognise and show, using diagrams, equivalent fractions with small denominators	
Measurement	9	Mass	1	Use scales	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	2	Measure mass	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	3	Measure mass in kilograms and grams	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	4	Equivalent masses	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	5	Compare mass	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	6	Add and subtract mass	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	9	Mass	7	Problem solving – mass	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	10	Capacity	1	Measure capacity and volume in litres and millilitres	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	10	Capacity	2	Measure in litres and millilitres	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	10	Capacity	3	Equivalent capacities and volumes (litres and millilitres)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	10	Capacity	4	Compare capacity and volume	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	10	Capacity	5	Add and subtract capacity and volume	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Measurement	10	Capacity	6	Problem solving – capacity	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	

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

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions	11	Fractions (2)	1	Add fractions	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	
Number – fractions	11	Fractions (2)	2	Subtract fractions	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	
Number – fractions	11	Fractions (2)	3	Partition the whole	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	
Number – fractions	11	Fractions (2)	4	Problem solving – add and subtract fractions	Solve problems that involve all of the above	
Number – fractions	11	Fractions (2)	5	Unit fractions of a set of objects	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
Number – fractions	11	Fractions (2)	6	Non-unit fractions of a set of objects	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
Number – fractions	11	Fractions (2)	7	Reason with fractions of an amount	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
Number – fractions	11	Fractions (2)	8	Problem solving – fractions of measures	Solve problems that involve all of the above	
Measurement	12	Money	1	Pounds and pence	Add and subtract amounts of money to give change, using both £ and p in practical contexts	
Measurement	12	Money	2	Convert pounds and pence	Add and subtract amounts of money to give change, using both £ and p in practical contexts	
Measurement	12	Money	3	Add money	Add and subtract amounts of money to give change, using both £ and p in practical contexts	
Measurement	12	Money	4	Subtract money	Add and subtract amounts of money to give change, using both £ and p in practical contexts	
Measurement	12	Money	5	Find change	Add and subtract amounts of money to give change, using both £ and p in practical contexts	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	13	Time	1	Roman numerals to 12	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
Measurement	13	Time	2	Tell the time to 5 minutes	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
Measurement	13	Time	3	Tell the time to the minute	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
Measurement	13	Time	4	Read time on a digital clock	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
Measurement	13	Time	5	Use am and pm	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
Measurement	13	Time	6	Years, months and days	Know the number of seconds in a minute and the number of days in each month, year and leap year	
Measurement	13	Time	7	Days and hours	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	13	Time	8	Hours and minutes – start and end times	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Compare durations of events [for example to calculate the time taken by particular events or tasks]
Measurement	13	Time	9	Hours and minutes – durations	Compare durations of events [for example to calculate the time taken by particular events or tasks]	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
Measurement	13	Time	10	Hours and minutes – compare durations	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Compare durations of events [for example to calculate the time taken by particular events or tasks]
Measurement	13	Time	11	Minutes and seconds	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
Measurement	13	Time	12	Solve problems with time	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
Geometry – properties of shapes	14	Angles and properties of shapes	1	Turns and angles	Recognise angles as a property of shape or a description of a turn	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – properties of shapes	14	Angles and properties of shapes	2	Right angles in shapes	Recognise angles as a property of shape or a description of a turn	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
Geometry – properties of shapes	14	Angles and properties of shapes	3	Compare angles	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	Recognise angles as a property of shape or a description of a turn
Geometry – properties of shapes	14	Angles and properties of shapes	4	Measure and draw accurately	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Geometry – properties of shapes	14	Angles and properties of shapes	5	Horizontal and vertical	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
Geometry – properties of shapes	14	Angles and properties of shapes	6	Parallel and perpendicular	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
Geometry – properties of shapes	14	Angles and properties of shapes	7	Recognise, draw and describe 2D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	
Geometry – properties of shapes	14	Angles and properties of shapes	8	Recognise and describe 3D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	
Geometry – properties of shapes	14	Angles and properties of shapes	9	Make 3D shapes	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	
Statistics	15	Statistics	1	Interpret pictograms (1)	Interpret and present data using bar charts, pictograms and tables	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Statistics	15	Statistics	2	Interpret pictograms (2)	Interpret and present data using bar charts, pictograms and tables	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Statistics	15	Statistics	3	Draw pictograms	Interpret and present data using bar charts, pictograms and tables	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Statistics	15	Statistics	4	Interpret bar charts (1)	Interpret and present data using bar charts, pictograms and tables	
Statistics	15	Statistics	5	Interpret bar charts (2)	Interpret and present data using bar charts, pictograms and tables	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Statistics	15	Statistics	6	Collect and represent data in a bar chart	Interpret and present data using bar charts, pictograms and tables	
Statistics	15	Statistics	7	Simple two-way tables	Interpret and present data using bar charts, pictograms and tables	

Power Maths Year 4, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)	8
	Number – number and place value	2	Place value – 4-digit numbers (2)	8
	Number – addition and subtraction	3	Addition and subtraction	16
	Measurement	4	Measure – area	5
	Number – multiplication and division	5	Multiplication and division (1)	12
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	16
	Measurement	7	Length and perimeter	6
	Number – fractions	8	Fractions (1)	9
	Number – fractions	9	Fractions (2)	8
	Number – fractions (including decimals and percentages	10	Decimals (1)	12
Textbook C / Practice Workbook C (Term 3)	Number – fractions (including decimals and percentages	11	Decimals (2)	7
	Measurement	12	Money	6
	Measurement	13	Time	5
	Geometry – properties of shapes	14	Geometry – angles and 2D shapes	8
	Statistics	15	Statistics	6
	Geometry – position and direction	16	Geometry – position and direction	6

