Power Maths Year 1
Power Up progression

Textbook 1A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 1	Numbers to 10	1	Sorting 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	Children recognise and identify the number 5 using pictorial representations.
Number – number and place value	Unit 1	Numbers to 10	2	Counting objects 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	Children sort objects, working with numbers up to 5.
Number – number and place value	Unit 1	Numbers to 10	3	Counting and writing 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	Children recognise the number 4 using different pictorial representations and are asked how else they could show this number.
Number – number and place value	Unit 1	Numbers to 10	4	Counting backwards from 10 to 0	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	Children identify the number 6 from different pictorial representations and are encouraged to represent it themselves using a ten frame.
Number – number and place value	Unit 1	Numbers to 10	5	Counting one 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	Children explore the number 3, and are asked to write/label drawings with the matching numeral.
Number – number and place value	Unit 1	Numbers to 10	6	Counting 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	Children explore the number 6, and are asked to write/label drawings with the matching numeral.
Number – number and place value	Unit 1	Numbers to 10	7	Comparing 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	Children count amounts of objects, up to and including 10. Having identified how many, children count back to 0 as objects removed or crossed out.
Number – number and place value	Unit 1	Numbers to 10	8	Comparing numbers of objects	Given a number, identify 1 more and 1 less (within 10)	Children insert five cubes into a function machine with the function '1 more'. They also explore what '1 less' would be.
Number – number and place value	Unit 1	Numbers to 10	9	Comparing numbers	Given a number, identify 1 more and 1 less (within 10)	Children complete a table to show 1 more and 1 less as well as the original number, working up to 10.
Number – number and place value	Unit 1	Numbers to 10	10	Ordering objects and numbers	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children count forwards to 10 from any start number.
Number – number and place value	Unit 1	Numbers to 10	11	First, second, third...	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children count backwards from 9, using representations of ten frames.
Number – number and place value	Unit 1	Numbers to 10	12	The number line	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children count forwards and backwards from given numbers from 0 to 10.
Number – number and place value	Unit 2	Part-whole within 10	1	The part-whole model (1)	Given a number, identify 1 more and 1 less (within 10)	Children identify 1 more or 1 less than 8 and 9.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 2	Part-whole within 10	2	The part-whole model (2)	Given a number, identify 1 more and 1 less (within 10)	Children are given the final number which is 1 more and identify what the original number was.
Number – number and place value	Unit 2	Part-whole within 10	3	Related facts – number bonds	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children explore addition bonds to numbers 2 and 3, by drawing, making and representing in part-whole models.
Number – number and place value	Unit 2	Part-whole within 10	4	Finding number bonds	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children identify all addition bonds to 4 using a part-whole model.
Number – number and place value	Unit 2	Part-whole within 10	5	Comparing number bonds	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children work out a code by working with the addition bonds to 2, 3 and 4.
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 (within 10)	Children work with addition bonds to 5 and find all possibilities.
Number – addition and subtraction	Unit 3	Addition and subtraction within 10 (1)	2	Finding the whole – adding more	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children count forwards and backwards from 0–10 using a number track, from different starting points.
Number – addition and subtraction	Unit 3	Addition and subtraction within 10 (1)	3	Finding a part	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children count forwards and backwards to/from 10 using a number track with varying starting points.
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 (within 10)	Children explore addition bonds to numbers up to 5 using a dart board.
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 (within 10)	Children explore addition bonds to 6, finding all possibilities.
Number – addition and subtraction	Unit 3	Addition and subtraction within 10 (1)	6	Solving word problems – addition	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children explore addition bonds to 7, representing them using different models.
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 (within 10)	Children explore addition bonds to 8, finding all possibilities.
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 (within 10)	Children further explore addition bonds to 8, using different models to represent them.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	3	Subtraction – breaking apart (1)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explain part-whole models and identify which is a part and which is a whole.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	4	Subtraction – breaking apart (2)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore the number bonds to 8, using a variety of models as well as making it physically.
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 (within 10)	Children explore addition bonds to 9, finding all possibilities.
