Power Maths Year 2 Power Up progression

Textbook 2A (Term 1) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 1	Numbers to 100	1	Counting objects to 100	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Year 1)	Children count forwards and backwards to 50 in 1s to find missing number on number tracks.
Number – number and place value	Unit 1	Numbers to 100	2	Representing numbers to 100	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Year 1)	Children count forwards to 50 in 1s, finding missing numbers. Continue to next 10.
Number – number and place value	Unit 1	Numbers to 100	3	10s and 1s (1)	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in steps of 10 from 0 to 100 forwards and backwards.
Number – number and place value	Unit 1	Numbers to 100	4	10s and 1s (2)	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count forwards in steps of 5 to find a pattern.
Number – number and place value	Unit 1	Numbers to 100	5	Representing numbers on a place value grid	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children use a 100 square to count in 10s starting from 8.
Number – number and place value	Unit 1	Numbers to 100	6	Comparing numbers (1)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use an action for 10s (clap) and a different action for 1s (click) to make 2-digit numbers.
Number – number and place value	Unit 1	Numbers to 100	7	Comparing numbers (2)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children explore the number 27 by drawing it, using a part-whole model and writing the number sentence to partition into 10s and 1s.
Number – number and place value	Unit 1	Numbers to 100	8	Ordering numbers	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children are given arrow cards to make numbers out of 10s and 1s.
Number – number and place value	Unit 1	Numbers to 100	9	Counting in 2s, 5s and 10s	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare and order pairs of 2-digit numbers with different numbers of 10s made with arrow cards and complete number sentences using < and >.
Number – number and place value	Unit 1	Numbers to 100	10	Counting in 3s	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare and order pairs of numbers with the same number of 10s but different numbers of 1s using <, > and =.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	1	Related facts – addition and subtraction	Represent and use number bonds and related subtraction facts within 20 (Year 1)	Children revise addition bonds to 10.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	2	Using number facts to check calculations	Represent and use number bonds and related subtraction facts within 20 (Year 1)	Children complete an addition pyramid with number bonds to 20.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	3	Comparing number sentences	Recall and use addition and subtraction facts to 20 fluently	Children find all addition bonds to 20.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	4	Finding related facts	Recall and use addition and subtraction facts to 20 fluently	Children complete part-whole models for addition bonds to 20. They identify parts and wholes.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	5	Making number bonds to 100	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children identify a 2-digit number given clues about 10s and 1s. Children write in numerals and words.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	6	Adding and subtracting 1s	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use place value clues to find all possibilities.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	7	Finding 10 more and 10 less	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children make different numbers with digit cards and a place value grid, and show the numbers on a part-whole model.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	8	Adding and subtracting 10s	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children make different 2-digit numbers from digit cards, and aim to make the closest number to 50.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	9	Adding a 2-digit number and 1-digit number (1)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children look at a sequence of calculations which add 10 to one number, e.g. starting calculation, 2 + 7 = 9, 12 + 7 = 19, 22 + 7 = 29, and find patterns for the next in sequence.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	10	Adding a 2-digit number and 1-digit number (2)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use function machines to generate a sequence of calculations by adding 10 to one number.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	11	Subtracting a 1-digit number from a 2-digit number (1)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s	Children throw a dart to add a 1-digit number to 23, with the possibility of crossing the 10.
Number – addition and subtraction	Unit 2	Addition and subtraction (1)	12	Subtracting a 1-digit number from a 2-digit number (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s	Children throw a dart to add a 1-digit number to 43, with the possibility of crossing the 10. They order all scores in ascending order.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	1	Adding two 2-digit numbers (1)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use a function machine to add 10 more to 2-digit numbers within 100.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	2	Adding two 2-digit numbers (2)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children complete a table to identify 20 more/less and 40 more/less of numbers up to 100.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	3	Subtracting a 2-digit number from another 2-digit number (1)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children find the odd one out of representations of numbers up to 100.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	4	Subtracting a 2-digit number from another 2-digit number (2)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children find the odd one out of representations of numbers up to 100.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	5	Subtracting a 2-digit number from another 2-digit number (3)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use mixed place value clues to find a number on the 100 square.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	6	Subtracting a 2-digit number from another 2-digit number (4)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use systematic recall of addition and subtraction number bonds to 10.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	7	Adding three 1-digit numbers	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use digit cards from 0 to 7 to add two numbers together, then write subtraction facts for the calculations.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	8	Solving word problems – the bar model (1)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use number bonds to 10, 20 and 30.
