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	