Power Maths Year 4, Textbook 4A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	1	Represent and partition numbers to 1,000	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	2	Number line to 1,000	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	3	Multiples of 1,000	Count in multiples of 6, 7, 9, 25 and 1,000	
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	4	4-digit numbers	Identify, represent and estimate numbers using different representations	
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	5	Partition 4-digit numbers flexibly	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	6	Partition 4-digit numbers flexibly	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	Identify, represent and estimate numbers using different representations
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	7	1, 10, 100, 1,000 more or less	Find 1,000 more or less than a given number	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
Number – number and place value	Unit 1	Place value – 4-digit numbers (1)	8	1,000s, 100s, 10s and 1s	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	Identify, represent and estimate numbers using different representations
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	1	Number line to 10,000	Identify, represent and estimate numbers using different representations	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	2	Between two multiples	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	Count in multiples of 6, 7, 9, 25 and 1000
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	3	Estimate on a number line to 10,000	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	4	Compare and order numbers to 10,000	Order and compare numbers beyond 1,000	Identify, represent and estimate numbers using different representations
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	5	Round to the nearest 1,000	Round any number to the nearest 10, 100 or 1,000	
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	6	Round to the nearest 100	Round any number to the nearest 10, 100 or 1,000	
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	7	Round to the nearest 10	Round any number to the nearest 10, 100 or 1,000	
Number – number and place value	Unit 2	Place value – 4-digit numbers (2)	8	Round to the nearest 1,000, 100 or 10	Round any number to the nearest 10, 100 or 1,000	
Number – addition and subtraction	Unit 3	Addition and subtraction	1	Add and subtract 1s, 10s, 100s, 1,000s	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Solve number and practical problems that involve all of the above and with increasingly large positive numbers
Number – addition and subtraction	Unit 3	Addition and subtraction	2	Add two 4-digit numbers – one exchange	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	3	Add two 4-digit numbers – one exchange	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 3	Addition and subtraction	4	Add with more than one exchange	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	5	Subtract two 4-digit numbers	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	6	Subtract two 4-digit numbers – one exchange	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	7	Subtract two 4-digit numbers – more than one exchange	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	8	Exchange across two columns	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
Number – addition and subtraction	Unit 3	Addition and subtraction	9	Efficient methods	Estimate and use inverse operations to check answers to a calculation	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
Number – addition and subtraction	Unit 3	Addition and subtraction	10	Equivalent difference	Estimate and use inverse operations to check answers to a calculation	
Number – addition and subtraction	Unit 3	Addition and subtraction	11	Estimate answers	Estimate and use inverse operations to check answers to a calculation	
Number – addition and subtraction	Unit 3	Addition and subtraction	12	Check strategies	Estimate and use inverse operations to check answers to a calculation	
Number – addition and subtraction	Unit 3	Addition and subtraction	13	Problem solving – one step	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	14	Problem solving – comparison	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	15	Problem solving – two steps	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	16	Problem solving – multi-step problems	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
Measurement	Unit 4	Measure – area	1	What is area?	Find the area of rectilinear shapes by counting squares	
Measurement	Unit 4	Measure – area	2	Measure area using squares	Find the area of rectilinear shapes by counting squares	
Measurement	Unit 4	Measure – area	3	Count squares	Find the area of rectilinear shapes by counting squares	
Measurement	Unit 4	Measure – area	4	Make shapes	Find the area of rectilinear shapes by counting squares	
Measurement	Unit 4	Measure – area	5	Compare area	Estimate, compare and calculate different measures, including money in pounds and pence	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	Unit 5	Multiplication and division (1)	1	Multiples of 3	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	2	Multiply and divide by 6	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	3	6 times-table and division facts	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	4	Multiply and divide by 9	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	5	9 times-table and division facts	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	6	The 3, 6 and 9 times-tables	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	7	Multiply and divide by 7	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	8	7 times-table and division facts	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	9	11 and 12 times-tables and division facts	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	Unit 5	Multiplication and division (1)	10	Multiply by 1 and 0	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division	Unit 5	Multiplication and division (1)	11	Divide by 1 and itself	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division	Unit 5	Multiplication and division (1)	12	Multiply three numbers	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	

