Power Maths WRM Edition Year 1 Power Up progression

Textbook 1A

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
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.	Children recognise and identify the number 5 using pictorial representations.
Number – number and place value	Unit 1	Numbers to 10	2	Count objects 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.	Children sort objects, working with numbers up to 5.
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.	Children recognise the number 4 using different pictorial representations and are asked how else they could show this number.
Number – number and place value	Unit 1	Numbers to 10	4	Count objects from a larger group	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.	Children identify the number 6 from different pictorial representations and are encouraged to represent it themselves using a ten frame.

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Number – number and place value	Unit 1	Numbers to 10	5	Count on from any 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.	Children explore the number 3, and are asked to write/label drawings with the matching numeral.
Number – number and place value	Unit 1	Numbers to 10	6	One 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.	Children explore the number 6, and are asked to write/label drawings with the matching numeral.
Number – number and place value	Unit 1	Numbers to 10	7	Count backwards from 10 to 0	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.	Children count amounts of objects, up to and including 10. Having identified how many, children count back to 0 as objects are removed or crossed out.
Number – number and place value	Unit 1	Numbers to 10	8	One less	Given a number, identify 1 more and 1 less.	Children insert five cubes into a function machine with the function '1 more'. They also explore what '1 less' would be.
Number – number and place value	Unit 1	Numbers to 10	9	Compare groups	Given a number, identify 1 more and 1 less.	Children complete a table to show 1 more and 1 less as well as the original number, working up to 10.
Number – number and place value	Unit 1	Numbers to 10	10	Fewer or more?	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards to 10 from any start number.

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Number – number and place value	Unit 1	Numbers to 10	11	<, > or =	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count backwards from 9, using representations of ten frames.
Number – number and place value	Unit 1	Numbers to 10	12	Compare numbers	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards from given numbers from 0 to 10.
Number – number and place value	Unit 1	Numbers to 10	13	Order objects and numbers	Given a number, identify 1 more and 1 less.	Children identify 1 more or 1 less than 8 and 9.
Number – number and place value	Unit 1	Numbers to 10	14	The number line	Given a number, identify 1 more and 1 less.	Children are given the final number which is 1 more and identify what the original number was.
Number – addition and subtraction	Unit 2	Part-whole within 10	1	Parts and wholes	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards to/from 10 using a number track with varying starting points.
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.	Children identify all addition bonds to 4.
Number – addition and subtraction	Unit 2	Part-whole within 10	3	Write number sentences	Represent and use number bonds and related subtraction facts within 20.	Children work out a code by working with the addition bonds to 2, 3 and 4.
Number – addition and subtraction	Unit 2	Part-whole within 10	4	Fact families – addition facts	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to numbers 2 and 3, by drawing, making and representing in part-whole models.
Number – addition and subtraction	Unit 2	Part-whole within 10	5	Number bonds	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards from 0–10 using a number track, from different starting points.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
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.	Children work with addition bonds to 5 and find all possibilities.
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.	Children explore addition bonds to numbers up to 5 using a dart board.
Number – addition and subtraction	Unit 3	Addition within 10	1	Add together	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 6, finding all possibilities.
Number – addition and subtraction	Unit 3	Addition within 10	2	Add more	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 7, representing them using different models.
Number – addition and subtraction	Unit 3	Addition within 10	3	Addition problems	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 8, looking at different representations.
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.	Children explore number bonds to 8, using a variety of models to represent them.
Number – addition and subtraction	Unit 4	Subtraction within 10	1	How many are left? (1)	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explain part-whole models and identify which is a part and which is a whole.
Number – addition and subtraction	Unit 4	Subtraction within 10	2	How many are left? (2)	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children further explore addition bonds to 8, using a variety of models as well as making it physically.
Number – addition and subtraction	Unit 4	Subtraction within 10	3	Break apart (1)	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 9, finding all possibilities.
Number – addition and subtraction	Unit 4	Subtraction within 10	4	Break apart (2)	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 10, looking at different representations.