Number – addition and subtraction	Unit 3	Addition and subtraction (2)	9	Solving word problems – the bar model (2)	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use number bonds to 10 to make multiples of 10.
Measurement	Unit 4	Money	1	Counting money – coins	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in 10s, forwards and backwards, from different starting numbers.
Measurement	Unit 4	Money	2	Counting money – notes	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children complete a table to show which numbers are 10 more or 10 less of numbers up to 100.
Measurement	Unit 4	Money	3	Counting money – coins and notes	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children complete a table to show which numbers are 5 more or 5 less for numbers up to 100.
Measurement	Unit 4	Money	4	Showing equal amounts of money (1)	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children use a function machine to find 2 more of a given number, and count in 2s to 50.
Measurement	Unit 4	Money	5	Showing equal amounts of money (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers	Children use a number line to identify an addition calculation of 15 + 8.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 4	Money	6	Comparing amounts of money	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers	Children are shown one way of representing a subtraction using Base 10 equipment and show how else it could be shown.
Measurement	Unit 4	Money	7	Calculating the total amount	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers	Children identify a calculation shown on a number line and Base 10 equipment and with money.
Measurement	Unit 4	Money	8	Finding change	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers	Children find totals of money calculations, not crossing £1.
Measurement	Unit 4	Money	9	Solving two-step word problems	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children recall facts for 10, and use these to help with number bonds to 100.
Number – multiplication and division	Unit 5	Multiplication and division (1)	1	Making equal groups	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in steps of 3 from 0 to at least 30.
Number – multiplication and division	Unit 5	Multiplication and division (1)	2	Multiplication as equal groups	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in 3s on a 100 square to see the pattern.
Number – multiplication and division	Unit 5	Multiplication and division (1)	3	Adding equal groups	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in steps of 5 from 0 to 50, forwards and backwards.
Number – multiplication and division	Unit 5	Multiplication and division (1)	4	Multiplication sentences	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count in steps of 2 from 0, forwards and backwards, to find missing numbers on number tracks.
Number – multiplication and division	Unit 5	Multiplication and division (1)	5	Using arrays	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count backwards in steps of 10 from 94 on a 100 square to see the pattern.
Number – multiplication and division	Unit 5	Multiplication and division (1)	6	2 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find totals for repeated addition of 2s.
Number – multiplication and division	Unit 5	Multiplication and division (1)	7	5 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find totals for repeated addition of 5s by counting in 5s up to 20.
Number – multiplication and division	Unit 5	Multiplication and division (1)	8	10 times-table	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find totals for repeated addition of 10s by counting in 10s to 40.
Number – multiplication and division	Unit 5	Multiplication and division (1)	9	Solving word problems – multiplication	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find totals for repeated addition of 3s by counting in 3s to 9.

Textbook 2B (Term 2) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 6	Multiplication and division (2)	1	Making equal groups	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count forwards and backwards in steps of 10 from different starting points to find missing numbers on number tracks.
Number – multiplication and division	Unit 6	Multiplication and division (2)	2	Sharing and grouping	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children count forwards and backwards in 10s and 5s to find similarities.
Number – multiplication and division	Unit 6	Multiplication and division (2)	3	Dividing by 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use repeated addition to count in 10s and 3s.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 6	Multiplication and division (2)	4	Odd and even numbers	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children show the 2 times-table on a 100 square and complete associated number sentences.