Power Maths Year 4, Textbook 4B (Term 2) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	6	Multiplication and division (2)	1	Factor pairs	Recognise and use factor pairs and commutativity in mental calculations	
Number – multiplication and division	6	Multiplication and division (2)	2	Multiply and divide by 10	Recall multiplication and division facts for multiplication tables up to 12 × 12	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
Number – multiplication and division	6	Multiplication and division (2)	3	Multiply and divide by 100	Recall multiplication and division facts for multiplication tables up to 12 × 12	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
Number – multiplication and division	6	Multiplication and division (2)	4	Related facts – multiplication	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	6	Multiplication and division (2)	5	Related facts – division	Recall multiplication and division facts for multiplication tables up to 12 × 12	
Number – multiplication and division	6	Multiplication and division (2)	6	Multiply and add	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects	
Number – multiplication and division	6	Multiplication and division (2)	7	Informal written methods	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	6	Multiplication and division (2)	8	Multiply 2 digits by 1 digit	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	6	Multiplication and division (2)	9	Multiply 3 digits by 1 digit	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
Number – multiplication and division	6	Multiplication and division (2)	10	Solve multiplication problems	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects	
Number – multiplication and division	6	Multiplication and division (2)	11	Basic division	Recognise and use factor pairs and commutativity in mental calculations	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
Number – multiplication and division	6	Multiplication and division (2)	12	Division and remainders	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
Number – multiplication and division	6	Multiplication and division (2)	13	Divide 2-digit numbers	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
Number – multiplication and division	6	Multiplication and division (2)	14	Divide 3-digit numbers	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	6	Multiplication and division (2)	15	Correspondence problems	Recognise and use factor pairs and commutativity in mental calculations	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects
Number – multiplication and division	6	Multiplication and division (2)	16	Efficient multiplication	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects	Recognise and use factor pairs and commutativity in mental calculations
Measurement	7	Length and perimeter	1	Measure in km and m	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
Measurement	7	Length and perimeter	2	Perimeter on a grid	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
Measurement	7	Length and perimeter	3	Perimeter of a rectangle	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
Measurement	7	Length and perimeter	4	Perimeter of rectilinear shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
Measurement	7	Length and perimeter	5	Find missing lengths in rectilinear shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
Measurement	7	Length and perimeter	6	Perimeter of polygons	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
Number – fractions	8	Fractions (1)	1	Count beyond 1	Non-statutory guidance: They practise counting using simple fractions and decimals, both forwards and backwards	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
Number – fractions	8	Fractions (1)	2	Partition a mixed number	Ready to progress criteria (4F–1): Reason about the location of mixed numbers in the linear number system	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
Number – fractions	8	Fractions (1)	3	Number lines with mixed numbers	Ready to progress criteria (4F–1): Reason about the location of mixed numbers in the linear number system	Compare and order unit fractions, and fractions with the same denominators
Number – fractions	8	Fractions (1)	4	Compare and order mixed numbers	Ready to progress criteria (4F–1): Reason about the location of mixed numbers in the linear number system	Compare and order unit fractions, and fractions with the same denominators
Number – fractions	8	Fractions (1)	5	Convert mixed numbers to improper fractions	Ready to progress criteria (4F–2): Convert mixed numbers to improper fractions and vice versa	Recognise and show, using diagrams, equivalent fractions with small denominators
Number – fractions	8	Fractions (1)	6	Convert improper fractions to mixed numbers	Ready to progress criteria (4F–2): Convert mixed numbers to improper fractions and vice versa	Recognise and show, using diagrams, equivalent fractions with small denominators
Number – fractions	8	Fractions (1)	7	Equivalent fractions	Recognise and show, using diagrams, families of common equivalent fractions	Compare and order unit fractions, and fractions with the same denominators
Number – fractions	8	Fractions (1)	8	Equivalent fraction families	Recognise and show, using diagrams, families of common equivalent fractions	Recognise and show, using diagrams, equivalent fractions with small denominators
Number – fractions	8	Fractions (1)	9	Simplify fractions	Recognise and show, using diagrams, families of common equivalent fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions	9	Fractions (2)	1	Add and subtract two or more fractions	Add and subtract fractions with the same denominator	
Number – fractions	9	Fractions (2)	2	Add fractions and mixed numbers	Add and subtract fractions with the same denominator	
Number – fractions	9	Fractions (2)	3	Subtract from mixed numbers	Add and subtract fractions with the same denominator	
Number – fractions	9	Fractions (2)	4	Subtract from whole amounts	Add and subtract fractions with the same denominator	
Number – fractions	9	Fractions (2)	5	Problem solving – add and subtract fractions (1)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions	9	Fractions (2)	6	Problem solving – add and subtract fractions (2)	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions	9	Fractions (2)	7	Fraction of an amount	Non-stat lesson. It is not specifically mentioned in the curriculum	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
Number – fractions	9	Fractions (2)	8	Problem solving – fraction of an amount	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
Number – fractions (including decimals and percentages)	10	Decimals (1)	1	Tenths as fractions	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	2	Tenths as decimals	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	3	Tenths on a place value grid	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	4	Tenths on a number line (1)	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	5	Tenths on a number line (2)	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	6	Divide 1 digit by 10	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	10	Decimals (1)	7	Divide 2 digits by 10	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	8	Hundredths as fractions	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	9	Hundredths as decimals	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	10	Hundredths on a place value grid	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	11	Divide 1 or 2 digits by 100	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Number – fractions (including decimals and percentages)	10	Decimals (1)	12	Divide by 10 and 100	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	

Power Maths Year 4, Textbook 4C (Term 3) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	11	Decimals (2)	1	Make a whole	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	11	Decimals (2)	2	Partition decimals	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	11	Decimals (2)	3	Flexibly partition decimals	Recognise and write decimal equivalents of any number of tenths or hundredths	
Number – fractions (including decimals and percentages)	11	Decimals (2)	4	Compare decimals	Compare numbers with the same number of decimal places up to two decimal places	
Number – fractions (including decimals and percentages)	11	Decimals (2)	5	Order decimals	Compare numbers with the same number of decimal places up to two decimal places	
Number – fractions (including decimals and percentages)	11	Decimals (2)	6	Round to the nearest whole	Round decimals with one decimal place to the nearest whole number	
Number – fractions (including decimals and percentages)	11	Decimals (2)	7	Halves and quarters as decimals	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	
Measurement	12	Money	1	Write money using decimals	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	12	Money	2	Convert between pounds and pence	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	12	Money	3	Compare amounts of money	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	12	Money	4	Estimate with money	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	12	Money	5	Calculate with money	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	12	Money	6	Solve problems with money	Estimate, compare and calculate different measures, including money in pounds and pence	
Measurement	13	Time	1	Years, months, weeks and days	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
Measurement	13	Time	2	Hours, minutes and seconds	Convert between different units of measure [for example, kilometre to metre; hour to minute]	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	13	Time	3	Convert between analogue and digital times	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
Measurement	13	Time	4	Convert to the 24 hour clock	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
Measurement	13	Time	5	Problem solving – convert units of time	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	1	Identify angles	Identify acute and obtuse angles and compare and order angles up to two right angles by size	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	2	Compare and order angles	Identify acute and obtuse angles and compare and order angles up to two right angles by size	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	3	Triangles	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	4	Quadrilaterals	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	5	Polygons	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	6	Reason about polygons	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	7	Lines of symmetry	Identify lines of symmetry in 2D shapes presented in different orientations	
Geometry – properties of shapes	14	Geometry – angles and 2D shapes	8	Complete a symmetric figure	Complete a simple symmetric figure with respect to a specific line of symmetry	
Statistics	15	Statistics	1	Interpret charts	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
Statistics	15	Statistics	2	Solve problems with charts (1)	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
Statistics	15	Statistics	3	Solve problems with charts (2)	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
Statistics	15	Statistics	4	Interpret line graphs (1)	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
Statistics	15	Statistics	5	Interpret line graphs (2)	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
Statistics	15	Statistics	6	Draw line graphs	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – position and direction	16	Geometry – position and direction	1	Describe position	Describe positions on a 2D grid as coordinates in the first quadrant	
Geometry – position and direction	16	Geometry – position and direction	2	Describe position using coordinates	Describe positions on a 2D grid as coordinates in the first quadrant	
Geometry – position and direction	16	Geometry – position and direction	3	Plot coordinates	Plot specified points and draw sides to complete a given polygon	Describe positions on a 2D grid as coordinates in the first quadrant
Geometry – position and direction	16	Geometry – position and direction	4	Draw 2D shapes on a grid	Plot specified points and draw sides to complete a given polygon	
Geometry – position and direction	16	Geometry – position and direction	5	Translate on a grid	Describe movements between positions as translations of a given unit to the left/right and up/down	
Geometry – position and direction	16	Geometry – position and direction	6	Describe translation on a grid	Describe movements between positions as translations of a given unit to the left/right and up/down	

