**Year 2 Overview (Maths)**

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| **Textbook** | **Strand** | **Unit** | | **Number**  **of lessons** |
| Textbook A / Practice Book A  (Term 1) | Number – number and place value | 1 | Numbers to 100 | 17 |
| Number – addition and subtraction | 2 | Addition and subtraction (1) | 13 |
| Number – addition and subtraction | 3 | Addition and subtraction (2) | 12 |
| Geometry – properties of shape | 4 | Properties of shapes | 12 |
| Textbook B / Practice Book B  (Term 2) | Measurement | 5 | Money | 10 |
| Number – multiplication and division | 6 | Multiplication and division (1) | 8 |
| Number – multiplication and division | 7 | Multiplication and division (2) | 10 |
| Measurement | 8 | Length and height | 5 |
| Measurement | 9 | Mass, capacity and temperature | 8 |
| Statistics | 10 | Statistics | 7 |
| Textbook C / Practice Book C  (Term 3) | Number – fractions | 11 | Fractions | 15 |
| Geometry – position and direction | 12 | Position and direction | 5 |
| Measurement | 13 | Time | 8 |
| Number – addition and subtraction | 14 | Problem solving and efficient methods | 12 |

**Power Maths Year 2, Textbook 2A (Term 1) overview**

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| **Strand** | **Unit** | |  | **Lesson number** | **Lesson title** | | | **NC Objective 1** | | **NC Objective 2** | |
| **Unit 1 – Number – Number and Place Value** | | | | | | | | | | | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 1 | Numbers to 20 | | | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Year 1) | | Read and write numbers from  1 to 20 in numerals and words (Year 1) | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 2 | Count in 10s | | | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Year 1) | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 3 | Count in 10s and 1s | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 4 | Recognise 10s and 1s | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 5 | Build a number from 10s and 1s | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 6 | Use a place value grid | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 7 | Partition numbers to 100 | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 8 | Partition numbers  flexibly within  100 | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 9 | Write numbers to 100 in expanded form | | | Recognise the place value of each digit in a two-digit number (tens, ones) | | Read and write numbers to at  least 100 in numerals and in words | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 10 | 10s on a number line to 100 | | | Identify, represent and estimate numbers using different representations, including the number line | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 11 | 10s and 1s on a  number line to 100 | | | Identify, represent and estimate numbers using different representations, including the number line | | Recognise the place value of each digit in a two-digit number (tens, ones) | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 12 | Estimate numbers on a number line | | | Identify, represent and estimate numbers using different representations, including the number line | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 13 | Compare numbers (1) | | | Compare and order numbers from 0 up to 100; use <, > and = signs | | Identify, represent and estimate numbers using different representations, including the number line | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 14 | Compare numbers (2) | | | Compare and order numbers from 0 up to 100; use <, > and = signs | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 15 | Order numbers | | | Compare and order numbers from 0 up to 100; use <, > and = signs | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 16 | Count in 2s, 5s and 10s | | | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | |  | |
| Number – number and place value | Unit 1 | | Numbers to 100 | 17 | Count in 3s | | | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | |  | |
