NCETM curriculum maps to *Power Maths* matching chart Autumn Term

This table shows the NCETM Units and Learning Outcomes in the order that you will find them on the NCETM website. We have matched these to the *Power Maths* Units that cover these Learning Outcomes. Please do note that this means the *Power Maths* units are not in the correct order within each year group.

Please note that some *Power Maths* Units are from a different year to NCETM units. Any *Power Maths* units from a different year are shown in italics.

Year 1

NCETM Year 1 Autumn Term			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
Autumn 1	1. Previous Reception experiences and counting within 100	• Pupils count within 100 in different ways	*Reception, Unit 7: Numbers to 10* *Reception, Unit 15: Numbers to 20* Unit 1: Numbers to 10 Unit 13: Numbers to 100
Autumn 2	2. Comparison of quantities and part-whole relationships	• Pupils explain that items can be compared using length and height	Unit 9: Introducing length and height
		• Pupils explain that items can be compared using weight/mass and volume/capacity	Unit 3: Addition within 10 Unit 4: Subtraction within 10 Unit 10: Introducing mass and capacity
		• Pupils count a set of objects	Unit 1: Numbers to 10 Unit 3: Addition within 10 Unit 6: Numbers to 20
		• Pupils compare sets of objects	Unit 1: Numbers to 10 Unit 6: Numbers to 20 Unit 14: Numbers to 100
		• Pupils use equality and inequality symbols to compare sets of objects	Unit 1: Numbers to 10 Unit 2: Numbers to 20

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 1 Autumn Term			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils use equality and inequality symbols to compare expressions	Unit 1: Numbers to 10 Unit 2: Numbers to 20 Unit 14: Numbers to 100
		• Pupils explain what a whole is	Unit 2: Part-whole within 10 Unit 4: Subtraction within 10 Unit 11: Multiplication and Division
		• Pupils explain that a whole can be split into parts	Unit 2: Part-whole within 10 Unit 3: Addition within 10
		• Pupils explain that a whole can represent a group of objects	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils identify a part of a whole group	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain what a part-whole model is	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils use a part-whole model to represent a whole partitioned into two parts	Unit 2: Part-whole within 10 Unit 4: Subtraction within 10 Unit 7: Addition and subtraction within 20
		• Pupils use a part-whole model to represent a whole partitioned into more than two parts	Unit 2: Part-whole within 10
	3. Numbers 0-5	• Pupils explain that numbers can represent how many objects there are in a set	Unit 1: Lessons to 10 Unit 6: Numbers to 20 Unit 7: Addition and subtraction within 20
		• Pupils explain that ordinal numbers show a position and not a set of objects	Unit 13: Position and Direction

NCETM Year 1 Autumn Term			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils partition numbers one to five in different ways	Unit 2: Part-whole within 10 Unit 11: Multiplication and Division
		• Pupils partition the numbers one to five in a systematic way	Unit 2: Part-whole within 10 Unit 11: Multiplication and Division
		• Pupils find a missing part when one part and the whole is known	Unit 2: Part-whole within 10 Unit 7: Addition and subtraction within 20 Unit 8: Numbers to 50
		• Pupils show one more and one less than a number using representations. Pupils describe this accurately	Unit 1: Numbers to 10 Unit 3: Addition within 10
		• Pupils use a bar model to represent a whole partitioned into two parts	Unit 2: Part-whole within 10 Unit 7: Addition and subtraction within 20 Unit 11: Multiplication and Division
	4. Recognise, compose, decompose and manipulate 2D and 3D shapes	• Pupils compose pattern block images	Unit 5: 2D and 3D shapes
		• Pupils copy, extend and develop repeating and radiating pattern block patterns	Unit 5: 2D and 3D shapes Unit 13: Position and Direction
		• Pupils compose tangram images	Unit 5: 2D and 3D shapes
		• Pupils investigate tetromino and pentomino arrangements	Unit 5: 2D and 3D shapes *Year 2, Unit 4: Properties of shapes*
		• Pupils investigate ways that four cubes can be composed into different 3D models	Unit 5: 2D and 3D Shapes Unit 13: Position and Direction *Year 2, Unit 4: Properties of shapes*