Power Maths Year 5, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 1,000,000 (1)	8
	Number – number and place value	2	Place value within 1,000,000 (2)	6
	Number – addition and subtraction	3	Addition and subtraction	12
	Number – multiplication and division	4	Multiplication and division (1)	10
	Number – fractions (including decimals and percentages)	5	Fractions (1)	8
	Number – fractions (including decimals and percentages)	6	Fractions (2)	11
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	7	Multiplication and division (2)	10
	Number – fractions (including decimals and percentages)	8	Fractions (3)	7
	Number – fractions (including decimals and percentages)	9	Decimals and percentages	15
	Measurement	10	Measure – perimeter and area	8
	Statistics	11	Graphs and tables	6
Textbook C / Practice Workbook C (Term 3)	Geometry – properties of shapes	12	Geometry – properties of shapes	12
	Geometry – position and direction	13	Geometry – position and direction	6
	Number – fractions (including decimals and percentages)	14	Decimals	15
	Number – number and place value	15	Negative numbers	4
	Measurement	16	Measure – converting units	10
	Measurement	17	Measure – volume and capacity	3

Power Maths Year 5, Textbook 5A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	1	Roman numerals	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	2	Numbers to 10,000	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	3	Numbers to 100,000	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	4	Numbers to 1,000,000	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	5	Read and write 5- and 6-digit numbers	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	6	Powers of 10	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	7	10/100/1,000/ 10,000/100,000 more or less	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	8	Partition numbers to 1,000,000	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	1	Number line to 1,000,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	2	Compare and order numbers to 100,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	3	Compare and order numbers to 1,000,000	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	4	Round numbers to the nearest 100,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	5	Round numbers to the nearest 10,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Number – number and place value	Unit 2	Place value within 1,000,000 (2)	6	Round numbers to the nearest 10, 100 and 1,000	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	
Number – addition and subtraction	Unit 3	Addition and subtraction	1	Mental strategies (addition)	Add and subtract numbers mentally with increasingly large numbers	
Number – addition and subtraction	Unit 3	Addition and subtraction	2	Mental strategies (subtraction)	Add and subtract numbers mentally with increasingly large numbers	
Number – addition and subtraction	Unit 3	Addition and subtraction	3	Add whole numbers with more than 4 digits (1)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
Number – addition and subtraction	Unit 3	Addition and subtraction	4	Add whole numbers with more than 4 digits (2)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 3	Addition and subtraction	5	Subtract whole numbers with more than 4 digits (1)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
Number – addition and subtraction	Unit 3	Addition and subtraction	6	Subtract whole numbers with more than 4 digits (2)	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
Number – addition and subtraction	Unit 3	Addition and subtraction	7	Round to check answers	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
Number – addition and subtraction	Unit 3	Addition and subtraction	8	Inverse operations (addition and subtraction)	Estimate and use inverse operations to check answers to a calculation	
Number – addition and subtraction	Unit 3	Addition and subtraction	9	Multi-step addition and subtraction problems (1)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	10	Multi-step addition and subtraction problems (2)	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	11	Solve missing number problems	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition and subtraction	Unit 3	Addition and subtraction	12	Solve comparison problems	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – multiplication and division	Unit 4	Multiplication and division (1)	1	Multiples	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
Number – multiplication and division	Unit 4	Multiplication and division (1)	2	Common multiples	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
Number – multiplication and division	Unit 4	Multiplication and division (1)	3	Factors	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
Number – multiplication and division	Unit 4	Multiplication and division (1)	4	Common factors	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
Number – multiplication and division	Unit 4	Multiplication and division (1)	5	Prime numbers	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	
Number – multiplication and division	Unit 4	Multiplication and division (1)	6	Square numbers	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	
Number – multiplication and division	Unit 4	Multiplication and division (1)	7	Cube numbers	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	
Number – multiplication and division	Unit 4	Multiplication and division (1)	8	Multiply by 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	Unit 4	Multiplication and division (1)	9	Divide by 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
Number – multiplication and division	Unit 4	Multiplication and division (1)	10	Multiples of 10, 100 and 1,000	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	1	Equivalent fractions 1	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	2	Equivalent fractions 2 – unit and non-unit fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	3	Equivalent fractions 3 – families of equivalent fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	4	Improper fractions to mixed numbers	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	5	Mixed numbers to improper fractions	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	6	Compare fractions less than 1	Compare and order fractions whose denominators are all multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	7	Order fractions less than 1	Compare and order fractions whose denominators are all multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (1)	8	Compare and order fractions greater than 1	Compare and order fractions whose denominators are all multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	1	Add and subtract fractions	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	2	Add fractions within 1	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	3	Add fractions with total greater than 1	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	4	Add to a mixed number	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	5	Add two mixed numbers	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	6	Subtract fractions within 1	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	7	Subtract from a mixed number	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	8	Subtract from a mixed number – breaking the whole	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	9	Subtract two mixed numbers	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	10	Solve fraction problems	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	11	Solve multi-step fraction problems	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	

