Power Maths Year 1, yearly overview

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

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

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

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

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

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

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

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

Strand 1	Strand 2	Unit		Lesson number	Lesson title	NC Objective 1	NC Objective 2	NC Objective 3
Measurement		Unit 11	Introducing weight and volume	4	Comparing capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]		
Measurement		Unit 11	Introducing weight and volume	5	Measuring capacity	Measure and begin to record the following: capacity and volume	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
Measurement		Unit 11	Introducing weight and volume	6	Comparing capacity using measuring	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Measure and begin to record the following: capacity and volume	
Measurement	Number – addition and subtraction	Unit 11	Introducing weight and volume	7	Solving word problems – weight and capacity	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	

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

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

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

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