# *Power Maths* Year I, yearly overview

| Textbook | Strand | Unit | | Number of lessons |
|---|---|---|---|---|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Numbers to 10 | 14 |
| | Number – addition and subtraction | 2 | Part-whole within 10 | 7 |
| | Number – addition and subtraction | 3 | Addition awithin 10 | 4 |
| | Number – addition and subtraction | 4 | Subtraction within 10 | 8 |
| | Geometry – properties of shape | 5 | 2D and 3D shapes | 5 |
| Textbook B / Practice Book B (Term 2) | Number – number and place value | 6 | Numbers to 20 | 12 |
| | Number – addition and subtraction | 7 | Addition and subtraction within 20 | 11 |
| | Number – number and place value | 8 | Numbers to 50 | 7 |
| | Measurement | 9 | Introducing length and height | 4 |
| | Measurement | 10 | Introducing weight and volume | 7 |
| Textbook C / Practice Book C (Term 3) | Number – multiplication and division | 11 | Multiplication and division | 9 |
| | Number – fractions | 12 | Halves and quarters | 4 |
| | Geometry – position and direction | 13 | Position and direction | 5 |
| | Number – number and place value | 14 | Numbers to 100 | 6 |
| | Measurement | 15 | Money | 3 |
| | Measurement | 16 | Time | 5 |

# *Power Maths* Year I, Textbook IA (Term I) overview

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – number and place value | Unit 1 | Numbers to 10 | 1 | Sort objects | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | |
| Number – number and place value | Unit 1 | Numbers to 10 | 2 | Count objects to 10 | 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 |
| Number – number and place value | Unit 1 | Numbers to 10 | 3 | Represent numbers to 10 | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | 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 |
| Number – number and place value | Unit 1 | Numbers to 10 | 4 | Count objects from a larger group | 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 |
| Number – number and place value | Unit 1 | Numbers to 10 | 5 | Count on from any number | 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 |
| Number – number and place value | Unit 1 | Numbers to 10 | 6 | One more | 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 |
| Number – number and place value | Unit 1 | Numbers to 10 | 7 | Count backwards from 10 to 0 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | |
| Number – number and place value | Unit 1 | Numbers to 10 | 8 | One less | Given a number, identify one more and one less | |
| Number – number and place value | Unit 1 | Numbers to 10 | 9 | Compare groups | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | |
| Number – number and place value | Unit 1 | Numbers to 10 | 10 | Fewer or more? | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least | |
| Number – number and place value | Unit 1 | Numbers to 10 | 11 | <, > or = | 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 | |
| Number – number and place value | Unit 1 | Numbers to 10 | 12 | Compare numbers | 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 | |

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – number and place value | Unit 1 | Numbers to 10 | 13 | Order objects and numbers | 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 | |
| Number – number and place value | Unit 1 | Numbers to 10 | 14 | The number line | 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 | |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 1 | Parts and wholes | 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 |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 2 | The part-whole model | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 3 | Write number sentences | Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20 |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 4 | Fact families – addition facts | Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20 |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 5 | Number bonds | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 6 | Find number bonds | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 2 | Part-whole within 10 | 7 | Number bonds to 10 | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 3 | Addition within 10 | 1 | Add together | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 3 | Addition within 10 | 2 | Add more | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 3 | Addition within 10 | 3 | Addition problems | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 | |
| Number – addition and subtraction | Unit 3 | Addition within 10 | 4 | Find the missing number | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 4 | Subtraction within 10 | 1 | How many are left? (1) | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 2 | How many are left? (2) | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 3 | Break apart (1) | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 4 | Break apart (2) | Represent and use number bonds and related subtraction facts within 20 | |

| Strand | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – addition and subtraction | Unit 4 | Fractions (1) | 5 | Fact families | Represent and use number bonds and related subtraction facts within 20 | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 6 | Subtraction on a number line | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 7 | Add or subtract 1 or 2 | Add and subtract one-digit and two-digit numbers to 20, including zero | |
| Number – addition and subtraction | Unit 4 | Fractions (1) | 8 | Solve word problems – 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 | |
| Geometry – properties of shape | Unit 5 | 2D and 3D shapes | 1 | Recognise and name 3D shapes | Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | |
| Geometry – properties of shape | Unit 5 | 2D and 3D Shapes | 2 | Sort 3D shapes | Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | |
| Geometry – properties of shape | Unit 5 | 2D and 3D Shapes | 3 | Recognise and name 2D shapes | Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | |
| Geometry – properties of shape | Unit 5 | 2D and 3D Shapes | 4 | Sort 2D shapes | Recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] | |
| Geometry – properties of shape | Unit 5 | 2D and 3D Shapes | 5 | Make patterns with 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 |