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Number – addition and subtraction	Unit 4	Subtraction within 10	5	Fact families	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children use a number track to count on 3 from 4 and write the number sentence.
Number – addition and subtraction	Unit 4	Subtraction within 10	6	Subtraction on a number line	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children use a number track to count back 3 from 8 and write the number sentence.
Number – addition and subtraction	Unit 4	Subtraction within 10	7	Add or subtract 1 or 2	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to numbers up to 10, using a dart board.
Number – addition and subtraction	Unit 4	Subtraction within 10	8	Solve word problems – addition and subtraction	Represent and use number bonds and related subtraction facts within 20.	Children list addition bonds to 2, 3 and 4 using a part-whole model.
Geometry – properties of shapes	Unit 5	2D and 3D shapes	1	Recognise and name 3D shapes	Represent and use number bonds and related subtraction facts within 20.	Children list addition bonds to 5, 6 and 7 and write number sentences.
Geometry – properties of shapes	Unit 5	2D and 3D shapes	2	Sort 3D shapes	Represent and use number bonds and related subtraction facts within 20.	Children list addition bonds to 8 and 9, writing number sentences.
Geometry – properties of shapes	Unit 5	2D and 3D shapes	3	Recognise and name 2D shapes	Given a number, identify 1 more and 1 less.	Children compare numbers using <, > and = then complete number sentences to identify 1 more and 1 less with numbers up to 10.
Geometry – properties of shapes	Unit 5	2D and 3D shapes	4	Sort 2D shapes	Given a number, identify 1 more and 1 less.	Children use a number line to work out 1 more and 1 less than 5 and write number sentences.
Geometry – properties of shapes	Unit 5	2D and 3D shapes	5	Make patterns with shapes	Represent and use number bonds and related subtraction facts within 20.	Children write the number sentence for 3 + 7 and find three more facts.

Power Maths WRM Edition Power Up progression

Textbook 1B

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 6	Numbers to 20	1	Count to 20	Represent and use number bonds and related subtraction facts within 20.	Children explore addition bonds to 9, finding all possibilities.
Number – number and place value	Unit 6	Numbers to 20	2	Understand 10	Represent and use number bonds and related subtraction facts within 20.	Children explore number bonds to 10.
Number – number and place value	Unit 6	Numbers to 20	3	11, 12 and 13	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards to 10 using a number track.
Number – number and place value	Unit 6	Numbers to 20	4	14, 15 and 16	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children recognise numbers up to 13, and count and label collections of objects.
Number – number and place value	Unit 6	Numbers to 20	5	17, 18 and 19	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count objects up to 16 and label with the correct numeral.
Number – number and place value	Unit 6	Numbers to 20	6	Understand 20	Given a number, identify 1 more and 1 less.	Children use a number line to show 1 more and 1 less than 7. Children make the jumps and write number sentences.
Number – number and place value	Unit 6	Numbers to 20	7	One more and one less	Given a number, identify 1 more and 1 less.	Children complete a table to identify 1 more or 1 less with numbers up to 20.
Number – number and place value	Unit 6	Numbers to 20	8	The number line to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards to 20 from different starting points.
Number – number and place value	Unit 6	Numbers to 20	9	Label number lines	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children find missing numbers by counting backwards and forwards from numbers up to 20.