NCETM Year 1 Autumn Term			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils explore, discuss and compare 3D shapes	Unit 5: 2D and 3D Shapes
		• Pupils identify 2D shapes within 3D shapes	Unit 5: 2D and 3D Shapes
		• Pupils explore, discuss and compare 2D shapes	Unit 5: 2D and 3D Shapes Unit 13: Position and Direction
		• Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs	Unit 5: 2D and 3D Shapes *Year 2, Unit 4: Properties of shapes*
		• Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs	Unit 5: 2D and 3D Shapes *Year 2, Unit 4: Properties of shapes*
		• Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs	Unit 5: 2D and 3D Shapes *Year 2, Unit 4: Properties of shapes*

Year 2

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Autumn 1	1. Numbers 10 to 100	• Pupils explain that one ten is equivalent to ten ones	Unit 1: Numbers to 100
		• Pupils represent multiples of ten using their numerals	*Year 1, Unit 11: Multiplication and division* Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1)
		• Pupils represent multiples of ten using their numerals and names	*Year 1, Unit 11: Multiplication and division* Unit 1: Numbers to 100 Unit 6: Multiplication and Division (1)
		• Pupils represent multiples of ten in an expression or an equation	*Year 1, Unit 11: Multiplication and division* Unit 1: Numbers to 100 Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils estimate the position of multiples of ten on a 0-100 number line	Unit 1: Numbers to 100 Unit 12: Problem solving and efficient methods
		• Pupils explain what happens when you add and subtract ten to a multiple of ten	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 7: Multiplication and division (2)
		• Pupils use knowledge of facts and unitising to add and subtract multiples of ten	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 7: Multiplication and division (2)
		• Pupils add and subtract multiples of ten	*Year 1, Unit 12: Multiplication* Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils explore the counting sequence for counting to 100 and beyond	Unit 1: Numbers to 100 Unit 5: Money Unit 7: Multiplication and division (2)
		• Pupils count a large group of objects by counting groups of tens and the extra ones	Unit 1: Numbers to 100 Unit 5: Money

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils count a large group of objects by using knowledge of unitising by counting tens and ones	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1)
		• Pupils represent a number from 20-99 in different ways	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1)
		• Pupils explain and mark the position of numbers 20-99 on a number line	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 9: Mass, capacity and temperature
		• Pupils explain that numbers 20-99 can be represented as a length	Unit 1: Numbers to 100 Unit 8: Length and height
		• Pupils compare two, two-digit numbers	Unit 1: Numbers to 100 Unit 3: Addition and subtraction (2)
		• Pupils partition a two-digit number into tens and ones	Unit 1: Numbers to 100 Unit 7: Multiplication and division (2) Unit 10: Fractions
		• Pupils add two, two-digit numbers by partitioning into tens and ones	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
	2. Calculations within 20	• Pupils add three addends	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use a ‘First... Then… Now” story to add 3 addends	Year 1, Unit 1: Numbers to 10
		• Pupils explain that addends can be added in any order	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add 3 addends efficiently	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods
		• Pupils add 3 addends efficiently by finding two addends that total 10	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods

		• Pupils add two numbers that bridge through 10	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods
NCETM Year 2			**Power Maths Year 2**
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils subtract two numbers that bridge through 10	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils compare numbers and describe how many more or less there are in each set	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1)
		• Pupils calculate the difference	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use knowledge of subtraction to solve problems in a range of contexts	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 8: Length and height Unit 12: Problem Solving and Efficient Methods
		• Pupils explain what the difference is between consecutive numbers	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1)
		• Pupils calculate difference when information is presented in a pictogram	Unit 14: Statistics
		• Pupils calculate difference when information is presented in a bar chart	Unit 14: Statistics
Autumn 2	3. Fluently add and subtract within 10	• Pupils demonstrate their fluency of Addition and subtraction within ten	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods
		• Pupils practise Addition and subtraction strategiesas required	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods
	4. Addition and subtraction of 2-digit numbers	• Pupils add and subtract one to and from a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add and subtract one to and from a two-digit number that crosses a tens boundary	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods

		• Pupils add and subtract one from any two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
NCETM Year 2			**Power Maths Year 2**
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use number facts to add a single-digit number to a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use number facts to subtract a single-digit number from a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use a part-part-whole model to represent Addition and subtraction	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use number bonds to ten to add a single-digit number to a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use number bonds to ten to subtract a single-digit number from a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use knowledge of 'make ten' to add a one-digit number to a two-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number	Unit 12: Problem Solving and Efficient Methods
		• Pupils solve problems using knowledge of Addition and subtraction	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 12: Problem Solving and Efficient Methods
		• Pupils find ten more or ten less than a two-digit number (1)	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils find ten more or ten less than a two-digit number (2)	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils add and subtract ten to/from a two-digit number	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils explain the patterns when adding and subtracting ten	Unit 12: Problem Solving and Efficient Methods
		• Pupils use knowledge of adding and subtracting ten to solve problems	Unit 12: Problem Solving and Efficient Methods
		• Pupils use number facts to add a multiple of ten to a two-digit number	Unit 12: Problem Solving and Efficient Methods
		• Pupils use number facts to subtract a multiple of ten from a two-digit number	Unit 12: Problem Solving and Efficient Methods
		• Pupils partition a two-digit number into parts in different ways (two and three parts)	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 10: Fractions Unit 12: Problem Solving and Efficient Methods
		• Pupils use knowledge of adding and subtracting multiples of ten to solve problems	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2) Unit 12: Problem Solving and Efficient Methods

Year 3

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Autumn 1	1. Adding and subtracting across 10	• Pupils add 3 addends	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 5: Multiplication and division (2)
		• Pupils use a 'First… Then… Now" story to add 3 addends	Unit 3: Addition and subtraction (2)
		• Pupils explain that addends can be added in any order	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add 3 addends efficiently	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add 3 addends efficiently by finding two addends that total 10	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add two numbers that bridge through 10	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils subtract two numbers that bridge through 10	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
	2. Numbers to 1,000	• Pupils explain that 100 is composed of ten tens and one hundred ones	Unit 1: Place value within 1,000
		• Pupils explain that 100 is composed of 50s 25s and 20s	Unit 1: Place value within 1,000
		• Pupils use known facts to find multiples of ten that compose 100	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1) Unit 4: Multiplication and division (1) Unit 6: Multiplication and division (3)
		• Pupils will use known facts to find a two-digit number and a one- or two-digit number that compose 100	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1)
		• Pupils use known facts to find correct complements to 100	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1)
NCETM Year 3			**Power Maths Year 3**

NCETM curriculum prioritisation matching to *Power Maths*

Term	Unit	NCETM Learning Outcomes	Power Maths Unit
		• Pupils use known facts to find complements to 100 accurately and efficiently	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1)
		• Pupils represent a three-digit number which is a multiple of ten using their numerals and names	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use place value knowledge to write addition and subtraction equations	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1) Unit 4: Multiplication and division (1)
		• Pupils bridge 100 by adding or subtracting in multiples of ten	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1)
		• Pupils use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils count across and on from 100	Unit 1: Place value within 1,000
		• Pupils represent a three-digit number up to 199 in different ways	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils bridge 100 by adding or subtracting a single-digit number	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
Autumn 2		• Pupils find ten more or ten less than a given number	Unit 1: Place value within 1,000
		• Pupils cross the hundreds boundary when adding and subtracting any two-digit multiple of ten	Unit 2: Addition and subtraction (1)
		• Pupils become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm)	Unit 7: Length and perimeter
		• Pupils measure length and height from zero using whole metres and cm	Unit 7: Length and perimeter
		• Pupils measure length and height from zero using cm	Unit 7: Length and perimeter
		• Pupils convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa)	Unit 7: Length and perimeter

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm)	Unit 7: Length and perimeter
		• Pupils measure length from zero using mm / whole cm and mm	Unit 7: Length and perimeter
		• Pupils convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa)	Unit 7: Length and perimeter
		• Pupils estimate a length/height, measure a length/height and record in a table	Unit 7: Length and perimeter
		• Pupils use knowledge of place value to represent a three-digit number in different ways	Unit 1: Place value within 1,000
		• Pupils represent a three-digit number up to 1000 in different ways	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use knowledge of the additive relationship to solve problems	Unit 3: Addition and subtraction (2) Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils count in hundreds and tens on a number line	Unit 1: Place value within 1,000
		• Pupils identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten	Unit 1: Place value within 1,000 Unit 5: Multiplication and Division (2)
		• Pupils position three-digit numbers on number lines	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1)
		• Pupils estimate the position of three-digit numbers on unmarked number lines	Unit 1: Place value within 1,000
		• Pupils compare one-, two- and three-digit numbers	Unit 1: Place value within 1,000 Unit 6: Money
		• Pupils compare two three-digit numbers	Unit 1: Place value within 1,000

