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