| **Unit 2 – Number – Addition and Subtraction** | | | | | | | | | | | |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 1 | | Fact families | | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 |  |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 2 | | Learn number bonds | | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 |  |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 3 | | Add two multiples of 10 | | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 |  |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 4 | | Complements to 100 (tens) | | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 |  |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 5 | | Add and subtract 1s | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 6 | | Add by making 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 7 | | Add using a number line | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 8 | | Add three 1-digit numbers | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 9 | | Add to the next 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones |  |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 10 | | Add across a 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 11 | | Subtract across a 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 12 | | Subtract from a 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | Unit 2 | Addition and subtraction (1) | | 13 | | Subtract a 1-digit number from a 2-digit number – across 10 | | | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| **Unit 3 – Number – Addition and Subtraction** | | | | | | | | | | |
| Number – addition and subtraction | Unit 3 | Addition and subtraction (2) | | 1 | | 10 more, 10 less | | | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 2 | | | Add and subtract 10s | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 3 | | | Add two 2-digit numbers – add 10s and add 1s | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 4 | | | Add two 2-digit numbers – add more 10s then more 1s | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 5 | | | Subtract a 2-digit number from a 2-digit number – not across 10 | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 6 | | | Subtract a 2-digit number from a 2-digit number – across 10 | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 7 | | | How many more? How many fewer? | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 8 | | | Subtraction – find the difference | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |  | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 9 | | | Compare number sentences | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 10 | | | Missing number problems | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts  up to 100 | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 11 | | | Mixed addition and subtraction | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods | |
| Number – addition and subtraction | Unit 3 | | Addition and subtraction (2) | 12 | | | Two-step problems | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods | |
| **Unit 4 – Geometry – Properties of Shape** | | | | | | | | | | | |
| Geometry – properties of shape | Unit 4 | | Properties of shapes | 1 | | | Recognise 2D and 3D shapes | Compare and sort common 2D and 3D shapes and everyday objects. | |  | |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 2 | | Count sides on 2D shapes | | | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 3 | | Count vertices on 2D shapes | | | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 4 | | Draw 2D shapes | | | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 5 | | Lines of symmetry on shapes | | | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 6 | | Sort 2D shapes | | | Compare and sort common 2D and 3D shapes and everyday objects |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 7 | | Make patterns with 2D shapes | | | Order and arrange combinations of mathematical objects in patterns and sequences |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 8 | | Count faces on 3D shapes | | | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 9 | | Count edges on 3D shapes | | | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 10 | | Count vertices on 3D shapes | | | Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 11 | | Sort 3D shapes | | | Compare and sort common 2D and 3D shapes and everyday objects |  |
| Geometry – properties of shape | Unit 4 | Properties of shapes | | 12 | | Make patterns with 3D shapes | | | Order and arrange combinations of mathematical objects in patterns and sequences |  |