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils order sets of three-digit numbers	Unit 1: Place value within 1,000
		• Pupils use known facts to add or subtract multiples of 100 within 1000	Unit 4: Multiplication and Division (1) Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils write a three-digit multiple of 10 as a multiplication equation	Unit 4: Multiplication and Division (1)
		• Pupils partition three-digit numbers in different ways	Unit 4: Multiplication and Division (1)
		• Pupils use known facts to solve problems involving partitioning numbers	Unit 3: Addition and subtraction (2) Unit 9: Fractions (1)
		• Pupils use known facts to add or subtract to/from multiples of 100 in tens	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use known facts to add or subtract to/from multiples of 100 in ones	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add/subtract multiples of ten bridging 100	Unit 1: Place value within 1,000 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils add/subtract to/from a three-digit number in ones bridging 100	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 11: Time
		• Pupils find 10 more or less across any hundreds boundary	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils use knowledge of adding or subtracting to/from three-digit numbers to solve problems	Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)
		• Pupils count forwards and backwards in multiples of 2, 20, 5, 50 and 25	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2) Unit 11: Time
		• Pupils use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g)	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2) Unit 9: Mass
		• Pupils become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml)	Unit 10: Capacity
		• Pupils measure mass from zero up to 1kg using grams	Unit 9: Mass
		• Pupils measure mass from zero above 1kg using whole kg and grams	Unit 9: Mass
		• Pupils measure volume from zero up to 1 litre using ml	Unit 10: Capacity
		• Pupils measure volume from zero above 1 litre using whole litres and ml	Unit 10: Capacity
		• Pupils estimate mass in grams and volume in ml	Unit 9: Mass Unit 10: Capacity
		• Pupils estimate a mass/volume, measure a mass/volume and record in a table	Unit 9: Mass Unit 10: Capacity

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Autumn 1	1. Review of column Addition and subtraction	• Pupils identify the addends and the sum in column addition	Unit 3: Addition and subtraction
		• Pupils use their knowledge of place value to correctly lay out column addition	Unit 1: Place value – 4-digit numbers (1) Unit 3: Addition and subtraction
		• Pupils add a pair of 2-digit numbers using column addition	Unit 3: Addition and subtraction
		• Pupils add using column addition	Unit 3: Addition and subtraction
		• Pupils use their knowledge of column addition to solve problems	Unit 3: Addition and subtraction
		• Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column	Unit 3: Addition and subtraction
		• Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column	Unit 3: Addition and subtraction
		• Pupils add using column addition with regrouping	Unit 3: Addition and subtraction
		• Pupils use known facts and strategies to accurately and efficiently calculate and check column addition	Unit 3: Addition and subtraction
		• Pupils use their knowledge of column addition to solve problems	Unit 3: Addition and subtraction
		• Pupils identify the minuend and the subtrahend in column subtraction	Unit 1: Place value – 4-digit numbers (1) Unit 3: Addition and subtraction

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils subtract using column subtraction	Unit 3: Addition and subtraction
		• Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones	Unit 3: Addition and subtraction
		• Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1)	Unit 3: Addition and subtraction
		• Pupils subtract from a 3-digit number using a column subtraction with exchanging from hundreds to tens (2	Unit 3: Addition and subtraction
		• Pupils evaluate the efficiency of strategies for subtraction	Unit 3: Addition and subtraction
	2. Numbers to 10,000	• Pupils explain how many tens, hundreds and ones 1,000 is composed of	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2)
		• Pupils use knowledge of 1,000 to explain common measure conversions	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2)
		• Pupils use knowledge of 1,000 to solve problems	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2)
		• Pupils use different strategies to add multiples of 100	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2) Unit 3: Addition and subtraction
		• Pupils use different strategies to subtract multiples of 100	Unit 3: Addition and subtraction Unit 5: Multiplication and Division (1)
		• Pupils use knowledge of calculation and common measure conversions to solve problems	Unit 5: Multiplication and Division (1) Unit 4: Measure – perimeter
		• Pupils compose and decompose four-digit numbers in different ways	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2)