Number – multiplication and division	Unit 6	Multiplication and division (2)	5	Dividing by 5	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find missing numbers on a 100 square for the 5 and 10 times-tables.
Number – multiplication and division	Unit 6	Multiplication and division (2)	6	Dividing by 10	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children show the 10 times-table on a 100 square.
Number – multiplication and division	Unit 6	Multiplication and division (2)	7	Bar modelling – grouping	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use a clap for 10 and a click for 1 and work out the numbers given in claps and clicks by counting 10s and 1s.
Number – multiplication and division	Unit 6	Multiplication and division (2)	8	Bar modelling – sharing	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children complete chunks from a 100 square.
Number – multiplication and division	Unit 6	Multiplication and division (2)	9	Solving word problems – division	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children complete pieces of 100 square in various shapes to count in 1s and 10s.
Statistics	Unit 7	Statistics	1	Making tally charts	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children find the odd one out from representations of multiplications.
Statistics	Unit 7	Statistics	2	Creating pictograms (1)	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children sort out calculations from the 5 times-table into those which give odd and even totals.
Statistics	Unit 7	Statistics	3	Creating pictograms (2)	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use their recall of multiplication facts of the 2, 5 and 10 times-tables.
Statistics	Unit 7	Statistics	4	Interpreting pictograms (1)	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use the 2, 5 and 10 times-tables to work out what numbers different shapes represent.
Statistics	Unit 7	Statistics	5	Interpreting pictograms (2)	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare pairs of numbers with similar digits, e.g. 67 and 76, using <, > and =.
Statistics	Unit 7	Statistics	6	Block diagrams	Compare and order numbers from 0 up to 100; use <, > and = signs	Children create 2-digit numbers from 5, 3 and 8 then write two inequality statements for each set.
Statistics	Unit 7	Statistics	7	Solving word problems	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare amounts of money in coins (less than £1), using <, > and =.
Measurement	Unit 8	Length and height	1	Measuring in centimetres	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore addition of a 2-digit number and a single-digit number using digit cards, and check their work with Base 10 equipment.
Measurement	Unit 8	Length and height	2	Measuring in metres	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore subtraction of a 2-digit number and a 1-digit number using digit cards, and check their work with Base 10 equipment.
Measurement	Unit 8	Length and height	3	Comparing lengths	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore addition of a 2-digit number and a multiple of 10 using digit cards.
Measurement	Unit 8	Length and height	4	Ordering lengths	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore subtraction of a 2-digit number and a multiple of 10 using digit cards.

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Measurement	Unit 8	Length and height	5	Solving word problems – length	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore addition of two 2-digit numbers using digit cards.
Geometry – properties of shape	Unit 9	Properties of shapes	1	Recognising 2D and 3D shapes	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children identify the value of 7 in 73 and create it using different manipulatives.
Geometry – properties of shape	Unit 9	Properties of shapes	2	Drawing 2D shapes	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children identify the value of 3 in 53p and create it using different manipulatives.
Geometry – properties of shape	Unit 9	Properties of shapes	3	Counting sides on 2D shapes	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children make as many 2-digit numbers as they can from arrow cards and place them in ascending order.
Geometry – properties of shape	Unit 9	Properties of shapes	4	Counting vertices on 2D shapes	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children place five counters on a place value grid to show what numbers they can make, and represent them with a part-whole model.
Geometry – properties of shape	Unit 9	Properties of shapes	5	Finding lines of symmetry	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare lengths in cm and m using <, > and =.
Geometry – properties of shape	Unit 9	Properties of shapes	6	Sorting 2D shapes	Compare and order numbers from 0 up to 100; use <, > and = signs	Children order numbers up to 100 using representations with Base 10 equipment and bead strings.