Power Maths Year 5, Textbook 5B (Term 2) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – multiplication and division	7	Multiplication and division (2)	1	Multiply a number up to 4 digits by a 1-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	
Number – multiplication and division	7	Multiplication and division (2)	2	Multiply 2-digit numbers (area model)	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiply and divide numbers mentally drawing upon known facts
Number – multiplication and division	7	Multiplication and division (2)	3	Multiply 2-digit numbers	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiply and divide numbers mentally drawing upon known facts
Number – multiplication and division	7	Multiplication and division (2)	4	Multiply a 3-digit number by a 2-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	
Number – multiplication and division	7	Multiplication and division (2)	5	Multiply a 4-digit number by a 2-digit number	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	
Number – multiplication and division	7	Multiplication and division (2)	6	Divide a number up to 4 digits by a 1-digit number (1)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	
Number – multiplication and division	7	Multiplication and division (2)	7	Divide a number up to 4 digits by a 1-digit number (2)	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	
Number – multiplication and division	7	Multiplication and division (2)	8	Divide with remainders	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	
Number – multiplication and division	7	Multiplication and division (2)	9	Efficient division	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	
Number – multiplication and division	7	Multiplication and division (2)	10	Solve problems with multiplication and division	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
Number – fractions (including decimals and percentages)	8	Fractions (3)	1	Multiply unit fractions by an integer	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	8	Fractions (3)	2	Multiply non-unit fractions by an integer	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	8	Fractions (3)	3	Multiply mixed numbers by integers (1)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	8	Fractions (3)	4	Multiply mixed numbers by integers (2)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Number – fractions (including decimals and percentages)	8	Fractions (3)	5	Fraction of an amount	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
Number – fractions (including decimals and percentages)	8	Fractions (3)	6	Finding the whole	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
Number – fractions (including decimals and percentages)	8	Fractions (3)	7	Using fractions as operators	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$
Number – fractions (including decimals and percentages)	9	Decimals and percentages	1	Write decimals up to 2 decimal places – less than 1	Read, write, order and compare numbers with up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	2	Write decimals up to 2 decimals places – greater than 1	Read, write, order and compare numbers with up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	3	Equivalent fractions and decimals – tenths	Read and write decimal numbers as fractions [for example, 0·71 = 71/100]	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	4	Equivalent fractions and decimals – hundredths	Read and write decimal numbers as fractions [for example, 0·71 = 71/100]	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	5	Equivalent fractions and decimals	Read and write decimal numbers as fractions [for example, 0·71 = 71/100]	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	6	Thousandths as fractions	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	7	Thousandths as decimals	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	9	Decimals and percentages	8	Thousandths on a place value grid	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	9	Compare and order decimals – same number of decimal places	Read, write, order and compare numbers with up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	10	Compare and order any decimals with up to 3 decimal places	Read, write, order and compare numbers with up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	11	Round to the nearest whole number	Round decimals with two decimal places to the nearest whole number and to one decimal place	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	12	Round to one decimal place	Round decimals with two decimal places to the nearest whole number and to one decimal place	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	13	Understand percentages	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	14	Percentages as fractions and decimals	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	
Number – fractions (including decimals and percentages)	9	Decimals and percentages	15	Equivalent fractions, decimals and percentages	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Measurement	10	Measure – perimeter and area	1	Perimeter of rectangles	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Measurement	10	Measure – perimeter and area	2	Perimeter of rectilinear shapes (1)	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Measurement	10	Measure – perimeter and area	3	Perimeter of rectilinear shapes (2)	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Measurement	10	Measure – perimeter and area	4	Perimeter of polygons	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Measurement	10	Measure – perimeter and area	5	Area of rectangles (1)	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	10	Measure – perimeter and area	6	Area of rectangles (2)	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	
Measurement	10	Measure – perimeter and area	7	Area of compound shapes	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	
Measurement	10	Measure – perimeter and area	8	Estimate area	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes	
Statistics	11	Graphs and tables	1	Draw line graphs	Solve comparison, sum and difference problems using information presented in a line graph	
Statistics	11	Graphs and tables	2	Read and interpret line graphs (1)	Solve comparison, sum and difference problems using information presented in a line graph	
Statistics	11	Graphs and tables	3	Read and interpret line graphs (2)	Solve comparison, sum and difference problems using information presented in a line graph	
Statistics	11	Graphs and tables	4	Read and interpret tables	Complete, read and interpret information in tables, including timetables	
Statistics	11	Graphs and tables	5	Two-way tables	Complete, read and interpret information in tables, including timetables	
Statistics	11	Graphs and tables	6	Timetables	Complete, read and interpret information in tables, including timetables	

