Power Maths White Rose Maths Edition to National curriculum matching chart KS1

Year 1

Power Maths Year 1			National curriculum programmes of study		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
Textbook 1A	Unit 1, Numbers to 10	• Sort objects	1	Number – number and place value	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Count objects to 10	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Represent numbers to 10	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Count objects from a larger group	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Count on from any number	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• One more	1	Number – number and place value	• Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Count backwards from 10 to 0	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
		• One less	1	Number – number and place value	• Given a number, identify one more and one less.
		• Compare groups	1	Number – number and place value	• 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.
		• Fewer or more?	1	Number – number and place value	• 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.
		• <, > or =	1	Number – number and place value	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Compare numbers	1	Number – number and place value	• 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.

***Power Maths* Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Order objects and numbers	1	Number – number and place value	• 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.
		• The number line	1	Number – number and place value	• 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.
	Unit 2, Part-whole within 10	• Parts and wholes	1	Number – addition and subtraction	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Represent and use number bonds and related subtraction facts within 20.
		• The part-whole model	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Write number sentences	1	Number – addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.
		• Fact families – addition facts	1	Number – addition and subtraction	• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.
		• Number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Find number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Number bonds to 10	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 3, Addition within 10	• Add together	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Add more	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Addition problems	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.
		• Find the missing number	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
	Unit 4, Subtraction within 10	• How many are left? (1)	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• How many are left? (2)	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Break apart (1)	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Break apart (2)	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Fact families	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Subtraction on a number line	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.
		• Add or subtract 1 or 2	1	Number – addition and subtraction	• Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Solve word problems – addition and subtraction	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

***Power Maths* Year 1**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 5, 2D and 3D shapes	• Recognise and name 3D shapes	1	Geometry – properties of shapes	• Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres].
		• Sort 3D shapes	1	Geometry – properties of shapes	• Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres].
		• Recognise and name 2D shapes	1	Geometry – properties of shapes	• Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres].
		• Sort 2D shapes	1	Geometry – properties of shapes	• Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres].
		• Make patterns with shapes	1	Geometry – properties of shapes	• Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Non-statutory guidance: They recognise and create repeating patterns with objects and with shapes.
Textbook 1B	Unit 6, Numbers to 20	• Count to 20	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20). • Read and write numbers from 1 to 20 in numerals and words.
		• Understand 10	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20).