# *Power Maths* Year I, Textbook IB (Term 2) overview

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – number and place value | 6 | Numbers to 20 | 1 | Count to 20 | 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. |
| Number – number and place value | 6 | Numbers to 20 | 2 | Understand 10 | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (to 20) | |
| Number – number and place value | 6 | Numbers to 20 | 3 | 11, 12 and 13 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| Number – number and place value | 6 | Numbers to 20 | 4 | 14, 15 and 16 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| Number – number and place value | 6 | Numbers to 20 | 5 | 17, 18 and 19 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| Number – number and place value | 6 | Numbers to 20 | 6 | Understand 20 | 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 |
| Number – number and place value | 6 | Numbers to 20 | 7 | 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 | Given a number, identify one more and one less |
| Number – number and place value | 6 | Numbers to 20 | 8 | The number line to 20 | 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 | |
| Number – number and place value | 6 | Numbers to 20 | 9 | Label number lines | 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 | |
| Number – number and place value | 6 | Numbers to 20 | 10 | Estimate on a number line | 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 | |
| Number – number and place value | 6 | Numbers to 20 | 11 | Compare numbers to 20 | 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 | |
| Number – number and place value | 6 | Numbers to 20 | 12 | Order numbers to 20 | 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 |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 1 | Add by counting on within 20 | Add and subtract one-digit and two-digit numbers to 20, including zero | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 2 | Add ones using number bonds | Represent and use number bonds and related subtraction facts within 20 (within 10) | Add and subtract one-digit and two-digit numbers to 20, including zero |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 3 | Find and make number bonds to 20 | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 4 | Doubles | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 5 | Near doubles | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 6 | Subtract ones using number bonds | Add and subtract one-digit and two-digit numbers to 20, including zero | Represent and use number bonds and related subtraction facts within 20 (within 10) |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 7 | Subtraction – count back | 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 |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 8 | Subtraction - find the difference | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 9 | Related facts – fact families | Represent and use number bonds and related subtraction facts within 20 (within 10) | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 10 | Missing number problems | Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 | |
| Number – addition and subtraction | 7 | Addition and subtraction within 20 | 11 | Solve word and picture problems – 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 | |
| Number – number and place value | 8 | Numbers to 50 | 1 | Count to 50 | 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 |
| Number – number and place value | 8 | Numbers to 50 | 2 | Numbers to 50 | 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 |
| Number – number and place value | 8 | Numbers to 50 | 3 | 20, 30, 40 and 50 | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (Year 2) |
| Number – number and place value | 8 | Numbers to 50 | 4 | Count by making groups of 10s | 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 | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – number and place value | 8 | Numbers to 50 | 5 | Groups of 10s and 1s | 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 | |
| Number – number and place value | 8 | Numbers to 50 | 6 | Partition into 10s and 1s | 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 | |
| Number – number and place value | 8 | Numbers to 50 | 7 | One more, one less | Given a number, identify one more and one less | |
| Measurement | 9 | Introducing length and height | 1 | Compare lengths and heights | Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | |
| Measurement | 9 | Introducing length and height | 2 | Measure length (non-standard units of measure) | Measure and begin to record the following: lengths and heights | |
| Measurement | 9 | Introducing length and height | 3 | Measure length (using a ruler) | Measure and begin to record the following: lengths and heights | |
| Measurement | 9 | Introducing length and height | 4 | Solve word problems – length | Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | |
| Measurement | 10 | Introducing mass and capacity | 1 | Heavier and lighter | Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] | |
| Measurement | 10 | Introducing mass and capacity | 2 | Measure mass | Measure and begin to record the following: mass/weight | |
| Measurement | 10 | Introducing mass and capacity | 3 | Compare mass | Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] | |
| Measurement | 10 | Introducing mass and capacity | 4 | Full and empty | 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 |
| Measurement | 10 | Introducing mass and capacity | 5 | Measure capacity | Measure and begin to record the following: capacity and volume | |
| Measurement | 10 | Introducing mass and capacity | 6 | Compare capacity | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | |
| Measurement | 10 | Introducing mass and capacity | 7 | Solve word problems – mass and capacity | Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] | |