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use strategies to make solving calculations more efficient	Unit 3: Addition and subtraction
		• Pupils compare and order four-digit numbers	Unit 2: Place value – 4-digit numbers (2) Unit 10: Decimals (1)
		• Pupils calculate efficiently by using knowledge of place value, addition and subtraction	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2) Unit 3: Addition and subtraction
		• Pupils explain what rounding is	Unit 1: Place value – 4-digit numbers (1)
		• Pupils round a four-digit number to the nearest thousand	Unit 2: Place value – 4-digit numbers (2)
		• Pupils round a four-digit number to the nearest hundred and ten	Unit 1: Place value – 4-digit numbers (1)
		• Pupils round a four-digit number to the nearest thousand, hundred and ten	Unit 1: Place value – 4-digit numbers (1)
		• Pupils add up to 3 four-digit numbers using a column addition	Unit 1: Place value – 4-digit numbers (1)
		• Pupils subtract four-digit numbers using a column subtraction	Unit 1: Place value – 4-digit numbers (1) Unit 3: Addition and subtraction
		• Pupils explain how many ‘100s’ and ‘200s’, 1,000 is composed of	Unit 1: Place value – 4-digit numbers (1)
		• Pupils explain how many ‘500s’ and ‘250s’, 1,000 is composed of	Unit 1: Place value – 4-digit numbers (1) Unit 2: Place value – 4-digit numbers (2)
Autumn 2	3. Perimeter	• A regular polygon has sides that are all the same length and interior angles that are all equal in size	Unit 7: Length and perimeter Unit 14: Geometry – angles and 2D shapes
		• Perimeter is the distance around the edge of a two-dimensional shape	Unit 7: Length and perimeter Unit 14: Geometry – angles and 2D shapes
		• Different shapes can have the same perimeter	Unit 7: Length and perimeter Unit 14: Geometry – angles and 2D shapes
		• Perimeter is measured in units of length and can be found by counting units	Unit 7: Length and perimeter

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Perimeter can be calculated by adding together the side lengths of a 2D shape	Unit 7: Length and perimeter Unit 14: Geometry – angles and 2D shapes
		• The perimeter of a rectangle can be calculated by addition and multiplication	Unit 7: Length and perimeter Unit 14: Geometry – angles and 2D shapes
		• Unknown side lengths can be calculated from perimeter and known side lengths	Unit 7: Length and perimeter
		• The perimeter of a regular polygon can be calculated by multiplication	Unit 7: Length and perimeter Unit 5: Multiplication and Division (1) Unit 14: Geometry – angles and 2D shapes
		• The side length of a regular polygon can be calculated by division where the perimeter is known	Unit 7: Length and perimeter Unit 5: Multiplication and Division (1) Unit 14: Geometry – angles and 2D shapes
	4. 3, 6, 9 Times Tables	• Pupils represent counting in threes as the three times table	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils explain the relationship between adjacent multiples of three	Unit 1: Place value – 4-digit numbers (1) Unit 5: Multiplication and Division (1)
		• Pupils use knowledge of the three times table to solve problems	Unit 5: Multiplication and Division (1)
		• Pupils represent counting in sixes as the six times table	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between adjacent multiples of six	Unit 5: Multiplication and Division (1)
		• Pupils use knowledge of the six times table to solve problems	Unit 5: Multiplication and Division (1)
		• Pupils use known facts from the five times table to solve problems involving the six times table	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between multiples of three and multiples of six	Unit 5: Multiplication and Division (1)

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use knowledge of the relationships between the three and six times tables to solve problems	Unit 5: Multiplication and Division (1)
		• Pupils represent counting in nines as the nine times table	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between adjacent multiples of nine (1)	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between adjacent multiples of nine (2)	Unit 5: Multiplication and Division (1)
		• Pupils use known facts from the ten times table to solve problems involving the nine times table	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between multiples of three and multiples of nine	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between pairs of three and nine times table facts that have the same product (1)	Unit 5: Multiplication and Division (1)
		• Pupils explain the relationship between pairs of three and nine times table facts that have the same product (2)	Unit 5: Multiplication and Division (1)
		• Pupils use the divisibility rules for divisors of three	Unit 5: Multiplication and Division (1)
		• Pupils use the divisibility rules for divisors of six (1)	Unit 5: Multiplication and Division (1)
		• Pupils use the divisibility rules for divisors of six (2)	Unit 5: Multiplication and Division (1)

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Autumn 1	1. Decimal Fractions	• Pupils identify tenths as part of a whole	Unit 4: Multiplication and Division (1) Unit 5: Fractions (1)
		• Pupils describe and represent tenths as a decimal fraction	Unit 4: Multiplication and Division (1) Unit 5: Fractions (1) Unit 9: Decimals and Percentages
		• Pupils count in tenths in different ways	Unit 5: Fractions (1) Unit 9: Decimals and Percentages
		• Pupils describe and write decimal numbers with tenths in different ways	Unit 5: Fractions (1) Unit 9: Decimals and Percentages
		• Pupils compare and order decimal numbers with tenths	Unit 5: Fractions (1) Unit 9: Decimals and Percentages
		• Pupils explain that decimal numbers with tenths can be composed additively	Unit 5: Fractions (1) Unit 9: Decimals and Percentages
		• Pupils explain that decimal numbers with tenths can be composed multiplicatively	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 9: Decimals and Percentages
		• Pupils use their knowledge to calculate with decimal numbers within and across one whole	Unit 7: Multiplication and division (2) Unit 9: Decimals and Percentages
		• Pupils use their knowledge to calculate with decimal numbers using mental methods	Unit 7: Multiplication and division (2) Unit 9: Decimals and Percentages
		• Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction	Unit 3: Addition and subtraction Unit 9: Decimals and Percentages
		• Pupils use representations to round a decimal number with tenths to the nearest whole number	Unit 1: Place value within 100,000 Unit 3: Addition and subtraction Unit 9: Decimals and Percentages