Geometry – properties of shape	Unit 9	Properties of shapes	7	Making patterns with 2D shapes	Compare and order numbers from 0 up to 100; use <, > and = signs	Children use digit cards of 6, 7 and 8 to create 2-digit numbers then place these in descending order.
Geometry – properties of shape	Unit 9	Properties of shapes	8	Counting faces on 3D shapes	Compare and order numbers from 0 up to 100; use <, > and = signs	Children create 2-digit numbers and order them using < and >.
Geometry – properties of shape	Unit 9	Properties of shapes	9	Counting edges on 3D shapes	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore addition of two 2-digit numbers using digit cards, then rearrange the digits to make new calculations.
Geometry – properties of shape	Unit 9	Properties of shapes	10	Counting vertices on 3D shapes	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children use hundredth grids to represent numbers up to 100, and find number bonds to 100.
Geometry – properties of shape	Unit 9	Properties of shapes	11	Sorting 3D shapes	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children add three different 1-digit numbers to find the highest and lowest possible scores.
Geometry – properties of shape	Unit 9	Properties of shapes	12	Making patterns with 3D shapes	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children explore adding three 1-digit numbers, thinking about the number bonds to 10.
Number – fractions	Unit 10	Fractions	1	Introducing whole and parts	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use sorting circles to sort multiples of 2 and multiples of 5.
Number – fractions	Unit 10	Fractions	2	Making equal parts	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use sorting circles to sort multiples of 5 and multiples of 10.
Number – fractions	Unit 10	Fractions	3	Recognising a half ($\frac{1}{2}$)	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use sorting circles to sort multiples of 5 and multiples of 10.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – fractions	Unit 10	Fractions	4	Finding a half	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use their recall of multiplication and division facts for 2, 3, 5 and 10 multiplication facts.
Number – fractions	Unit 10	Fractions	5	Recognising a quarter ($\frac{1}{4}$)	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children use their knowledge of the 2, 5 and 10 times-tables to write corresponding division facts.
Number – fractions	Unit 10	Fractions	6	Finding a quarter	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward (focus on 3s)	Children count forwards and backwards in 3s within 30.
Number – fractions	Unit 10	Fractions	7	Unit fractions	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	Children identify a pattern of counting forwards in 5s and write the next 6 numbers in the sequence.
Number – fractions	Unit 10	Fractions	8	Understanding other fractions	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward (focus on 3s)	Children count forwards in 3s and backwards in 2s.
Number – fractions	Unit 10	Fractions	9	$\frac{1}{2}$ and $\frac{2}{4}$	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children complete part-whole models with number bonds to 100.
Number – fractions	Unit 10	Fractions	10	Finding $\frac{3}{4}$	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children create 2-digit numbers and place in ascending order.
Number – fractions	Unit 10	Fractions	11	Understanding a whole	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children use digit cards to explore adding three 1-digit numbers to make 10.
Number – fractions	Unit 10	Fractions	12	Understanding whole and parts	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children create two 2-digit numbers from digit cards 0 to 9 to make a total of 100.
Number – fractions	Unit 10	Fractions	13	Counting in halves	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children create 2-digit numbers and add using a 100 square to get to 100.
Number – fractions	Unit 10	Fractions	14	Counting in quarters	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children create 2-digit numbers and subtract using a 100 square to get from 100 to 1.

Textbook 2C (Term 3) overview

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Geometry – position and direction	Unit 11	Position and direction	1	Describing movement	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children explore a fraction number line marked in halves and identify missing fractions.
Geometry – position and direction	Unit 11	Position and direction	2	Describing turns	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children explore a number line marked in quarters and identify missing fractions.
Geometry – position and direction	Unit 11	Position and direction	3	Describing movement and turns	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children complete a table to work out quarters, halves and three-quarters of whole numbers up to 20.