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Number – number and place value	Unit 6	Numbers to 20	10	Estimate on a number line	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards within 20 with different starting points.
Number – number and place value	Unit 6	Numbers to 20	11	Compare numbers to 20	Represent and use number bonds and related subtraction facts within 20.	Children use number facts within 20 to identify what numbers different shapes represent.
Number – number and place value	Unit 6	Numbers to 20	12	Order numbers to 20	Represent and use number bonds and related subtraction facts within 20.	Children complete part-whole models for number facts within 10.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	1	Add by counting on within 20	Represent and use number bonds and related subtraction facts within 20.	Children complete number sentences for addition and subtraction number bonds to 10.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	2	Add ones using number bonds	Represent and use number bonds and related subtraction facts within 20.	Children identify what addition facts ten frames show for number bonds within 10.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	3	Find and make number bonds to 20	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards within 20.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	4	Doubles	Given a number, identify 1 more and 1 less.	Children compare representations of numbers within 20 using <, > and =.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	5	Near doubles	Given a number, identify 1 more and 1 less.	Children show 1 more and 1 less than 18 on a number line, writing the number sentences.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	6	Subtract ones using number bonds	Represent and use number bonds and related subtraction facts within 20.	Children quickly generate all the addition number bonds to 8 using part-whole diagrams.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	7	Subtraction – count back	Represent and use number bonds and related subtraction facts within 20.	Children complete and write all the facts for number bonds to 10 by making it, drawing it and using models.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	8	Subtraction – find the difference	Represent and use number bonds and related subtraction facts within 20.	Children make pairs of additions for 10.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	9	Related facts – fact families	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children use a function machine which adds 2, and use it with the numbers 12, 13, 14 and 15.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	10	Missing number problems	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children answer number sentences for subtractions of 2 from 19, 18 and 17 and identify which number sentences come next.
Number – addition and subtraction	Unit 7	Addition and subtraction within 20	11	Solve word and picture problems – addition and subtraction	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explore addition problems with numbers up to 20 using shapes to represent numbers.
Number – number and place value	Unit 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.	Children count forwards and backwards in 1s to 20.
Number – number and place value	Unit 8	Numbers to 50	2	Numbers to 50	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explore number bonds to 14.
Number – number and place value	Unit 8	Numbers to 50	3	20, 30, 40 and 50	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explore number bonds to 12, making all possibilities.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – number and place value	Unit 8	Numbers to 50	4	Count by making groups of 10s	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children are shown the same calculation in three different ways, and find new ways to show that calculation.
Number – number and place value	Unit 8	Numbers to 50	5	Groups of 10s and 1s	Given a number, identify 1 more and 1 less.	Children complete a table to show 1 less and 1 more for numbers up to 50.
Number – number and place value	Unit 8	Numbers to 50	6	Partition into 10s and 1s	Given a number, identify 1 more and 1 less.	Children are shown a function machine with the function '1 less' and the output 39, to identify the start number and complete the number sentences.
Number – number and place value	Unit 8	Numbers to 50	7	One more, one less	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children use representations of 33, 34 and 35 to work out which numbers come next when counting forwards.
Measurement	Unit 9	Introducing length and height	1	Compare lengths and heights	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards within 50 and find missing numbers on number tracks.
Measurement	Unit 9	Introducing length and height	2	Measure length (non-standard units of measure)	Represent and use number bonds and related subtraction facts within 20.	Children explore number bonds of 17 using different representations.
Measurement	Unit 9	Introducing length and height	3	Measure length (using a ruler)	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children use a dart board to create number sentences up to 20, finding the highest and lowest possible scores.
Measurement	Unit 9	Introducing length and height	4	Solve word problems – length	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children use digit cards to create number sentences up to 20. What is the largest/smallest answer children can make?

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 10	Introducing mass and capacity	1	Heavier and lighter	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count in 1s, forwards and backwards, to 50.
Measurement	Unit 10	Introducing mass and capacity	2	Measure mass	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count in 1s both forwards and backwards to find missing numbers on number tracks, including numbers written out in words.
Measurement	Unit 10	Introducing mass and capacity	3	Compare mass	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explore the number 15 on a number line and part-whole model.
Measurement	Unit 10	Introducing mass and capacity	4	Full and empty	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children identify what calculation is shown on a number line to 20.
Measurement	Unit 10	Introducing mass and capacity	5	Measure capacity	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children are given a start and finish number, count in 1s within 50, forwards and backwards.
Measurement	Unit 10	Introducing mass and capacity	6	Compare capacity	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children find a mistake in a grid to 50, counting in 1s.
Measurement	Unit 10	Introducing mass and capacity	7	Solve word problems – mass and capacity	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards to find missing numbers on number tracks with numbers to 50.

Textbook 1C

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Number – multiplication and division	Unit 11	Multiplication and division	1	Count in 2s	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children write matching calculations to jumps shown on a number line to 20.
Number – multiplication and division	Unit 11	Multiplication and division	2	Count in 10s	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children use a function machine which adds 9 to work out what number will come out of the machine when 11 in inputted.
Number – multiplication and division	Unit 11	Multiplication and division	3	Count in 5s	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children write matching number sentences to addition jumps on number lines to 20.
Number – multiplication and division	Unit 11	Multiplication and division	4	Equal groups	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children use a function machine which subtracts 8 to work out what number will come out of the machine when 20 is inputted.
Number – multiplication and division	Unit 11	Multiplication and division	5	Add equal groups	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards from numbers within 50.
Number – multiplication and division	Unit 11	Multiplication and division	6	Make arrays	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children find missing numbers in grids of 50, counting forwards.
Number – multiplication and division	Unit 11	Multiplication and division	7	Make doubles	Represent and use number bonds and related subtraction facts within 20.	Children use their knowledge of number bonds to 10 to find number bonds to 11 and 12.
Number – multiplication and division	Unit 11	Multiplication and division	8	Grouping	Represent and use number bonds and related subtraction facts within 20.	Children explore number bonds to 11 using different representations.