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils identify hundredths as part of a whole	Unit 5: Fractions (1) Unit 6: Fractions (2)
		• Pupils describe and represent hundredths as a decimal fraction	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 9: Decimals and percentages
		• Pupils describe and write decimals numbers with hundredths in different ways	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 9: Decimals and percentages
		• Pupils compare and order decimal numbers with hundredths	Unit 9: Decimals and percentages
		• Pupils explain that decimal numbers with hundredths can be partitioned in different ways	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 9: Decimals and percentages
		• Pupils use their knowledge of decimal place value to convert between and compare metres and centimetres	Unit 9: Decimals and percentages Unit 16: Measure – converting units
		• Pupils explain that different lengths can be composed additively and multiplicatively	Unit 16: Measure – converting units
		• Pupils use their knowledge of decimal place value to solve problems in different contexts	Unit 9: Decimals and percentages
		• Pupils use their knowledge to calculate with decimal numbers up to and bridging one tenth	Unit 9: Decimals and percentages Unit 14: Decimals
		• Pupils use their knowledge to calculate with decimal numbers using column addition and subtraction	Unit 3: Addition and subtraction Unit 9: Decimals and percentages Unit 14: Decimals
		• Pupils round a decimal number with hundredths to the nearest tenth	Unit 9: Decimals and percentages Unit 14: Decimals
		• Pupils round a decimal number with hundredths to the nearest whole number	Unit 9: Decimals and percentages Unit 14: Decimals
		• Pupils read and write numbers with up to 3 decimal places	Unit 9: Decimals and percentages Unit 14: Decimals

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils compare and order numbers with up to 3 decimal places	Unit 9: Decimals and percentages Unit 14: Decimals
	2. Money	• Pupils explain and represent whole pounds as a quantity of money	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils explain and represent whole pounds and pence as a quantity of money	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils explain how to compare amounts of money	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils convert quantities of money between pounds and pence	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils use their knowledge of addition to efficiently add commonly used prices	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils use their knowledge of subtraction to calculate the change due when paying whole pounds or notes	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils use and explain the most efficient strategies when adding quantities of money	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils use and explain the most efficient strategies when subtracting quantities of money	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
		• Pupils find the change when purchasing several items	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use the most efficient and reliable strategy to find the change when purchasing several items	*Year 3, Unit 12: Money* *Year 4, Unit 12: Money*
Autumn 2	3. Negative Numbers	• Pupils represent a change story using addition and subtraction symbols	Unit 3: Addition and subtraction
		• Pupils interpret numbers greater than and less than zero in different contexts	Unit 5: Fractions (1) Unit 15: Negative numbers
		• Pupils read and write negative numbers	Unit 15: Negative numbers
		• Pupils explain how the value of a number relates to its position from zero	Unit 2: Place value within 100,000,000 (2) Unit 15: Negative numbers
		• Pupils identify and place negative numbers on a number line	Unit 2: Place value within 100,000,000 (2) Unit 15: Negative numbers
		• Pupils interpret sets of negative and positive numbers in a range of contexts	Unit 2: Place value within 100,000,000 (2) Unit 15: Negative numbers
		• Pupils use their knowledge of positive and negative numbers to calculate intervals	Unit 2: Place value within 100,000,000 (2) Unit 15: Negative numbers
		• Pupils explain how negative numbers are used on a coordinate grid	Unit 14: Geometry – Properties of Shapes (1) Unit 11: Graphs and tables Unit 15: Negative numbers
		• Pupils use their knowledge of positive and negative numbers to interpret graphs	Unit 11: Graphs and tables Unit 15: Negative numbers
	4. Short Multiplication and Short Division	• Pupils multiply a two-digit number by a single-digit number using partitioning and representations (no regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using partitioning and representations (one regroup	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using partitioning and representations (two regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils multiply a two-digit number by a single-digit number using partitioning	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using expanded multiplication (no regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using short multiplication (no regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping ones to tens)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping ones to tens)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using expanded multiplication (regrouping tens to hundreds)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using short multiplication (regrouping tens to hundreds)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a two-digit number by a single-digit number using both expanded and short multiplication (two regroups)	Unit 5: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils multiply a three-digit number by a single-digit number using partitioning and representations	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a three-digit number by a single-digit number using partitioning	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (no regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (one regroup)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply a three-digit number by a single-digit number using expanded and short multiplication (multiple regroups)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils use estimation to support accurate calculation	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using partitioning and representations (no remainders, no exchanging)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using short division (no exchanging, no remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using short division (with exchanging)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a two-digit number by a single-digit number using short division (with exchanging and remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a three-digit number by a single-digit number using partitioning and representations (no exchanging, no remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils divide a three-digit number by a single-digit number using partitioning and representations (one exchange, no remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a three-digit number by a single-digit number using partitioning and representations (with exchanging and remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a three-digit number by a single-digit number using short division	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils divide a three-digit number by a single-digit number using short division (with exchanging and remainders)	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils solve short division problems accurately when the hundreds digit is smaller than the divisor	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils will use efficient strategies of division to solve problems	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