## *Power Maths* Year I, Textbook IC (Term 3) overview

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Number – multiplication and division | 11 | Multiplication and division | 1 | Count in 2s | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | |
| Number – multiplication and division | 11 | Multiplication and division | 2 | Count in 10s | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | |
| Number – multiplication and division | 11 | Multiplication and division | 3 | Count in 5s | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | |
| Number – multiplication and division | 11 | Multiplication and division | 4 | Equal groups | 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 | |
| Number – multiplication and division | 11 | Multiplication and division | 5 | Add equal groups | 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 | |
| Number – multiplication and division | 11 | Multiplication and division | 6 | Make arrays | 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 | |
| Number – multiplication and division | 11 | Multiplication and division | 7 | Make doubles | 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 |
| Number – multiplication and division | 11 | Multiplication and division | 8 | Grouping | 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 | |
| Number – multiplication and division | 11 | Multiplication and division | 9 | Sharing | 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 | |
| Number – fractions | 12 | Fractions | 1 | Recognise and find a half of a shape | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | |
| Number – fractions | 12 | Fractions | 2 | Recognise and find a half of a quantity | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | |
| Number – fractions | 12 | Fractions | 3 | Recognise and find a quarter of a shape | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | |
| Number – fractions | 12 | Fractions | 4 | Recognise and find a quarter of a quantity | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Geometry – position and direction | 13 | Position and direction | 1 | Describe turns | Describe position, direction and movement, including whole, half, quarter and three-quarter turns | |
| Geometry – position and direction | 13 | Position and direction | 2 | Describe position – left and right | 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 | |
| Geometry – position and direction | 13 | Position and direction | 3 | Describe position – forwards and backwards | 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. | |
| Geometry – position and direction | 13 | Position and direction | 4 | Describe position – above and below | 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. | |
| Geometry – position and direction | 13 | Position and direction | 5 | Ordinal numbers | 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. | |
| Number – number and place value | 14 | Numbers to 100 | 1 | Count from 50 to 100 | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | |
| Number – number and place value | 14 | Numbers to 100 | 2 | 10s to 100 | Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | |
| Number – number and place value | 14 | Numbers to 100 | 3 | Partition into 10s and 1s | 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 | Recognise the place value of each digit in a two-digit number (tens, ones) (year 2) |
| Number – number and place value | 14 | Numbers to 100 | 4 | Number line to 100 | 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 | |
| Number – number and place value | 14 | Numbers to 100 | 5 | One more and one less | Given a number, identify one more and one less | |
| Number – number and place value | 14 | Numbers to 100 | 6 | Compare numbers | 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 | |
| Measurement | 15 | Money | 1 | Recognise coins | Recognise and know the value of different denominations of coins and notes | |

| Strand | Unit | Unit title | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|---|---|---|---|---|---|
| Measurement | 15 | Money | 2 | Recognise notes | Recognise and know the value of different denominations of coins and notes | |
| Measurement | 15 | Money | 3 | Count in coins | Recognise and know the value of different denominations of coins and notes | |
| Measurement | 16 | Time | 1 | Before and after | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] | |
| Measurement | 16 | Time | 2 | Days of the week | Recognise and use language relating to dates, including days of the week, weeks, months and years | |
| Measurement | 16 | Time | 3 | Months of the year | Recognise and use language relating to dates, including days of the week, weeks, months and years | |
| Measurement | 16 | Time | 4 | Tell the time to the hour | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | |
| Measurement | 16 | Time | 5 | Tell the time to the half hour | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times | |