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Number – multiplication and division	Unit 11	Multiplication and division	9	Sharing	Represent and use number bonds and related subtraction facts within 20.	Children explore number bonds to 14 using digit cards.
Number – fractions	Unit 12	Fractions	1	Recognise and find a half of a shape	Count in multiples of 2s, 5s and 10s.	Children count forwards in 10s from 10 to 50, then backwards in 10s from 48 to 8.
Number – fractions	Unit 12	Fractions	2	Recognise and find a half of a quantity	Count in multiples of 2s, 5s and 10s.	Children count in 5s, and identify 5 more and 5 less than 10.
Number – fractions	Unit 12	Fractions	3	Recognise and find a quarter of a shape	Count in multiples of 2s, 5s and 10s.	Children count forwards in 5s using counters on a ten frame and identify the pattern to see which numbers come next in the sequence.
Number – fractions	Unit 12	Fractions	4	Recognise and find a quarter of a quantity	Count in multiples of 2s, 5s and 10s.	Children count forwards and backwards in 2s, 5s and 10s to identify missing numbers on number tracks.
Geometry – position and direction	Unit 13	Position and direction	1	Describe turns	Count in multiples of 2s, 5s and 10s.	Children count in 5s then 10s to 100 and complete sentences to show 5 more/less than and 10 more/less than given numbers.
Geometry – position and direction	Unit 13	Position and direction	2	Describe position – left and right	Count in multiples of 2s, 5s and 10s.	Children sort numbers into a table to show whether they can count in 2s, 5s or 10s.
Geometry – position and direction	Unit 13	Position and direction	3	Describe position – forwards and backwards	Count in multiples of 2s, 5s and 10s.	Children identify a number up to 30 based on clues about multiples and more/less than.

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Geometry – position and direction	Unit 13	Position and direction	4	Describe position – above and below	Count in multiples of 2s, 5s and 10s.	Children identify patterns on a 100 square using different shapes for counting in 2s, 5s and 10s.
Geometry – position and direction	Unit 13	Position and direction	5	Ordinal numbers	Count in multiples of 2s, 5s and 10s.	Children sort numbers up to 50 in a table to show whether they can count in 2s, 5s or 10s.
Number – number and place value	Unit 14	Numbers to 100	1	Count from 50 to 100	Count in multiples of 2s, 5s and 10s.	Children write number sentences to show more than/less than for representations of numbers up to 50.
Number – number and place value	Unit 14	Numbers to 100	2	10s to 100	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children are asked to use number facts within 20 to identify what numbers different shapes represent.
Number – number and place value	Unit 14	Numbers to 100	3	Partition into 10s and 1s	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children find the missing numbers in an addition pyramid for number bonds to 20.
Number – number and place value	Unit 14	Numbers to 100	4	Number line to 100	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards in 1s from 27 to show what numbers come next in a sequence using base 10 equipment.
Number – number and place value	Unit 14	Numbers to 100	5	One more and one less	Given a number, identify 1 more and 1 less.	Children are given pairs of numbers between 30 and 50, and compare them using <, > and =.
Number – number and place value	Unit 14	Numbers to 100	6	Compare numbers	Given a number, identify 1 more and 1 less.	Children are given numbers between 20 and 50 and identify 1 more or 1 less to complete a table.

Strand	Unit		Lesson number	Lesson title	National curriculum objective	Power Up specifics
Measurement	Unit 15	Money	1	Recognise coins	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children work with number bonds to 20 to identify a hidden number when 16 is the total.
Measurement	Unit 15	Money	2	Recognise notes	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children explore number bonds of 16 using addition.
Measurement	Unit 15	Money	3	Count in coins	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children work with subtraction puzzles using digit cards to make 9.
Measurement	Unit 16	Time	1	Before and after	Represent and use number bonds and related subtraction facts within 20.	Children know that 16 is the whole and work out the parts.
Measurement	Unit 16	Time	2	Days of the week	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards from different starting points for numbers up to 100.
Measurement	Unit 16	Time	3	Months of the year	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children count forwards and backwards for numbers up to 100.
Measurement	Unit 16	Time	4	Tell the time to the hour	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Children have part of a 100 square to find missing numbers counting forwards in 1s.
Measurement	Unit 16	Time	5	Tell the time to the half hour	Add and subtract one-digit and two-digit numbers to 20, including 0.	Children solve difference puzzles with digit cards to find all the ways to make a difference of 8.