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 (within 10)	Children explore addition bonds to 10, looking at different representations.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	7	Subtraction – counting back	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children use a number track to count on 3 from 4 and write the number sentence.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	8	Subtraction – finding the difference	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 10)	Children use a number track to count back 3 from 8 and write the number sentence.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	9	Solving word problems – subtraction	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children explore addition bonds to numbers up to 10, using a dart board.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	10	Comparing additions and subtractions (1)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children list addition bonds to 2, 3 and 4 using a part-whole model.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	11	Comparing additions and subtractions (2)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children list addition bonds to 5, 6 and 7 and write number sentences.
Number – addition and subtraction	Unit 4	Addition and subtraction within 10 (2)	12	Solving word problems – addition and subtraction	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children list addition bonds to 8 and 9, writing number sentences.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Geometry – properties of shape	Unit 5	2D and 3D shapes	1	Naming 3D shapes (1)	Given a number, identify 1 more and 1 less (within 10)	Children compare numbers using <, > and = then complete number sentences to identify 1 more and 1 less with numbers up to 10.
Geometry – properties of shape	Unit 5	2D and 3D shapes	2	Naming 3D shapes (2)	Given a number, identify 1 more and 1 less (within 10)	Children use a number line to work out 1 more and 1 less than 5 and write number sentences.
Geometry – properties of shape	Unit 5	2D and 3D shapes	3	Naming 2D shapes (1)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children write the number sentence for 3 + 7 and find three more facts.
Geometry – properties of shape	Unit 5	2D and 3D shapes	4	Naming 2D shapes (2)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children explore addition bonds to 9, finding all possibilities.
Geometry – properties of shape	Unit 5	2D and 3D shapes	5	Making patterns with shapes	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children explore number bonds to 10.
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 (to 10)	Children count forwards and backwards to 10 using a number track. Vary starting points and use of numbers as words.
Number – number and place value	Unit 6	Numbers to 20	2	Tens and ones (1)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children recognise numbers up to 20, count and label collections of objects.
Number – number and place value	Unit 6	Numbers to 20	3	Tens and ones (2)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children count objects up to 20 and label with the correct numeral. Children count in 2s.
Number – number and place value	Unit 6	Numbers to 20	4	Counting one more, one less	Given a number, identify 1 more and 1 less (within 10)	Children use a number line to show 1 more and 1 less than 7. Children mark the jumps and write number sentences.
Number – number and place value	Unit 6	Numbers to 20	5	Comparing numbers of objects	Given a number, identify 1 more and 1 less (within 20)	Children complete a table to identify 1 more or 1 less with numbers up to 20.
Number – number and place value	Unit 6	Numbers to 20	6	Comparing numbers	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children count forwards to 20 from different starting points. Option to count in 2s.
Number – number and place value	Unit 6	Numbers to 20	7	Ordering objects and numbers	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children find missing numbers by counting backwards and forwards from numbers up to 20.

Textbook 1B (Term 2) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – addition and subtraction	Unit 7	Addition within 20	1	Add by counting on	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children count forwards and backwards within 20 with different starting points.
Number – addition and subtraction	Unit 7	Addition within 20	2	Adding ones	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children use number facts within 20 to identify what numbers different shapes represent.
Number – addition and subtraction	Unit 7	Addition within 20	3	Finding number bonds	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children complete part-whole models for number facts within 10.
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 (within 10)	Children complete number sentences for addition and subtraction number bonds to 10.
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 (within 10)	Children identify what addition facts ten frames show for number bonds within 10.
Number – addition and subtraction	Unit 7	Addition within 20	6	Solving word problems – addition	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20)	Children count forwards and backwards within 20.
Number – addition and subtraction	Unit 8	Subtraction within 20	1	Subtracting ones	Given a number, identify 1 more and 1 less (within 20)	Children compare representations of numbers within 20 using <, > and =.
Number – addition and subtraction	Unit 8	Subtraction within 20	2	Subtracting tens and ones	Given a number, identify 1 more and 1 less (within 20)	Children show 1 more and 1 less than 18 on a number line, writing the number sentences.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – addition and subtraction	Unit 8	Subtraction within 20	3	Subtraction – crossing the 10 (1)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children quickly generate all the addition number bonds to 8 using part-whole diagrams.