Power Maths Year 5, Textbook 5C (Term 3) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – properties of shapes	12	Geometry – properties of shapes	1	Understand and use degrees	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) – other multiples of 90°
Geometry – properties of shapes	12	Geometry – properties of shapes	2	Measure acute angles	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
Geometry – properties of shapes	12	Geometry – properties of shapes	3	Measure angles up to 180°	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Draw given angles, and measure them in degrees (°)
Geometry – properties of shapes	12	Geometry – properties of shapes	4	Draw lines and angles accurately	Draw given angles, and measure them in degrees (°)	
Geometry – properties of shapes	12	Geometry – properties of shapes	5	Calculate angles around a point	Identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) – other multiples of 90°	
Geometry – properties of shapes	12	Geometry – properties of shapes	6	Calculate angles on a straight line	Identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) – other multiples of 90°	
Geometry – properties of shapes	12	Geometry – properties of shapes	7	Lengths and angles in shapes	Use the properties of rectangles to deduce related facts and find missing lengths and angles	
Geometry – properties of shapes	12	Geometry – properties of shapes	8	Regular and irregular polygons	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
Geometry – properties of shapes	12	Geometry – properties of shapes	9	Parallel lines	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Year 3)	
Geometry – properties of shapes	12	Geometry – properties of shapes	10	Perpendicular lines	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Year 3)	
Geometry – properties of shapes	12	Geometry – properties of shapes	11	Investigate lines	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Year 3)	
Geometry – properties of shapes	12	Geometry – properties of shapes	12	3D shapes	Identify 3D shapes, including cubes and other cuboids, from 2D representations	
Geometry – position and direction	13	Geometry – position and direction	1	Read and plot coordinates	Describe positions on a 2D grid as coordinates in the first quadrant (Year 4)	Plot specified points and draw sides to complete a given polygon (Year 4)
Geometry – position and direction	13	Geometry – position and direction	2	Problem solving with coordinates	Describe positions on a 2D grid as coordinates in the first quadrant (Year 4)	Plot specified points and draw sides to complete a given polygon (Year 4)
Geometry – position and direction	13	Geometry – position and direction	3	Translate shapes	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	
Geometry – position and direction	13	Geometry – position and direction	4	Translate points	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – position and direction	13	Geometry – position and direction	5	Reflection	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	
Geometry – position and direction	13	Geometry – position and direction	6	Reflection in horizontal and vertical lines	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	
Number – fractions (including decimals and percentages)	14	Decimals	1	Add and subtract decimals within 1 (1)	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	2	Add and subtract decimals within 1 (2)	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	3	Complements to 1	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	4	Add and subtract decimals across 1	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	5	Add decimals with the same number of decimal places	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	6	Subtract decimals with the same number of decimal places	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	7	Add decimals with a different number of decimal places	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	8	Subtract decimals with a different number of decimal places	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	9	Problem solving with decimals (1)	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	10	Problem solving with decimals (2)	Solve problems involving number up to three decimal places	
Number – fractions (including decimals and percentages)	14	Decimals	11	Decimal sequences	Read, write, order and compare numbers with up to three decimal places	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	14	Decimals	12	Multiply by 10	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places
Number – fractions (including decimals and percentages)	14	Decimals	13	Multiply by 10, 100 and 1,000	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places
Number – fractions (including decimals and percentages)	14	Decimals	14	Divide by 10	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places
Number – fractions (including decimals and percentages)	14	Decimals	15	Divide by 10, 100 and 1,000	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places
Number – number and place value	15	Negative numbers	1	Understand negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
Number – number and place value	15	Negative numbers	2	Count through zero	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
Number – number and place value	15	Negative numbers	3	Compare and order negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
Number – number and place value	15	Negative numbers	4	Find the difference	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
Measurement	16	Measure – converting units	1	Kilograms and kilometres	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
Measurement	16	Measure – converting units	2	Millimetres and millilitres	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
Measurement	16	Measure – converting units	3	Convert units of length	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
Measurement	16	Measure – converting units	4	Imperial units of length	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	
Measurement	16	Measure – converting units	5	Imperial units of mass	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	16	Measure – converting units	6	Imperial units of capacity	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	
Measurement	16	Measure – converting units	7	Convert units of time	Solve problems involving converting between units of time	
Measurement	16	Measure – converting units	8	Timetables – calculating	Solve problems involving converting between units of time	
Measurement	16	Measure – converting units	9	Problem solving – units of measure (1)	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	
Measurement	16	Measure – converting units	10	Problem solving – units of measure (2)	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	
Measurement	17	Measure – volume	1	Cubic centimetres	Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	
Measurement	17	Measure – volume	2	Compare volumes	Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	
Measurement	17	Measure – volume	3	Estimate volume	Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	

Power Maths Year 6, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 10,000,000	8
	Number – addition, subtraction, multiplication and division	2	Four operations (1)	8
	Number – addition, subtraction, multiplication and division	3	Four operations (2)	12
	Number - fractions	4	Fractions (1)	9
	Number - fractions	5	Fractions (2)	9
	Measurement	6	Measure – imperial and metric measures	5
Textbook B / Practice Workbook B (Term 2)	Ratio and proportion	7	Ratio and proportion	9
	Algebra	8	Algebra	11
	Number - fractions (including decimals and percentages)	9	Decimals	9
	Number - fractions (including decimals and percentages)	10	Percentages	8
	Measurement	11	Measure – perimeter, area and volume	11
Textbook C / Practice Workbook C (Term 3)	Statistics	12	Statistics	11
	Geometry – properties of shapes	13	Geometry – properties of shapes	12
	Geometry – position and direction	14	Geometry – position and direction	5
	Number – addition, subtraction, multiplication and division	15	Problem solving	14

Power Maths Year 6, Textbook 6A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – number and place value	Unit 1	Place value within 10,000,000	1	Numbers to 1,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	2	Numbers to 10,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	3	Partition numbers to 10,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	4	Powers of 10	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	5	Number line to 10,000,000	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	6	Compare and order any number	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Solve number and practical problems
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	7	Round any number	Round any whole number to a required degree of accuracy	
Number – number and place value	Unit 1	Place value within 1,000,000 (1)	8	Negative numbers	Use negative numbers in context, and calculate intervals across zero	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	1	Add integers	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	2	Subtract integers	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	3	Problem solving – addition and subtraction	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	4	Common factors	Identify common factors, common multiples and prime numbers	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	5	Common multiples	Identify common factors, common multiples and prime numbers	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	6	Rules of divisibility	Identify common factors, common multiples and prime numbers	Use their knowledge of the order of operations to carry out calculations involving the four operations
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	7	Primes to 100	Identify common factors, common multiples and prime numbers	
Number – addition, subtraction, multiplication and division	Unit 2	Four operations (1)	8	Squares and cubes	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (year 5)	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition and subtraction	Unit 3	Four operations (2)	1	Multiply by a 1-digit number	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	
Number – addition and subtraction	Unit 3	Addition and subtraction	2	Multiply up to a 4-digit number by a 2-digit number	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	
Number – addition and subtraction	Unit 3	Addition and subtraction	3	Short division	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
Number – addition and subtraction	Unit 3	Addition and subtraction	4	Division using factors	Identify common factors, common multiples and prime numbers	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
Number – addition and subtraction	Unit 3	Addition and subtraction	5	Divide a 3-digit number by 2-digit (long division)	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
Number – addition and subtraction	Unit 3	Addition and subtraction	6	Divide a 4-digit number by 2-digit (long division)	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
Number – addition and subtraction	Unit 3	Addition and subtraction	7	Long division with remainders	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
Number – addition and subtraction	Unit 3	Addition and subtraction	8	Order of operations	Use their knowledge of the order of operations to carry out calculations involving the four operations	
Number – addition and subtraction	Unit 3	Addition and subtraction	9	Brackets	Use their knowledge of the order of operations to carry out calculations involving the four operations	
Number – addition and subtraction	Unit 3	Addition and subtraction	10	Mental calculations (1)	Perform mental calculations, including with mixed operations and large numbers	
Number – addition and subtraction	Unit 3	Addition and subtraction	11	Mental calculations (2)	Perform mental calculations, including with mixed operations and large numbers	
Number – addition and subtraction	Unit 3	Addition and subtraction	12	Reason from known facts	Use their knowledge of the order of operations to carry out calculations involving the four operations	Solve problems involving addition, subtraction, multiplication and division
Number – fraction	Unit 4	Fractions (1)	1	Equivalent fractions and simplifying	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
Number – fraction	Unit 4	Fractions (1)	2	Equivalent fractions on a number line	Compare and order fractions, including fractions > 1	
Number – fraction	Unit 4	Fractions (1)	3	Compare and order fractions (	Compare and order fractions, including fractions > 1	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fraction	Unit 4	Fractions (1)	4	Add and subtract simple fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fraction	Unit 4	Fractions (1)	5	Add and subtract any two fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fraction	Unit 4	Fractions (1)	6	Add mixed numbers	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fraction	Unit 4	Fractions (1)	7	Subtract mixed numbers	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fraction	Unit 4	Fractions (1)	8	Multi-step problems	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fraction	Unit 4	Fractions (1)	9	Problem solving - add and subtract fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	1	Multiply fractions by integers	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	2	Multiply fractions by fractions (1)	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	3	Multiply fractions by fractions (2)	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	4	Divide a fraction by an integer (1)	Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	5	Divide a fraction by an integer (2)	Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	6	Divide a fraction by an integer (2)	Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	7	Mixed questions with fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	8	Fraction of an amount	Use written division methods in cases where the answer has up to two decimal places	