Geometry – position and direction	Unit 11	Position and direction	4	Making patterns with shapes	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children find halves, thirds and quarters of a length.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	1	My way, your way!	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use a set of place value cards to make the largest, smallest and closest numbers to set values.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	2	Using number facts	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children use digit cards to make a 2-digit number to given instructions, such as a multiple of 5.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	3	Using number facts and equivalence	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use a number line to show all number bonds to 20.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	4	Using a 100 square	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children practise instant recall of number bonds to 20.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	5	Getting started	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children partition a 2-digit number in different ways, with a focus on 10s and 1s in part-whole models.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	6	Missing numbers	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children find the odd one out of different representations of numbers with similar 10s.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	7	Mental addition and subtraction (1)	Recognise the place value of each digit in a two-digit number (10s, 1s)	Children explore place value by placing counters in a place value grid to create 2-digit numbers which they then represent in a part-whole model.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	8	Mental addition and subtraction (2)	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare calculations of two 2-digit numbers with <, > or =.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	9	Efficient subtraction	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare multiplication and division calculations using <, > and =.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	10	Solving problems – addition and subtraction	Compare and order numbers from 0 up to 100; use <, > and = signs	Children compare amounts of money using <, > and =.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	11	Solving problems – multiplication and division	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children use number lines to show number bonds to 13.
Number – addition and subtraction	Unit 12	Problem solving and efficient methods	12	Solving problems using the four operations	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Children identify patterns of number bonds to 12 to identify the next calculations in the pattern.
Measurement	Unit 13	Time	1	Telling and writing time to the hour and the half hour	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children count in halves from 0 to 10 without the support of a number line, but with support of half counters.
Measurement	Unit 13	Time	2	Telling time to the quarter hour	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children count in quarters from 0 to 10 without the support of a number line, but with support of quarter counters.
Measurement	Unit 13	Time	3	Telling time to 5 minutes	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children find halves and quarters of given images.
Measurement	Unit 13	Time	4	Minutes in an hour	Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) (non-statutory)	Children are given representations in halves and quarters to work out the wholes shown.
Measurement	Unit 13	Time	5	Finding durations of time	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children work out what numbers different shapes represent by using their knowledge of ×2, ×3 ×5 and ×10.
Measurement	Unit 13	Time	6	Comparing durations of time	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children explore word problems around multiplication and division.
Measurement	Unit 13	Time	7	Finding the end time	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children explore and generalise multiplication in terms of odd and even numbers.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 13	Time	8	Finding the start time	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children explore and generalise division in terms of odd and even numbers.
Measurement	Unit 13	Time	9	Hours in a day	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Children practise recall of multiplication and division facts but using quantities such as centimetres and kilograms.
Measurement	Unit 14	Weight, volume and temperature	1	Comparing mass	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children find halves, thirds and quarters of a shape.
Measurement	Unit 14	Weight, volume and temperature	2	Measuring mass in grams (1)	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children identify a quarter represented in different ways.
Measurement	Unit 14	Weight, volume and temperature	3	Measuring mass in grams (2)	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children identify the odd one out of halves and quarters of a square.
Measurement	Unit 14	Weight, volume and temperature	4	Measuring mass in kilograms	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Children find different fractions of the same number.
Measurement	Unit 14	Weight, volume and temperature	5	Comparing volume	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children work out a subtraction word problem by drawing, making and modelling.
Measurement	Unit 14	Weight, volume and temperature	6	Measuring volume in millilitres (1)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children subtract two masses in the same unit, and solve the problem by drawing, making and modelling.
Measurement	Unit 14	Weight, volume and temperature	7	Measuring volume in millilitres (2)	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children add two units of volume and make, draw and model the problem.
Measurement	Unit 14	Weight, volume and temperature	8	Measuring volume in litres	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children solve addition word problems containing millilitres and grams.
Measurement	Unit 14	Weight, volume and temperature	9	Measuring temperature using a thermometer	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children list different additions using number bonds up to 100.
Measurement	Unit 14	Weight, volume and temperature	10	Reading thermometers	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers	Children work out what numbers different shapes represent by using addition number bonds.