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

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| **Strand** | **Unit** | **Unit title** | **Lesson number** | **Lesson title** | **NC Objective 1** | **NC Objective 2** |
| **Unit 5 – Measurement - Money** | | | | | | |
| Measurement | 5 | Money | 1 | Count money – pence | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | Recognise and know the value of different denominations of coins and notes (year 1) |
| Measurement | 5 | Money | 2 | Count money – pounds (notes and coins) | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | Recognise and know the value of different denominations of coins and notes (year 1) |
| Measurement | 5 | Money | 3 | Count money – pounds and pence | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | Recognise and know the value of different denominations of coins and notes (year 1) |
| Measurement | 5 | Money | 4 | Choose notes and coins | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value |  |
| Measurement | 5 | Money | 5 | Make the same amount | Find different combinations of coins that equal the same amounts of money |  |
| Measurement | 5 | Money | 6 | Compare amounts of money | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |
| Measurement | 5 | Money | 7 | Calculate with  money | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |
| Measurement | 5 | Money | 8 | Make £1 | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value |  |
| Measurement | 5 | Money | 9 | Find change | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |
| Measurement | 5 | Money | 10 | Two-step problems | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |
| **Unit 6 – Number – Multiplication and Division** | | | | | | |
| Number – multiplication and division | 6 | Multiplication and division (1) | 1 | Recognise equal groups | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (year 1) |
| Number – multiplication and division | 6 | Multiplication and division (1) | 2 | Make equal groups | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |  |
| Number – multiplication and division | 6 | Multiplication and division (1) | 3 | Add equal groups | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |  |
| Number – multiplication and division | 6 | Multiplication and division (1) | 4 | The × sign | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs |  |
| Number – multiplication and division | 6 | Multiplication and division (1) | 5 | Multiplication sentences | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |
| Number – multiplication and division | 6 | Multiplication and division (1) | 6 | Use arrays | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs | |
| Number – multiplication and division | 6 | Multiplication and division (1) | 7 | Make equal groups – grouping | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  | |
| Number – multiplication and division | 6 | Multiplication and division (1) | 8 | Make equal groups – sharing | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  | |
| **Unit 7 – Number – Multiplication and Division** | | | | | | | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 1 | 2 times-table | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 2 | Divide by 2 | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 3 | Double and halve | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 4 | Odd and even numbers | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 5 | 10 times-table | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 6 | Divide by 10 | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 7 | 5 times-table | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 8 | Divide by 5 | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 9 | Bar modelling – grouping | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |  | |
| Number – multiplication and division | 7 | Multiplication and division (2) | 10 | Bar modelling – sharing | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |  | |
| **UNIT 8 – Measurement (Length and Height)** | | | | | | | |
| Measurement | 8 | Length and height | 1 | Measure in cm | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 8 | Length and height | 2 | Measure in m | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 8 | Length and height | 3 | Compare lengths and heights | Compare and order lengths, mass, volume/capacity and record the results using >, < and = |  | | |
| Measurement | 8 | Length and height | 4 | Order lengths and heights | Compare and order lengths, mass, volume/capacity and record the results using >, < and = |  | | |
| Measurement | 8 | Length and height | 5 | Four operations with lengths and heights | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  | | |
| **Unit 9 – Measurement –(Mass, capacity and temperature)** | | | | | | | | |
| Measurement | 9 | Mass, capacity and temperature | 1 | Compare mass | Compare and order lengths, mass, volume/capacity and record the results using >, < and = |  | | |
| Measurement | 9 | Mass, capacity and temperature | 2 | Measure in grams | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 9 | Mass, capacity and temperature | 3 | Measure in kilograms | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 9 | Mass, capacity and temperature | 4 | Compare volume and capacity | Compare and order lengths, mass, volume/capacity and record the results using >, < and = |  | | |
| Measurement | 9 | Mass, capacity and temperature | 5 | Measure in millilitres | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 9 | Mass, capacity and temperature | 6 | Measure in litres | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | | |
| Measurement | 9 | Mass, capacity and temperature | 7 | Measure temperature using a thermometer | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | |
| Measurement | 9 | Mass, capacity and temperature | 8 | Read thermometers | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  | |