Strand	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	Unit 5	Fractions (2)	9	Fraction of an amount – find the whole	Use written division methods in cases where the answer has up to two decimal places	
Measurement	Unit 6	Measure – imperial and metric measures	1	Metric measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	2	Convert metric measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	3	Calculate with metric measures	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	4	Miles and kilometres	Convert between miles and kilometres	
Number – fractions (including decimals and percentages)	Unit 6	Fractions (2)	5	Imperial measures	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	

Power Maths Year 6, Textbook 6B (Term 2) overview

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Ratio and proportion	7	Ratio and proportion	1	Use ratio language	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Ratio and proportion	7	Ratio and proportion	2	Introduce the ratio symbol	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Ratio and proportion	7	Ratio and proportion	3	Use ratio	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Ratio and proportion	7	Ratio and proportion	4	Scale drawing	Solve problems involving similar shapes where the scale factor is known or can be found	
Ratio and proportion	7	Ratio and proportion	5	Scale factors	Solve problems involving similar shapes where the scale factor is known or can be found	
Ratio and proportion	7	Ratio and proportion	6	Similar shapes	Solve problems involving similar shapes where the scale factor is known or can be found	
Ratio and proportion	7	Ratio and proportion	7	Ratio problems	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Ratio and proportion	7	Ratio and proportion	8	Problem solving – ratio and proportion (1)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Ratio and proportion	7	Ratio and proportion	9	Problem solving – ratio and proportion (2)	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Algebra	8	Algebra	1	Find a rule – one step	Generate and describe linear number sequences	
Algebra	8	Algebra	2	Find a rule – two steps	Generate and describe linear number sequences	
Algebra	8	Algebra	3	Form expressions	Generate and describe linear number sequences	
Algebra	8	Algebra	4	Substitution (1)	Express missing number problems algebraically	Generate and describe linear number sequences
Algebra	8	Algebra	5	Substitution (2)	Express missing number problems algebraically	Generate and describe linear number sequences
Algebra	8	Algebra	6	Formulae	Use simple formulae	
Algebra	8	Algebra	7	Form and solve equations	Express missing number problems algebraically	
Algebra	8	Algebra	8	Solve one-step equations	Express missing number problems algebraically	
Algebra	8	Algebra	9	Solve two-step equations	Express missing number problems algebraically	
Algebra	8	Algebra	10	Find pairs of values	Find pairs of numbers that satisfy an equation with two unknowns	
Algebra	8	Algebra	11	Solve problems with two unknowns	Enumerate possibilities of combinations of two variables	Find pairs of numbers that satisfy an equation with two unknowns

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	9	Decimals	1	Place value to 3 decimal places	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	Solve problems which require answers to be rounded to specified degrees of accuracy
Number – fractions (including decimals and percentages)	9	Decimals	2	Round decimals	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	Solve problems which require answers to be rounded to specified degrees of accuracy
Number – fractions (including decimals and percentages)	9	Decimals	3	Add and subtract decimals	Solve problems which require answers to be rounded to specified degrees of accuracy	
Number – fractions (including decimals and percentages)	9	Decimals	4	Multiply by 10, 100 and 1,000	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals	5	Divide by 10, 100 and 1,000	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
Number – fractions (including decimals and percentages)	9	Decimals	6	Multiply decimals by integers	Multiply one-digit numbers with up to two decimal places by whole numbers	
Number – fractions (including decimals and percentages)	9	Decimals	7	Divide decimals by integers	Use written division methods in cases where the answer has up to two decimal places	Solve problems which require answers to be rounded to specified degrees of accuracy
Number – fractions (including decimals and percentages)	9	Decimals	8	Fractions to decimals	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0·375] for a simple fraction [for example, $\frac{3}{8}$]	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Number – fractions (including decimals and percentages)	9	Decimals	9	Fractions as division	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0·375] for a simple fraction [for example, $\frac{3}{8}$]	
Number – fractions (including decimals and percentages)	10	Percentages	1	Understand percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – fractions (including decimals and percentages)	10	Percentages	2	Fractions to percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – fractions (including decimals and percentages)	10	Percentages	3	Equivalent fractions, decimals and percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – fractions (including decimals and percentages)	10	Percentages	4	Order fractions, decimals and percentages	Compare and order fractions, including fractions > 1	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Number – fractions (including decimals and percentages)	10	Percentages	5	Simple percentage of an amount	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Number – fractions (including decimals and percentages)	10	Percentages	6	Percentage of an amount – 1%	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Number – fractions (including decimals and percentages)	10	Percentages	7	Percentages of an amount	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Number – fractions (including decimals and percentages)	10	Percentages	8	Percentages (missing values)	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Multiply one-digit numbers with up to two decimal places by whole numbers
Measurement	11	Measure – perimeter, area and volume	1	Shapes – same area	Recognise that shapes with the same areas can have different perimeters and vice versa	
Measurement	11	Measure – perimeter, area and volume	2	Area and perimeter	Recognise that shapes with the same areas can have different perimeters and vice versa	
Measurement	11	Measure – perimeter, area and volume	3	Area and perimeter – missing lengths	Recognise that shapes with the same areas can have different perimeters and vice versa	
Measurement	11	Measure – perimeter, area and volume	4	Area of a triangle – counting squares	Calculate the area of parallelograms and triangles	
Measurement	11	Measure – perimeter, area and volume	5	Area of a right-angled triangle	Calculate the area of parallelograms and triangles	
Measurement	11	Measure – perimeter, area and volume	6	Area of any triangle	Calculate the area of parallelograms and triangles	
Measurement	11	Measure – perimeter, area and volume	7	Area of a parallelogram	Recognise when it is possible to use formulae for area and volume of shapes	Calculate the area of parallelograms and triangles
Measurement	11	Measure – perimeter, area and volume	8	Problem solving – area	Calculate the area of parallelograms and triangles	
Measurement	11	Measure – perimeter, area and volume	9	Problem solving – perimeter	Recognise that shapes with the same areas can have different perimeters and vice versa	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Measurement	11	Measure – perimeter, area and volume	10	Volume – count cubes	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	Recognise when it is possible to use formulae for area and volume of shapes
Measurement	11	Measure – perimeter, area and volume	11	Volume of a cuboid	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	Recognise when it is possible to use formulae for area and volume of shapes

