NCETM curriculum maps to *Power Maths* matching chart

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			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
Summer 1	**8. Numbers 0-20**	• Pupils explain that the digits in the numbers 11 to 19 express quantity	Unit 1: Numbers to 10 Unit 6: Numbers to 20
		• Pupils explain that the digits in the numbers 11 to 19 express position on a number line	Unit 1: Numbers to 10 Unit 6: Numbers to 20
		• Pupils identify the quantity shown in a representation of numbers 11 to 19	Unit 1: Numbers to 10 Unit 6: Numbers to 20
		• Pupils use knowledge of '10 and a bit' to solve problems	Unit 1: Numbers to 10 Unit 6: Numbers to 20 Unit 2: Part-whole within 10
		• Pupils explore odd and even numbers within 20	Unit 1: Numbers to 10 Unit 6: Numbers to 20 *Year 2, Unit 7: Multiplication and Division (2)*
		• Pupils double the numbers 6 to 9 and halve the result, explaining what doubling and halving is	Unit 2: Part-whole within 10 Unit 7: Addition and subtraction within 20 Unit 11: Multiplication and division

NCETM curriculum prioritisation matching to *Power Maths*

	NCETM Year 1		*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils use knowledge of addition facts within 10 to add within 20	Unit 2: Part-whole within 10 Unit 6: Numbers to 20
		• Pupils use knowledge of subtraction facts within 10 to subtract within 20	Unit 3: Addition within 10 Unit 4: Subtraction within 10 Unit 7: Addition and subtraction within 20
		• Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20	Unit 3: Addition and Subtraction (1) Unit 4: Addition and Subtraction within 10 (2) Unit 8: Subtraction within 20
		• Pupils measure one object with different non-standard measures and record outcomes	Unit 9: Introducing length and height Unit 10: Introducing mass and capacity
		• Pupils measure items using individual cm cubes (Dienes)	Unit 9: Introducing length and height
		• Pupils measure length from zero cm using a ruler	Unit 9: Introducing length and height
		• Pupils estimate length in cm	Unit 9: Introducing length and height
		• Pupils estimate length, measure length and record these values in a table	Unit 9: Introducing length and height
Summer 1	**9. Unitising and coin recognition**	• Pupils count efficiently in groups of two	Unit 11: Multiplication and division
		• Pupils count efficiently in groups of ten	Unit 11: Multiplication and division

NCETM curriculum prioritisation matching to *Power Maths*

	NCETM Year 1		*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils count efficiently in group of five	Unit 11: Multiplication and division
		• Pupils count efficiently by counting in groups of two, five and ten	Unit 11: Multiplication and division
		• Pupils explain the value of a 1p coin in pence	Unit 15: Money
		• Pupils recognise and explain the value of 2p, 5p and 10p coins	Unit 15: Money
		• Pupils explain that a single coin can be worth several pennies	Unit 15: Money
Summer 2		• Pupils use knowledge of the value of coins to solve problems	Unit 15: Money
		• Pupils calculate the total value of the coins in a set of 2p coins	Unit 15: Money
		• Pupils calculate the total value of the coins in a set of 5p coins	Unit 15: Money
		• Pupils calculate the total value of the coins in a set of 10p coins	Unit 15: Money
		• Pupils compare sets of 2p, 5p and 10p coins	Unit 15: Money
		• Pupils relate what they have learnt to a real-life context	Unit 15: Money
		• Pupils work out how many coins are needed to make a value of 10p	Unit 1: Numbers to 10 Unit 6: Numbers to 20 Unit 15: Money

NCETM curriculum prioritisation matching to *Power Maths*

	NCETM Year 1		*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils work out how many coins are needed to make a total value of 20p	Unit 1: Numbers to 10 Unit 6: Numbers to 20 Unit 15: Money
		• Pupils use knowledge of the value of coins to solve problems	Unit 15: Money
Summer 2	**10. Position and Direction**	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 13: Position and Direction

NCETM curriculum prioritisation matching to *Power Maths*

Year 2

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Summer 1	**Money**	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 5: Money
	10. Fractions	• Pupils identify whether something has or has not been split into equal parts	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1) Unit 10: Fractions
		• Pupils name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects	Unit 4: Properties of shapes Unit 8: Length and height Unit 10: Fractions
		• Pupils name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects	Unit 4: Properties of shapes Unit 8: Length and height Unit 10: Fractions
		• Pupils name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects	Unit 4: Properties of shapes Unit 8: Length and height Unit 10: Fractions
		• Pupils read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects	Unit 8: Length and height Unit 10: Fractions
		• Pupils find half of numbers	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 10: Fractions
		• Pupils find ⅓ or ¼ of a number	Unit 10: Fractions
		• Pupils find ¼ and ¾ of an object, shape, set of objects, length or quantity	Unit 4: Properties of shapes Unit 8: Length and height Unit 10: Fractions
		• Pupils recognise the equivalence of 2/4 and ½	Unit 10: Fractions

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
	11. Time	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 11: Time
	12. Position and Direction	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 13: Position and direction
Summer 2	**13. Multiplication and division – Doubling, halving, quotative and partitive division**	• Pupils identify the patterns and relationships between the 5 and 10 times-tables	Unit 7: Multiplication and division (2)
		• Pupils explain the patterns and relationships between the 5 and 10 times-tables	Unit 7: Multiplication and division (2)
		• Pupils use their knowledge of the 5 and 10 times-tables to solve problems	Unit 7: Multiplication and division (2) Unit 12: Problem solving and efficient methods
		• Pupils identify and explain relationships between the 5 and the 10 times-tables	Unit 7: Multiplication and division (2)
		• Pupils use their knowledge of the 5 and 10 times-tables to solve problems	Unit 7: Multiplication and division (2)
		• Pupils explain how times table facts can help to find the quotient (10 times-table)	Unit 7: Multiplication and division (2)
		• Pupils explain how times table facts can help to find the quotient (5 times-table)	Unit 7: Multiplication and division (2)
		• Pupils explain how times table facts can help to find the quotient (2 times-table)	Unit 7: Multiplication and division (2)
		• Pupils explain how a division equation with 2 as a divisor is related to halving	Unit 7: Multiplication and division (2) Unit 10: Fractions Unit 12: Problem solving and efficient methods