**Power Maths Year 2, Textbook 2C (Term 3) overview**

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| **Strand** | **Unit** | **Unit title** | **Lesson number** | **Lesson title** | | **NC Objective 1** | **NC Objective 2** |
| **Unit 10 – Number - Fractions** | | | | | | | |
| Number – fractions | 10 | Fractions | 1 | Introducing parts and wholes | | Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) |
| Number – fractions | 10 | Fractions | 2 | Equal and unequal parts | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) |  |
| Number – fractions | 10 | Fractions | 3 | Recognise a half | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) |  |
| Number – fractions | 10 | Fractions | 4 | Find a half | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) |  |
| Number – fractions | 10 | Fractions | 5 | Recognise a quarter | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) | Recognise, find, name and write  1 1 2 3 fractions 3, 4,4and 4 of a length, shape, set of objects or quantity |
| Number – fractions | 10 | Fractions | 6 | Find a quarter | | Recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) | Recognise, find, name and write  1 1 2 3 fractions 3, 4,4and 4 of a length, shape, set of objects or quantity |
| Number – fractions | 10 | Fractions | 7 | Thirds | | Recognise, find, name and write  1 1 2 3 fractions 3, 4,4and 4 of a length, shape, set of objects or quantity |  |
| Number – fractions | 10 | Fractions | 8 | Find the whole | | Recognise, find, name and write  1 1 2 3 fractions 3, 4,4and 4 of a length, shape, set of objects or quantity |  |
| Number – fractions | 10 | Fractions | 9 | Unit and non-unit fractions | | Write simple fractions for example,  1  2 of 6 = 3 and recognise the equivalence of and |  |
| Number – fractions | 10 | Fractions | 10 | Recognise the equivalence of a half and two quarters | | Write simple fractions for example,  1  2 of 6 = 3 and recognise the equivalence of and |  |
| Number – fractions | 10 | Fractions | 11 | Recognise three quarters | | Recognise, find, name and write  1 1 2 3 fractions 3, 4,4and 4 of a length, shape, set of objects or quantity |  |
| Number – fractions | 10 | Fractions | 12 | Count in fractions up to a whole | | Non-statutory guidance: Pupils should count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example, 1 ,  1 (or 1 ), 1 , 2) |  |
| **Unit 11 – Measurement - Time** | | | | | | | |
| Measurement | 11 | Time | 1 | O'clock and half past | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (Year 1) | |  | |
| Measurement | 11 | Time | 2 | Quarter past and quarter to | Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times | |  | |
| Measurement | 11 | Time | 3 | Tell the time to 5 minutes | Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times | |  | |
| Measurement | 11 | Time | 4 | Minutes in an hour | Know the number of minutes in an hour and the number of hours in a day | |  | |
| Measurement | 11 | Time | 5 | Hours in a day | Know the number of minutes in an hour and the number of hours in a day | |  | |
| **Unit 12 – Number – Addition and Subtraction** | | | | | | | | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 1 | My way, your way! | Use place value and number facts to solve problems | | Recognise and use the inverse relationship between addition and subtraction and use this to check  calculations and solve missing number problems | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 2 | Use number facts | Use place value and number facts to solve problems | |  | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 3 | Use a 100 square | Use place value and number facts to solve problems | | Recognise and use the inverse relationship between addition and subtraction and use this to check  calculations and solve missing number problems | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 4 | Getting started | Use place value and number facts to solve problems | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 5 | Missing numbers | Recognise and use the inverse relationship between addition and subtraction and use this to check  calculations and solve missing number problems | |  | |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 6 | Mental addition and subtraction  (1) | | Use place value and number facts to solve problems | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 7 | Mental addition and subtraction  (2) | | Use place value and number facts to solve problems | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 8 | Efficient subtraction | | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 9 | Solve problems – addition and subtraction | | Use place value and number facts to solve problems | Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 10 | Solve problems – multiplication and division | | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |  |
| Number – addition and subtraction | 12 | Problem solving  and efficient methods | 11 | Solve problems – using the four operations | | Use place value and number facts to solve problems |  |
| **Unit 13 – Geometry – Position and Direction** | | | | | | | |
| Geometry – position and direction | 13 | Position and direction | 1 | Language of position | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |  |
| Geometry – position and direction | 13 | Position and direction | 2 | Describe  movement | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |  |
| Geometry – position and direction | 13 | Position and direction | 3 | Describe turns | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |  |
| Geometry – position and direction | 13 | Position and direction | 4 | Describe movement and turns | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |  |
| Geometry – position and direction | 13 | Position and direction | 5 | Make patterns by turning shapes | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) | Order and arrange combinations of mathematical objects in patterns and sequences |
| **Unit 14 – Statistics - Statistics** | | | | | | | |
| Statistics | 14 | Statistics | 1 | Make tally charts | | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Statistics | 14 | Statistics | 2 | Tables | | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Statistics | 14 | Statistics | 3 | Block diagrams | | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Statistics | 14 | Statistics | 4 | Draw pictograms (1 to 1) | | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Statistics | 14 | Statistics | 5 | Interpret pictograms (1 to 1) | | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | Ask and answer questions about totalling and comparing categorical data |
| Statistics | 14 | Statistics | 6 | Draw pictograms (1 to 2, 5 or 10) | | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Statistics | 14 | Statistics | 7 | Interpret pictograms (1 to  2, 5 or 10) | | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | Ask and answer questions about totalling and comparing categorical data |