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• 11, 12 and 13	1	Number – number and place value	• 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.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• 14, 15 and 16	1	Number – number and place value	• 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.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• 17, 18 and 19	1	Number – number and place value	• 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.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• Understand 20	1	Number – number and place value	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words.
		• One more and one less	1	Number – number and place value	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more and one less.
		• The number line to 20	1	Number – number and place value	• 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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Label number lines	1	Number – number and place value	• 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.
		• Estimate on a number line	1	Number – number and place value	• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		• Compare numbers to 20	1	Number – number and place value	• 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.
		• Order numbers to 20	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20). • Read and write numbers from 1 to 20 in numerals and words.
	Unit 7, Addition and subtraction within 20	• Add by counting on within 20	1	Number – addition and subtraction	• Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Add ones using number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Find and make number bonds to 20	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Doubles	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Near doubles	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Subtract ones using number bonds	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Subtraction – count back	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9. • Add and subtract one-digit and two-digit numbers to 20, including zero.
		• Subtraction – find the difference	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.
		• Related facts – fact families	1	Number – addition and subtraction	• Represent and use number bonds and related subtraction facts within 20.
		• Missing number problems	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.
		• Solve word and picture problems – addition and subtraction	1	Number – addition and subtraction	• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.
	Unit 8, Numbers to 50	• Count to 50	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• Numbers to 50	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• 20, 30, 40 and 50	1	Number – number and place value	• 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.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• Count by making groups of 10s	1	Number – number and place value	• 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.
		• Groups of 10s and 1s	1	Number – number and place value	• 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.
		• Partition into 10s and 1s	1	Number – number and place value	• 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.
		• One more, one less	1	Number – number and place value	• Given a number, identify one more and one less
	Unit 9, Introducing length and height	• Compare lengths and heights	1	Measurement	• Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
		• Measure length (non-standard units of measure)	1	Measurement	• Measure and begin to record the following: lengths and heights.
		• Measure length (using a ruler)	1	Measurement	• Measure and begin to record the following: lengths and heights.
		• Solve word problems – length	1	Measurement	• Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 10, Introducing mass and capacity	• Heavier and lighter	1	Measurement	• Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than].
		• Measure mass	1	Measurement	• Measure and begin to record the following: mass/weight.
		• Compare mass	1	Measurement	• Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than].
		• Full and empty	1	Measurement	• Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. • Measure and begin to record the following: capacity and volume.
		• Measure capacity	1	Measurement	• Measure and begin to record the following: capacity and volume.
		• Compare capacity	1	Measurement	• Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
		• Solve word problems – mass and capacity	1	Measurement	• Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
Textbook 1C	Unit 11, Multiplication and division	• Count in 2s	1	Number – multiplication and division	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• Count in 10s	1	Number – multiplication and division	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• Count in 5s	1	Number – multiplication and division	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Equal groups	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
		• Add equal groups	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
		• Make arrays	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
		• Make doubles	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Non-statutory guidance: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
		• Grouping	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Sharing	1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	Unit 12, Fractions	• Recognise and find a half of a shape	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognise and find a half of a quantity	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognise and find a quarter of a shape	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
		• Recognise and find a quarter of a quantity	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
	Unit 13, Position and direction	• Describe turns	1	Geometry – position and direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
		• Describe position – left and right	1	Geometry – position and direction	• Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
		• Describe position – forwards and backwards	1	Geometry – position and direction	• Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Describe position – above and below	1	Geometry – position and direction	• Non-statutory guidance: Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
		• Ordinal numbers	1	Geometry – position and direction	• Non-statutory guidance: Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.
	Unit 14, Numbers to 100	• Count from 50 to 100	1	Number – number and place value	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• 10s to 100	1	Number – number and place value	• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
		• Partition into 10s and 1s	1	Number – number and place value	• 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.
			2	Number – number and place value	• Recognise the place value of each digit in a two-digit number (tens, ones).
		• Number line to 100	1	Number – number and place value	• 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.
		• One more and one less	1	Number – number and place value	• Given a number, identify one more and one less.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Compare numbers	1	Number – number and place value	• 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.
	Unit 15, Money	• Recognise coins	1	Measurement	• Recognise and know the value of different denominations of coins and notes.
		• Recognise notes	1	Measurement	• Recognise and know the value of different denominations of coins and notes.
		• Count in coins	1	Measurement	• Recognise and know the value of different denominations of coins and notes.
	Unit 16, Time	• Before and after	1	Measurement	• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
		• Days of the week	1	Measurement	• Recognise and use language relating to dates, including days of the week, weeks, months and years.
		• Months of the year	1	Measurement	• Recognise and use language relating to dates, including days of the week, weeks, months and years.
		• Tell the time to the hour	1	Measurement	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		• Tell the time to the half hour	1	Measurement	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Year 2

Power Maths Year 2			National curriculum programmes of study		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
Textbook 2A	Unit 1, Numbers to 100	• Numbers to 20	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers from 1 to 20 in numerals and words.
		• Count in 10s	1	Number – number and place value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
		• Count in 10s and 1s	2	Number – number and place value	• 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.
		• Recognise 10s and 1s	2	Number – number and place value	• 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.
		• Build a number from 10s and 1s	2	Number – number and place value	• 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.
		• Use a place value grid	2	Number – number and place value	• 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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Partition numbers to 100	2	Number – number and place value	• 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.
		• Partition numbers flexibly within 100	2	Number – number and place value	• 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.
		• Write numbers to 100 in expanded form	2	Number – number and place value	• 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.
		• 10s on a number line to 100	2	Number – number and place value	• Identify, represent and estimate numbers using different representations, including the number line.
		• 10s and 1s on a number line to 100	2	Number – number and place value	• 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.
		• Estimate numbers on a number line	2	Number – number and place value	• Identify, represent and estimate numbers using different representations, including the number line.
		• Compare numbers (1)	2	Number – number and place value	• Compare and order numbers from 0 up to 100; use <, > and = signs. • Identify, represent and estimate numbers using different representations, including the number line.
		• Compare numbers (2)	2	Number – number and place value	• Compare and order numbers from 0 up to 100; use <, > and = signs.
		• Order numbers	2	Number – number and place value	• Compare and order numbers from 0 up to 100; use <, > and = signs.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Count in 2s, 5s and 10s	2	Number – number and place value	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
		• Count in 3s	2	Number – number and place value	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Unit 2, Addition and subtraction (1)	• Fact families	2	Number – addition and subtraction	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		• Learn number bonds	2	Number – addition and subtraction	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		• Add and subtract two multiples of 10	2	Number – addition and subtraction	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		• Complements to 100 (tens)	2	Number – addition and subtraction	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		• Add and subtract 1s	2	Number – addition and subtraction	• 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.
		• Add by making 10	2	Number – addition and subtraction	• 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.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Add using a number line	2	Number – addition and subtraction	• 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.
		• Add three 1-digit numbers	2	Number – addition and subtraction	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers. • Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.
		• Add to the next 10	2	Number – addition and subtraction	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.
		• Add across a 10	2	Number – addition and subtraction	• 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.
		• Subtract across a 10	2	Number – addition and subtraction	• 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Subtract from a 10	2	Number – addition and subtraction	• 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.
		• Subtract a 1-digit number from a 2-digit number – across 10	2	Number – addition and subtraction	• 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, Addition and subtraction (2)	• 10 more, 10 less	2	Number – number and place value	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
				Number – addition and subtraction	• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
		• Add and subtract 10s	2	Number – addition and subtraction	• 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Add two 2-digit numbers – add 10s and add 1s	2	Number – addition and subtraction	• 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.
		• Add two 2-digit numbers – add more 10s then more 1s	2	Number – addition and subtraction	• 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.
		• Subtract a 2-digit number from a 2-digit number – not across 10	2	Number – addition and subtraction	• 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.
		• Subtract a 2-digit number from a 2-digit number – across 10	2	Number – addition and subtraction	• 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.
		• How many more? How many fewer?	2	Number – addition and subtraction	• 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Subtraction – find the difference	2	Number – addition and subtraction	• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
		• Compare number sentences	2	Number – addition and subtraction	• 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.
		• Missing number problems	2	Number – addition and subtraction	• 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.
		• Mixed addition and subtraction	2	Number – 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Two-step problems	2	Number – 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.
	Unit 4, Properties of shapes	• Recognise 2D and 3D shapes	2	Geometry – properties of shape	• Compare and sort common 2D and 3D shapes and everyday objects.
		• Count sides on 2D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Count vertices on 2D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Draw 2D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Lines of symmetry on shapes	2	Geometry – properties of shape	• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
		• Sort 2D shapes	2	Geometry – properties of shape	• Compare and sort common 2D and 3D shapes and everyday objects.
		• Make patterns with 2D shapes	2	Geometry – properties of shape	• Order and arrange combinations of mathematical objects in patterns and sequences.
		• Count faces on 3D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		• Count edges on 3D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Count vertices on 3D shapes	2	Geometry – properties of shape	• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
		• Sort 3D shapes	2	Geometry – properties of shape	• Compare and sort common 2D and 3D shapes and everyday objects.
		• Make patterns with 3D shapes	2	Geometry – properties of shape	• Order and arrange combinations of mathematical objects in patterns and sequences.
Textbook 2B	Unit 5, Money	• Count money – pence	2	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
			1	Measurement	• Recognise and know the value of different denominations of coins and notes.
		• Count money – pounds (notes and coins)	2	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
			1	Measurement	• Recognise and know the value of different denominations of coins and notes.
		• Count money – pounds and pence	2	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
			1	Measurement	• Recognise and know the value of different denominations of coins and notes.
		• Choose notes and coins	2	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		• Make the same amount	2	Measurement	• Find different combinations of coins that equal the same amounts of money.
		• Compare amounts of money	2	Measurement	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Calculate with money	2	Measurement	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		• Make £1	2	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
		• Find change	2	Measurement	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
		• Two-step problems	2	Measurement	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
	Unit 6, Multiplication and division (1)	• Recognise equal groups	2	Number – 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.
			1	Number – multiplication and division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
		• Make equal groups	2	Number – 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Add equal groups	2	Number – 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.
		• The × sign	2	Number – multiplication and division	• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
		• Multiplication sentences	2	Number – 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.
		• Use arrays	2	Number – 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. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
		• Make equal groups – grouping	2	Number – 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Make equal groups – sharing	2	Number – 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.
	Unit 7, Multiplication and division (2)	• 2 times-table	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• Divide by 2	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• Double and halve	2	Number – multiplication and division	• 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.
		• Odd and even numbers	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• 10 times-table	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• Divide by 10	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• 5 times-table	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• Divide by 5	2	Number – multiplication and division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
		• Bar modelling – grouping	2	Number – 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.
		• Bar modelling – sharing	2	Number – 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.
	Unit 8, Length and height	• Measure in cm	2	Measurement	• 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.
		• Measure in m	2	Measurement	• 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**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Compare lengths and heights	2	Measurement	• Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		• Order lengths and heights	2	Measurement	• Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		• Four operations with lengths and heights	2	Number – addition and subtraction	• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
	Unit 9, Mass, capacity and temperature	• Compare mass	2	Measurement	• Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
		• Measure in grams	2	Measurement	• 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.
		• Measure in kilograms	2	Measurement	• 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.
		• Compare volume and capacity	2	Measurement	• Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Measure in millilitres	2	Measurement	• 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.
		• Measure in litres	2	Measurement	• 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.
		• Measure temperature using a thermometer	2	Measurement	• 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.
		• Read thermometers	2	Measurement	• 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.
Textbook 2C	Unit 10, Fractions	• Introducing parts and wholes	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Equal and unequal parts	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognise a half	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Find a half	1	Number – fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
		• Recognise a quarter	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	• 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.
		• Find a quarter	1	Number – fractions	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
			2	Number – fractions	• 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.
		• Thirds	2	Number – fractions	• 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.
		• Find the whole	2	Number – fractions	• 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.
		• Unit and non-unit fractions	2	Number – fractions	• Write simple fractions [for example, $\frac{1}{2}$ of 6 = 3] and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

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Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Recognise the equivalence of a half and two quarters	2	Number – fractions	• Write simple fractions [for example, $\frac{1}{2}$ of 6 = 3] and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
		• Recognise three quarters	2	Number – fractions	• 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.
		• Count in fractions up to a whole	2	Number – fractions	• Non-statutory guidance: Pupils should 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).
	Unit 11, Time	• O'clock and half past	1	Measurement	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
		• Quarter past and quarter to	2	Measurement	• 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.
		• Tell the time to 5 minutes	2	Measurement	• 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.
		• Minutes in an hour	2	Measurement	• Know the number of minutes in an hour and the number of hours in a day.
		• Hours in a day	2	Measurement	• Know the number of minutes in an hour and the number of hours in a day.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 12, Problem solving and efficient methods	• My way, your way!	2	Number – number and place value	• Use place value and number facts to solve problems.
				Number – addition and subtraction	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		• Use number facts	2	Number – addition and subtraction	• Use place value and number facts to solve problems.
		• Use a 100 square	2	Number – addition and subtraction	• 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.
		• Getting started	2	Number – addition and subtraction	• 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.
		• Missing numbers	2	Number – addition and subtraction	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
		• Mental addition and subtraction (1)	2	Number – 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Mental addition and subtraction (2)	2	Number – 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.
		• Efficient subtraction	2	Number – addition and subtraction	• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
		• Solve problems – addition and subtraction	2	Number – 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.
		• Solve problems – multiplication and division	2	Number – addition and subtraction	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		• Solve problems – using the four operations	2	Number – addition and subtraction	• Use place value and number facts to solve problems.
	Unit 13, Position and direction	• Language of position	2	Geometry – position and direction	• 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).

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
		• Describe movement	2	Geometry – position and direction	• 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).
		• Describe turns	2	Geometry – position and direction	• 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).
		• Describe movement and turns	2	Geometry – position and direction	• 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).
		• Make patterns by turning shapes	2	Geometry – position and direction	• 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.

***Power Maths* Year 2**			**National curriculum programmes of study**		
Term	**Unit**	**Lesson titles**	**Year**	**Domain**	**Pupils should be taught to:**
	Unit 14, Statistics	• Make tally charts	2	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		• Tables	2	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		• Block diagrams	2	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		• Draw pictograms (1 to 1)	2	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		• Interpret picograms (1 to 1)	2	Statistics	• 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.
		• Draw pictograms (1 to 2, 5 or 10)	2	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
		• Interpret pictograms (1 to 2, 5 or 10)	2	Statistics	• 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.