Number – addition and subtraction	Unit 8	Subtraction within 20	4	Subtraction – crossing the 10 (2)	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children complete and write all the facts for number bonds to 10 by making it, drawing it and using models.
Number – addition and subtraction	Unit 8	Subtraction within 20	5	Solving word and picture problems – subtraction	Represent and use number bonds and related subtraction facts within 20 (within 10)	Children make pairs of additions for 10.
Number – addition and subtraction	Unit 8	Subtraction within 20	6	Addition and subtraction facts to 20	Add and subtract one-digit and two-digit numbers to 20, including 0	Children use a function machine which adds 2, and use it with the numbers 12, 13, 14 and 15.
Number – addition and subtraction	Unit 8	Subtraction within 20	7	Comparing additions and subtractions	Add and subtract one-digit and two-digit numbers to 20, including 0	Children answer number sentences for subtractions of 2 from 19, 18 and 17 and identify which number sentences come next.
Number – addition and subtraction	Unit 8	Subtraction within 20	8	Solving word and picture problems – addition and subtraction	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore addition problems with numbers up to 20 using shapes to represent numbers.
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 (to 30)	Children count forwards and backwards in 1s to 30.
Number – number and place value	Unit 9	Numbers to 50	2	Numbers to 50 (2)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore number bonds to 14.
Number – number and place value	Unit 9	Numbers to 50	3	Tens and ones	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore number bonds to 12, making all possibilities.
Number – number and place value	Unit 9	Numbers to 50	4	Representing numbers to 50	Add and subtract one-digit and two-digit numbers to 20, including 0	Children are shown the same calculation in three different ways, and find new ways to show that calculation.
Number – number and place value	Unit 9	Numbers to 50	5	Comparing numbers of objects	Given a number, identify 1 more and 1 less (to 50)	Children complete a table to show 1 less and 1 more for numbers up to 50.
Number – number and place value	Unit 9	Numbers to 50	6	Comparing numbers	Given a number, identify 1 more and 1 less (to 50)	Children are shown a function machine with the function '1 less' and the output 39, to identify the start number and complete the number sentences.
Number – number and place value	Unit 9	Numbers to 50	7	Ordering objects and numbers	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children use representations of 33, 34 and 35 to work out which numbers come next when counting forwards.
Number – number and place value	Unit 9	Numbers to 50	8	Counting in 2s	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children count forwards and backwards within 50 and find missing numbers on number tracks.
Number – number and place value	Unit 9	Numbers to 50	9	Counting in 5s	Count in multiples of 2s, 5s and 10s	Children use a 100 square to find a pattern of counting in 2s to 50.
Number – number and place value	Unit 9	Numbers to 50	10	Solving word problems – addition and subtraction (1)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children use a dart board to create number sentences up to 20, finding the highest and lowest possible scores.
Number – number and place value	Unit 9	Numbers to 50	11	Solving word problems – addition and subtraction (2)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children use digit cards to create number sentences up to 20. What is the largest/smallest answer children can make?
Measurement	Unit 10	Introducing length and height	1	Comparing lengths and heights	Count in multiples of 2s, 5s and 10s	Children count in 2s, forwards and backwards, to 50.
Measurement	Unit 10	Introducing length and height	2	Non-standard units of measure (1)	Count in multiples of 2s, 5s and 10s	Children count in 2s both forwards and backwards to find missing numbers on number tracks. Includes numbers written out in words.
Measurement	Unit 10	Introducing length and height	3	Non-standard units of measure (2)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore the number 15 on a number line and part-whole model.
Measurement	Unit 10	Introducing length and height	4	Measuring length using a ruler	Add and subtract one-digit and two-digit numbers to 20, including 0	Children identify what calculation is shown on a number line to 20.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 10	Introducing length and height	5	Solving word problems – length	Add and subtract one-digit and two-digit numbers to 20, including 0	Children write all the possible calculations for the jump shown on a number line.
Measurement	Unit 11	Introducing weight and volume	1	Comparing weight	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children are given a start and finish number, count in 1s within 50, forwards and backwards.