Power Maths Year 6, Textbook 6C (Term 3) overview

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Statistics	12	Statistics	1	Interpret line graphs	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	2	Draw line graphs	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	3	Advanced bar charts	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Statistics	12	Statistics	4	Understand and complete pie charts	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	5	Read and interpret pie charts	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	6	Pie charts and fractions (1)	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	7	Pie charts and fractions (2)	Interpret and construct pie charts and line graphs and use these to solve problems	
Statistics	12	Statistics	8	Pie charts and percentages	Interpret and construct pie charts and line graphs and use these to solve problems	Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts [non-stat]
Statistics	12	Statistics	9	Introduction to the mean	Calculate and interpret the mean as an average	
Statistics	12	Statistics	10	Calculate the mean	Calculate and interpret the mean as an average	
Statistics	12	Statistics	11	Problem solving – mean	Calculate and interpret the mean as an average	
Geometry – properties of shapes	13	Geometry – properties of shapes	1	Measure and classify angles	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	
Geometry – properties of shapes	13	Geometry – properties of shapes	2	Vertically opposite angles	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	
Geometry – properties of shapes	13	Geometry – properties of shapes	3	Angles in a triangle	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	Draw 2D shapes using given dimensions and angles

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – properties of shapes	13	Geometry – properties of shapes	4	Angles in a triangle – missing angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Geometry – properties of shapes	13	Geometry – properties of shapes	5	Angles in a triangle – special cases	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Geometry – properties of shapes	13	Geometry – properties of shapes	6	Angles in quadrilaterals	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Geometry – properties of shapes	13	Geometry – properties of shapes	7	Angles in polygons	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
Geometry – properties of shapes	13	Geometry – properties of shapes	8	Circles	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
Geometry – properties of shapes	13	Geometry – properties of shapes	9	Parts of a circle	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
Geometry – properties of shapes	13	Geometry – properties of shapes	10	Draw shapes accurately	Draw 2D shapes using given dimensions and angles	
Geometry – properties of shapes	13	Geometry – properties of shapes	11	Nets of 3D shapes (1)	Recognise, describe and build simple 3D shapes, including making nets	
Geometry – properties of shapes	13	Geometry – properties of shapes	12	Nets of 3D shapes (2)	Recognise, describe and build simple 3D shapes, including making nets	
Geometry – position and direction	14	Geometry – position and direction	1	The first quadrant	Describe positions on the full coordinate grid (all four quadrants)	
Geometry – position and direction	14	Geometry – position and direction	2	Read and plot points in four quadrants	Describe positions on the full coordinate grid (all four quadrants)	
Geometry – position and direction	14	Geometry – position and direction	3	Translations	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	
Geometry – position and direction	14	Geometry – position and direction	4	Reflections	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Geometry – position and direction	14	Geometry – position and direction	5	Solve problems with coordinates	Describe positions on the full coordinate grid (all four quadrants)	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Number – addition, subtraction, multiplication and division	15	Problem solving	1	Problem solving – place value	Solve number and practical problems that involve all of the above	
Number – addition, subtraction, multiplication and division	15	Problem solving	2	Problem solving – negative numbers	Solve number and practical problems that involve all of the above	
Number – addition, subtraction, multiplication and division	15	Problem solving	3	Problem solving – addition and subtraction	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Number – addition, subtraction, multiplication and division	15	Problem solving	4	Problem solving – four operations (1)	Solve problems involving addition, subtraction, multiplication and division	Use their knowledge of the order of operations to carry out calculations involving the four operations
Number – addition, subtraction, multiplication and division	15	Problem solving	5	Problem solving – four operations (2)	Solve problems involving addition, subtraction, multiplication and division	
Number – addition, subtraction, multiplication and division	15	Problem solving	6	Problem solving – fractions	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – addition, subtraction, multiplication and division	15	Problem solving	7	Problem solving – decimals	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – addition, subtraction, multiplication and division	15	Problem solving	8	Problem solving – percentages	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Number – addition, subtraction, multiplication and division	15	Problem solving	9	Problem solving – ratio and proportion	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Number – addition, subtraction, multiplication and division	15	Problem solving	10	Problem solving – time (1)	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	

Strand	Unit	Unit title	Lesson number	Lesson title	NC Objective 1	NC Objective 2
Number – addition, subtraction, multiplication and division	15	Problem solving	11	Problem solving – time (2)	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	
Number – addition, subtraction, multiplication and division	15	Problem solving	12	Problem solving – position and direction	Describe positions on the full coordinate grid (all four quadrants)	
Number – addition, subtraction, multiplication and division	15	Problem solving	13	Problem solving – properties of shapes (1)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Number – addition, subtraction, multiplication and division	15	Problem solving	14	Problem solving – properties of shapes (2)	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons