



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

Year 1

| National curriculum programmes of study Year 1 | | Power Maths | |
|---|---|---|---|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Number – number and place value | <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. | <ul style="list-style-type: none"> Textbook 1A – Unit 1, Numbers to 10, Lessons 2–5 and 7 Textbook 1B – Unit 6, Numbers to 20, Lessons 1, 2 and 12 Textbook 1B – Unit 8, Numbers to 50, Lessons 1 and 2 | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lessons 1 and 2 |
| | <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. | <ul style="list-style-type: none"> Textbook 1B – Unit 8, Numbers to 50, Lessons 1 and 2 Textbook 1C – Unit 11, Multiplication and division, Lessons 1–3 Textbook 1C – Unit 14, Numbers to 100, Lessons 1 and 2 | |
| | <ul style="list-style-type: none"> Given a number, identify one more and one less. | <ul style="list-style-type: none"> Textbook 1A – Unit 1, Numbers to 10, Lessons 6 and 8 Textbook 1B – Unit 6, Numbers to 20, Lesson 7 Textbook 1B – Unit 8, Numbers to 50, Lesson 7 Textbook 1C – Unit 14, Numbers to 100, Lesson 5 | |

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|---|---|---|--|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Textbook 1A – Unit 1, Numbers to 10, Lessons 1–6 and 9–14 Textbook 1A – Unit 2, Part-whole within 10, Lesson 1 Textbook 1B – Unit 6, Numbers to 20, Lessons 3–11 Textbook 1B – Unit 8, Numbers to 50, Lessons 3–6 Textbook 1C – Unit 14, Numbers to 100, Lessons 3, 4 and 6 | |
| | <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. | <ul style="list-style-type: none"> Textbook 1B – Unit 6, Numbers to 20, Lessons 1, 6 and 12 | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lesson 1 |
| Number – addition and subtraction | <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. | <ul style="list-style-type: none"> Textbook 1A – Unit 2, Part-whole within 10, Lessons 3 and 4 | |
| | <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. | <ul style="list-style-type: none"> Textbook 1A – Unit 2, Part-whole within 10, Lessons 1–7 Textbook 1A – Unit 3, Addition within 10, Lessons 1, 2 and 4 Textbook 1A – Unit 4, Subtraction within 10, Lessons 1–5 Textbook 1B – Unit 7, Addition and subtraction within 20, Lessons 2–6 and 9 | |
| | <ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero. | <ul style="list-style-type: none"> Textbook 1A – Unit 4, Subtraction within 10, Lesson 7 Textbook 1B – Unit 7, Addition and subtraction within 20, Lessons 1, 2, 6 and 7 | |

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|---|--|---|---|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| | <ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. | <ul style="list-style-type: none"> Textbook 1A – Unit 3, Addition within 10, Lesson 3 Textbook 1A – Unit 4, Subtraction within 10, Lessons 6 and 8 Textbook 1B – Unit 7, Addition and subtraction within 20, Lessons 7, 8, 10 and 11 | |
| Number – multiplication and division | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Textbook 1C – Unit 11, Multiplication and division, Lessons 4–9 | <ul style="list-style-type: none"> Textbook 2B – Unit 6, Multiplication and division (1), Lesson 1 |
| Number – fractions | <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. | <ul style="list-style-type: none"> Textbook 1C – Unit 12, Fractions, Lessons 1 and 2 | <ul style="list-style-type: none"> Textbook 2C – Unit 10, Fractions, Lessons 1–4 |
| | <ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | <ul style="list-style-type: none"> Textbook 1C – Unit 12, Fractions, Lessons 3 and 4 | <ul style="list-style-type: none"> Textbook 2C – Unit 10, Fractions, Lessons 5 and 6 |
| Measurement | <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]. | <ul style="list-style-type: none"> Textbook 1B – Unit 9, Introducing length and height, Lessons 1 and 4 Textbook 1B – Unit 10, Introducing mass and capacity, Lessons 1, 3, 4, 6 and 7 | |



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|---|---|--|--|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| | <ul style="list-style-type: none"> Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds). | <ul style="list-style-type: none"> Textbook 1B – Unit 9, Introducing length and height, Lessons 2 and 3 Textbook 1B – Unit 10, Introducing mass and capacity, Lessons 2, 4 and 5 | |
| | <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. | <ul style="list-style-type: none"> Textbook 1C – Unit 15, Money, Lessons 1–3 | <ul style="list-style-type: none"> Textbook 2B – Unit 5, Money, Lessons 1–3 |
| | <ul style="list-style-type: none"> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. | <ul style="list-style-type: none"> Textbook 1C – Unit 16, Time, Lesson 1 | |
| | <ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years. | <ul style="list-style-type: none"> Textbook 1C – Unit 16, Time, Lessons 2 and 3 | |
| | <ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | <ul style="list-style-type: none"> Textbook 1C – Unit 16, Time, Lessons 4 and 5 | <ul style="list-style-type: none"> Textbook 2C – Unit 11, Time, Lesson 1 |
| Geometry – properties of shapes | <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | <ul style="list-style-type: none"> Textbook 1A – Unit 5, 2D and 3D shapes, Lessons 1–5 | |



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| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Geometry – position and direction | <ul style="list-style-type: none">Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | <ul style="list-style-type: none">Textbook 1C – Unit 13, Position and direction, Lesson 1 | |

Year 2

| National curriculum programmes of study Year 2 | | Power Maths | |
|---|--|--|---|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Number – number and place value | <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. | | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lessons 16 and 17 Textbook 2A – Unit 3, Addition and subtraction (2), Lesson 1 |
| | <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones). | <ul style="list-style-type: none"> Textbook 1B – Unit 6, Numbers to 20, Lessons 3–5 Textbook 1B – Unit 8, Numbers to 50, Lesson 3 Textbook 1C – Unit 14, Numbers to 100, Lesson 3 | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lessons 3–9 |
| | <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line. | | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lessons 3–8 and 10–13 |
| | <ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. | | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lessons 13–15 |
| | <ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. | | <ul style="list-style-type: none"> Textbook 2A – Unit 1, Numbers to 100, Lesson 9 |
| | <ul style="list-style-type: none"> Use place value and number facts to solve problems. | | <ul style="list-style-type: none"> Textbook 2C – Unit 12, Problem solving and efficient methods, Lessons 1–4, 6, 7, 9 and 11 |



| National curriculum programmes of study Year 2 | | Power Maths | |
|---|--|-------------|--|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Number – addition and subtraction | <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. | | <ul style="list-style-type: none"> Textbook 2A – Unit 2, Addition and subtraction (1), Lessons 5–8 and 10–13 Textbook 2A – Unit 3, Addition and subtraction (2), Lessons 1–12 Textbook 2B – Unit 8, Length and height, Lesson 5 Textbook 2C – Unit 12, Problem solving and efficient methods, Lessons 4 and 6–10 |
| | <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. | | <ul style="list-style-type: none"> Textbook 2A – Unit 2, Addition and subtraction (1), Lessons 1–4 Textbook 2A – Unit 3, Addition and subtraction (2), Lessons 9 and 10 |
| | <ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers. | | <ul style="list-style-type: none"> Textbook 2A – Unit 2, Addition and subtraction (1), Lessons 5–13 Textbook 2A – Unit 3, Addition and subtraction (2), Lessons 2–7 |
| | <ul style="list-style-type: none"> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | | <ul style="list-style-type: none"> Textbook 2A – Unit 2, Addition and subtraction (1), Lesson 1 |
| | <ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | | <ul style="list-style-type: none"> Textbook 2C – Unit 12, Problem solving and efficient methods, Lessons 1, 3, 5 |

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| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Number – multiplication and division | <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. | | <ul style="list-style-type: none"> Textbook 2B – Unit 7, Multiplication and division (2), Lessons 1–8 |
| | <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. | | <ul style="list-style-type: none"> Textbook 2B – Unit 6, Multiplication and division (1), Lessons 4 and 6 |
| | <ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | | <ul style="list-style-type: none"> Textbook 2B – Unit 6: Multiplication and division (2), Lesson 6 |
| | <ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | | <ul style="list-style-type: none"> Textbook 2B – Unit 6, Multiplication and division (1), Lessons 1–3 and 5–8 Textbook 2B – Unit 7, Multiplication and division (2), Lessons 3, 9 and 10 |
| Number – fractions | <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> Textbook 2C – Unit 10, Fractions, Lessons 5–8 and 11 |
| | <ul style="list-style-type: none"> Write simple fractions [for example, $\frac{1}{2}$ of 6 = 3] and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. | | <ul style="list-style-type: none"> Textbook 2C – Unit 10, Fractions, Lessons 9 and 10 |

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|---|--|-------------|--|
| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Measurement | <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. | | <ul style="list-style-type: none"> Textbook 2B – Unit 8, Length and height, Lessons 1 and 2 Textbook 2B – Unit 9, Mass, capacity and temperature, Lessons 2, 3 and 5–8 |
| | <ul style="list-style-type: none"> Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. | | <ul style="list-style-type: none"> Textbook 2B – Unit 8, Length and height, Lessons 3 and 4 Textbook 2B – Unit 9, Mass, capacity and temperature, Lessons 1 and 4 |
| | <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. | | <ul style="list-style-type: none"> Textbook 2B – Unit 5, Money, Lessons 1–4 and 8 |
| | <ul style="list-style-type: none"> Find different combinations of coins that equal the same amounts of money. | | <ul style="list-style-type: none"> Textbook 2B – Unit 5, Money, Lesson 5 |
| | <ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | | <ul style="list-style-type: none"> Textbook 2B – Unit 5, Money, Lessons 6, 7, 9 and 10 |
| | <ul style="list-style-type: none"> Compare and sequence intervals of time. | | <ul style="list-style-type: none"> Textbook 2C – Unit 11, Time, Lesson 4 |
| | <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> Textbook 2C – Unit 11, Time, Lessons 2 and 3 |

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| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| | <ul style="list-style-type: none"> Know the number of minutes in an hour and the number of hours in a day. | | <ul style="list-style-type: none"> Textbook 2C – Unit 11, Time, Lessons 4 and 5 |
| Geometry – properties of shapes | <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. | | <ul style="list-style-type: none"> Textbook 2A – Unit 4, Properties of shapes, Lessons 2–5 |
| | <ul style="list-style-type: none"> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. | | <ul style="list-style-type: none"> Textbook 2A – Unit 4, Properties of shapes, Lessons 8–10 |
| | <ul style="list-style-type: none"> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. | | <ul style="list-style-type: none"> Textbook 2A – Unit 4, Properties of shapes, Lesson 1 |
| | <ul style="list-style-type: none"> Compare and sort common 2-D and 3-D shapes and everyday objects. | | <ul style="list-style-type: none"> Textbook 2A – Unit 4, Properties of shapes, Lessons 1, 6 and 11 |
| Geometry – position and direction | <ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences. | | <ul style="list-style-type: none"> Textbook 2A – Unit 4, Properties of shapes, Lessons 7 and 12 Textbook 2C – Unit 13, Position and direction, Lesson 5 |
| | <ul style="list-style-type: none"> 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). | | <ul style="list-style-type: none"> Textbook 2C – Unit 13, Position and direction, Lessons 1–5 |

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| Domain | Pupils should be taught to: | Year 1 | Year 2 |
| Statistics | <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and tables. | | <ul style="list-style-type: none"> Textbook 2C – Unit 14, Statistics, Lessons 1–4 and 6 |
| | <ul style="list-style-type: none"> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. | | <ul style="list-style-type: none"> Textbook 2C – Unit 14, Statistics, Lessons 5 and 7 |
| | <ul style="list-style-type: none"> Ask and answer questions about totalling and comparing categorical data. | | <ul style="list-style-type: none"> Textbook 2C – Unit 14, Statistics, Lessons 5 and 7 |