Measurement	Unit 11	Introducing weight and volume	2	Measuring weight	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children find a mistake in a grid to 50, counting in 1s.
Measurement	Unit 11	Introducing weight and volume	3	Comparing weight using measuring	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children count forwards and backwards to find missing numbers on number tracks with numbers to 50.
Measurement	Unit 11	Introducing weight and volume	4	Comparing capacity	Add and subtract one-digit and two-digit numbers to 20, including 0	Children write matching calculations to jumps shown on a number line to 20.
Measurement	Unit 11	Introducing weight and volume	5	Measuring capacity	Add and subtract one-digit and two-digit numbers to 20, including 0	Children use a function machine which adds 9 to work out what number will come out the machine when 11 in inputted.
Measurement	Unit 11	Introducing weight and volume	6	Comparing capacity using measuring	Add and subtract one-digit and two-digit numbers to 20, including 0	Children write matching number sentences to addition jumps on number lines to 20.
Measurement	Unit 11	Introducing weight and volume	7	Solving word problems – weight and capacity	Add and subtract one-digit and two-digit numbers to 20, including 0	Children use a function machine which subtracts 8 to work out what number will come out when 20 is inputted.

Textbook IC (Term 3) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 12	Multiplication	1	Counting in 10s, 5s and 2s	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children count forwards and backwards for numbers within 50.
Number – multiplication and division	Unit 12	Multiplication	2	Making equal groups	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children find missing numbers in grids of 50, counting forwards.
Number – multiplication and division	Unit 12	Multiplication	3	Adding equal groups	Represent and use number bonds and related subtraction facts within 20	Children use their knowledge of number bonds to 10 to find number bonds to 11 and 12.
Number – multiplication and division	Unit 12	Multiplication	4	Making simple arrays	Represent and use number bonds and related subtraction facts within 20	Children explore number bonds to 11 using different representations.
Number – multiplication and division	Unit 12	Multiplication	5	Making doubles	Represent and use number bonds and related subtraction facts within 20	Children explore number bonds to 14 using digit cards.
Number – multiplication and division	Unit 12	Multiplication	6	Solving word problems – multiplication	Count in multiples of 2s, 5s and 10s	Children count in 10s using Base 10 equipment and identify the pattern to see what comes next.
Number – multiplication and division	Unit 13	Division	1	Making equal groups (1)	Count in multiples of 2s, 5s and 10s	Children count forwards in 10s from 10 to 50, then backwards in 10s from 48 to 8.
Number – multiplication and division	Unit 13	Division	2	Making equal groups (2)	Count in multiples of 2s, 5s and 10s	Children count in 5s, and identify 5 more and 5 less than 10.
Number – multiplication and division	Unit 13	Division	3	Sharing equally (1)	Count in multiples of 2s, 5s and 10s	Children count forwards in 5s using counters on a ten frame and identify the pattern to see which numbers come next in the sequence.
Number – multiplication and division	Unit 13	Division	4	Sharing equally (2)	Count in multiples of 2s, 5s and 10s	Children count forwards and backwards in 2s, 5s and 10s to identify missing numbers on number tracks.
Number – multiplication and division	Unit 13	Division	5	Solving word problems – division	Count in multiples of 2s, 5s and 10s	Children count in 5s then 10s to 100 and complete sentences to show 5 more/less than and 10 more/less than given numbers.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – fractions	Unit 14	Halves and quarters	1	Finding halves (1)	Count in multiples of 2s, 5s and 10s	Children sort numbers into a table to show whether they can count in 2s, 5s or 10s.
Number – fractions	Unit 14	Halves and quarters	2	Finding halves (2)	Count in multiples of 2s, 5s and 10s	Children identify a number up to 30 based on clues about multiples and more/less than.
Number – fractions	Unit 14	Halves and quarters	3	Finding quarters (1)	Count in multiples of 2s, 5s and 10s	Children identify patterns on a 100 square using different shapes for counting in 2s, 5s and 10s.
Number – fractions	Unit 14	Halves and quarters	4	Finding quarters (2)	Count in multiples of 2s, 5s and 10s	Children sort numbers up to 50 in a table to show whether they can count in 2s, 5s or 10s.