Year 6

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Autumn 1	1. Calculating Using Knowledge as Structures (1)	• Pupils explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression	Unit 3: Four Operations (2) Unit 9: Decimals
		• Pupils identify structures within stories and use their knowledge of structures to create stories	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils identify the missing part using their knowledge of part whole relationships and structures	Unit 3: Four Operations (2) Unit 9: Decimals
		• Pupils interpret and represent a part-whole problem with 3 addends using a model	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils create stories to correctly match a structure presented in a model	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils use their knowledge of additive structures to solve problems	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils calculate the value of a missing part (1)	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils calculate the value of a missing part (2)	Unit 2: Four Operations (1) Unit 3: Four Operations (2)
		• Pupils correctly represent an equation in a part-whole model	Unit 8: Algebra
		• Pupils explain how adjusting both addends affects the sum (2 digit numbers)	Unit 8: Algebra
		• Pupils explain how adjusting both addends affects the sum (decimal fractions)	Unit 8: Algebra Unit 9: Decimals

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use the 'same sum' rule to balance equations	Unit 8: Algebra
		• Pupils use the 'same sum' rule to balance equations with an unknown	Unit 8: Algebra
		• Pupils explain how adjusting one addend affects the sum	Unit 8: Algebra Unit 15: Problem solving
		• Pupils solve addition calculations mentally by using known facts	Unit 3: Four Operations (2) Unit 8: Algebra Unit 15: Problem solving
		• Pupils solve calculations with missing addends	Unit 9: Algebra Unit 15: Problem solving
		• Pupils explain how adjusting both the minuend and subtrahend by the same amount affects the difference	Unit 3: Four Operations (2) Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain how using the 'same difference' rule can make mental calculation easier (1)	Unit 3: Four Operations (2) Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain how using the 'same difference' rule can make written calculation easier (2)	Unit 3: Four Operations (2) Unit 8: Algebra Unit 15: Problem solving
		• Pupils use the 'same difference' rule to balance equations	Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils explain how increasing or decreasing the minuend affects the difference (1)	Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils explain how increasing or decreasing the minuend affects the difference (2)	Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils solve subtraction calculations mentally by using known facts	Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils explain how adjusting the minuend can make mental calculation easier	Unit 3: Four Operations (2)

		• Pupils explain how adjusting the subtrahend affects the difference	Unit 3: Four Operations (2)
NCETM Year 6			**Power Maths Year 6**
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how increasing or decreasing the subtrahend affects the difference	Unit 3: Four Operations (2)
		• Pupils calculate the difference using their knowledge of an adjusted subtrahend (1)	Unit 3: Four Operations (2)
		• Pupils calculate the difference using their knowledge of an adjusted subtrahend (2)	Unit 3: Four Operations (2)
	2. Multiples of 1,000	• Pupils explain how ten thousand can be composed	Unit 1: Place value within 10,000,000
		• Pupils explain how one hundred thousand can be composed	Unit 1: Place value within 10,000,000
		• Pupils read and write numbers up to one million (1)	Unit 1: Place value within 10,000,000
		• Pupils read and write numbers up to one million (2)	Unit 1: Place value within 10,000,000
		• Pupils identify and place the position of five-digit multiple of one thousand numbers, on a marked, but unlabelled number line	Unit 1: Place value within 10,000,000 Unit 4: Fractions (1)
		• Pupils identify and place the position of six-digit multiple of one thousand numbers, on a marked, but unlabelled number line	Unit 1: Place value within 10,000,000
Autumn 2		• Pupils count forwards and backwards in steps of powers of 10, from any multiple of 1,000	Unit 1: Place value within 10,000,000
		• Pupils explain that 10,000 is composed of 5,000s 2,500s and 2,000s	Unit 1: Place value within 10,000,000
		• Pupils explain that 100,000 is composed of 50,000s 25,000s and 20,000s	Unit 1: Place value within 10,000,000
		• Pupils read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000	Unit 1: Place value within 10,000,000

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
	3. Numbers up to 10,000,000	• Pupils use representations to identify and explain patterns in powers of 10	Unit 1: Place value within 10,000,000
		• Pupils compose seven or eight-digit numbers using common intervals	Unit 1: Place value within 10,000,000
		• Pupils use their knowledge of the composition of up to eight-digit numbers to solve problems	Unit 1: Place value within 10,000,000
		• Pupils explain how to read numbers with up to seven digits efficiently	Unit 1: Place value within 10,000,000
		• Pupils recognise and create numbers that contain place-holding zeroes	Unit 1: Place value within 10,000,000
		• Pupils determine the value of digits in numbers up to tens of millions	Unit 1: Place value within 10,000,000
		• Pupils explain how to compare up to eight-digit numbers	Unit 1: Place value within 10,000,000
		• Pupils use their knowledge of the composition of seven-digit numbers to solve problems	Unit 1: Place value within 10,000,000
		• Pupils add and subtract mentally without bridging a boundary (only one and more than one digit changes)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem Solving
		• Pupils add numbers whilst crossing the millions boundary	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem Solving
		• Pupils subtract numbers whilst crossing the millions boundary (multiples of 100,000 and different powers of 10)	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1)
		• Pupils explain how a seven-digit number can be composed and decomposed into parts	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1)
		• Pupils identify and explain a pattern in a counting sequence	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1)

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils identify numbers with up to seven digits on marked number lines	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1)
		• Pupils estimate the value and position of numbers on unmarked or partially marked number lines	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1) Unit 4: Fractions (1)
		• Pupils explain why we round and how to round seven-digit numbers to the nearest million	Unit 1: Place value within 10,000,000
		• Pupils explain how to round seven-digit numbers to the nearest hundred thousand	Unit 1: Place value within 10,000,000
		• Pupils explain how to round up to seven-digit numbers to any power of 10 in context	Unit 1: Place value within 10,000,000
		• Pupils identify and explain the most efficient way to solve a calculation	Unit 2: Four operations (1) Unit 15: Problem solving
		• Pupils add and subtract numbers with up to seven digits using column addition and subtraction	Unit 1: Place value within 10,000,000 Unit 2: Four operations (1)
		• Pupils explore and explain different written and mental strategies to solving addition and subtraction problems	Unit 3: Four operations (2)
		• Pupils solve addition and subtraction problems and explain whether a mental or written strategy would be most efficient	Unit 2: Four Operations (1) Unit 3: Four operations (2) Unit 14: Problem Solving
	4. Draw, Compose and Decompose Shapes	• Use knowledge of shape properties to draw, sketch and identify shapes	Unit 13: Properties of Shapes
		• The same 3D shape can be composed from different 2D nets	Unit 13: Properties of Shapes
		• When a 2D shape is decomposed and the parts rearranged, the area remains the same. The area of a compound shape is therefore equal to the total of the areas of the constituent parts	Unit 10: Measure – perimeter, area and volume Unit 13: Geometry - properties of shapes

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Any parallelogram can be decomposed and the parts rearranged to form a rectangular parallelogram	Unit 10: Measure – perimeter, area and volume Unit 13: Geometry - properties of shapes
		• Two congruent triangles can be composed to form a parallelogram	Unit 10: Measure – perimeter, area and volume Unit 13: Geometry - properties of shapes
		• Shapes with the same area can have different perimeters. Shapes with the same perimeters can have different areas	Unit 10: Measure – perimeter, area and volume Unit 13: Geometry - properties of shapes
		• We can use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes	Unit 10: Measure – perimeter, area and volume Unit 13: Geometry - properties of shapes