Number – fractions	Unit 14	Halves and quarters	5	Solving word problems – halves and quarters	Count in multiples of 2s, 5s and 10s	Children write number sentences to show more than/less than for representations of numbers up to 50.
Geometry – position and direction	Unit 15	Position and direction	1	Describing turns	Add and subtract one-digit and two-digit numbers to 20, including 0	Children are asked to use number facts within 20 to identify what numbers different shapes represent.
Geometry – position and direction	Unit 15	Position and direction	2	Describing positions (1)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children find the missing numbers in an addition pyramid for number bonds to 20.
Geometry – position and direction	Unit 15	Position and direction	3	Describing positions (2)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 50)	Children count forwards in 1s from 27 to show what numbers come next in a sequence using Base 10 equipment.
Number – number and place value	Unit 16	Numbers to 100	1	Counting to 100	Given a number, identify 1 more and 1 less (to 50)	Children are given pairs of numbers between 30 and 50, and compare them using <, > and =.
Number – number and place value	Unit 16	Numbers to 100	2	Exploring number patterns	Given a number, identify 1 more and 1 less (to 50)	Children are given numbers between 20 and 50 and identify 1 more or 1 less to complete a table.
Number – number and place value	Unit 16	Numbers to 100	3	Partitioning numbers (1)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children work with number bonds to 20 to identify a hidden number when 16 is the total.
Number – number and place value	Unit 16	Numbers to 100	4	Partitioning numbers (2)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore number bonds of 16 using addition.
Number – number and place value	Unit 16	Numbers to 100	5	Comparing numbers (1)	Add and subtract one-digit and two-digit numbers to 20, including 0	Children work with subtraction puzzles using digit cards to make 9.
Number – number and place value	Unit 16	Numbers to 100	6	Comparing numbers (2)	Represent and use number bonds and related subtraction facts within 20	Children know that 16 is the whole and work out the parts.
Number – number and place value	Unit 16	Numbers to 100	7	Ordering numbers	Represent and use number bonds and related subtraction facts within 20	Children find all possibilities of number bonds to 17, 18 and 19.
Number – number and place value	Unit 16	Numbers to 100	8	Bonds to 100 (1)	Represent and use number bonds and related subtraction facts within 20	Children find number bonds of 20 and find all possibilities.
Number – number and place value	Unit 16	Numbers to 100	9	Bonds to 100 (2)	Represent and use number bonds and related subtraction facts within 20	Children explore number bonds of 17 using different representations.
Measurement	Unit 17	Time	1	Using before and after	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 100)	Children count forwards and backwards from different starting points for numbers up to 100.
Measurement	Unit 17	Time	2	Using a calendar	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 100)	Children count forwards and backwards for numbers up to 100.
Measurement	Unit 17	Time	3	Telling time to the hour	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 100)	Children have part of a 100 square to find missing numbers counting forwards in 1s.
Measurement	Unit 17	Time	4	Telling time to the half hour	Add and subtract one-digit and two-digit numbers to 20, including 0	Children solve difference puzzles with digit cards to find all the ways to make a difference of 8.
Measurement	Unit 17	Time	5	Writing time	Add and subtract one-digit and two-digit numbers to 20, including 0	Children work out the parts when the total is 19.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 17	Time	6	Comparing time	Add and subtract one-digit and two-digit numbers to 20, including 0	Children explore the number 9, using it to count forwards and backwards to create new numbers.
Measurement	Unit 17	Time	7	Solving word problems – time	Count in multiples of 2s, 5s and 10s	Children are given clues to identify a number up to 50.
Measurement	Unit 18	Money	1	Recognising coins	Count in multiples of 2s, 5s and 10s	Children are given clues to identify a number up to 50, using multiples of 10 and 2.
Measurement	Unit 18	Money	2	Recognising notes	Count in multiples of 2s, 5s and 10s	Children sort numbers up to 50 into a table to show whether they can count in 2s, 5s or 10s.
Measurement	Unit 18	Money	3	Counting with coins	Count in multiples of 2s, 5s and 10s	Children count forwards and backwards in 2s, 5s and 10s with numbers up to 100.