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain each part of a division equation and know how they can be interchanged	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use knowledge of divisibility rules when the divisor is 2 to solve problems	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use knowledge of divisibility rules when then divisor is 10 to solve problems	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use knowledge of divisibility rules when the divisor is 5 to solve problems	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain how a dividend of zero affects the quotient	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain how the quotient is affected when the divisor is equal to the dividend	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 10: Fractions
		• Pupils explain how a divisor of one affects the quotient	Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2)

Year 3

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Summer 1	**8. Unit fractions**	• Pupils identify a whole and the parts that make it up	Unit 1: Place value within 1,000 Unit 8: Fractions (1)
		• Pupils explain why a part can only be defined when in relation to a whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify the number of equal or unequal parts in a whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify equal parts when they do not look the same (i)	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils explain the size of the part in relation to the whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils construct a whole when given a part and the number of parts	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify how many equal parts a whole has been divided into	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils use fraction notation to describe an equal part of the whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils represent a unit fraction in different ways	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify parts and wholes in different contexts (i)	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify parts and wholes in different contexts (ii)	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify equal parts when they do not look the same (ii)	Unit 8: Fractions (1) Unit 11: Fractions (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils compare and order unit fractions by looking at the denominator	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify when unit fractions cannot be compared	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils construct a whole when given one part and the fraction that it represents	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils use knowledge of the relationship between parts and wholes in unit fractions to solve problems	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils quantify the number of items in each part and connect to the unit fraction operator	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils calculate the value of a part by using knowledge of division and division facts	Unit 8: Fractions (1) Unit 11: Fractions (2) Unit 6: Multiplication and division (3)
		• Pupils calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils find fractions of quantities using knowledge of division facts with increasing fluency	Unit 8: Fractions (1) Unit 11: Fractions (2) Unit 6: Multiplication and division (3)
Summer 2	**9. Non-unit fractions**	• Pupils explain that non-unit fractions are composed of more than one unit fraction	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify non-unit fractions	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils identify the number of equal or unequal parts in a whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils use knowledge of non-unit fractions to solve problems	Unit 8: Fractions (1) Unit 11: Fractions (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use knowledge of unit fractions to find one whole	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils place fractions between 0 and 1 on a number line	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils use repeated addition of a unit fraction to form a non-unit fraction	Unit 11: Fractions (2)
		• Pupils use repeated addition of a unit fraction to form 1	Unit 11: Fractions (2)
		• Pupils compare using knowledge of non-unit fractions equivalent to one	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils compare non-unit fractions with the same denominator	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils compare unit fractions	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils compare fractions with the same numerator	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils add up fractions with the same denominator	Unit 11: Fractions (2)
		• Pupils add on fractions with the same denominator	Unit 11: Fractions (2)
		• Pupils add fractions with the same denominator using a generalised rule	Unit 11: Fractions (2)
		• Pupils subtract fractions with the same denominator	Unit 11: Fractions (2)
		• Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction	Unit 8: Fractions (1) Unit 11: Fractions (2)
		• Pupils explain that addition and subtraction of fractions are inverse operations	Unit 11: Fractions (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils subtract fractions from a whole by converting the whole to a fraction	Unit 11: Fractions (2)
		• Pupils represent a whole as a fraction in different ways and use this to solve problems involving subtraction	Unit 11: Fractions (2)
	10. Parallel and perpendicular sides in polygons	• Pupils make compound shapes by joining two polygons in different ways (same parts, different whole)	Unit 14: Angles and properties of shapes
		• Pupils investigate different ways of composing and decomposing a polygon (same whole, different parts)	Unit 14: Angles and properties of shapes
		• Pupils draw polygons on isometric paper	Unit 14: Angles and properties of shapes
		• Pupils use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides	Unit 14: Angles and properties of shapes
		• Pupils make and draw compound shapes with and without parallel and perpendicular sides	Unit 14: Angles and properties of shapes
		• Pupils learn to extend lines and sides to identify parallel and perpendicular lines	Unit 14: Angles and properties of shapes
		• Pupils make and draw triangles on circular geoboards	Unit 14: Angles and properties of shapes
		• Pupils make and draw quadrilaterals on circular geoboards	Unit 14: Angles and properties of shapes
		• Pupils draw shapes with given properties on a range of geometric grids	Unit 14: Angles and properties of shapes

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Summer 1	**8. Review of fractions**	• Pupils identify a whole and the parts that make it up	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 10: Decimals (1) Unit 11: Decimals (2)
		• Pupils explain why a part can only be defined when in relation to a whole	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils identify the number of equal or unequal parts in a whole	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils identify equal parts when they do not look the same	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils explain the size of the part in relation to the whole	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils construct a whole when given a part and the number of parts	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
	9. Fractions greater than 1	• Pupils explain how to express quantities made up of both whole numbers and a fractional part	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils explain how a quantity made up of whole numbers and a fractional part is composed	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils compose and decompose quantities made of whole numbers and fractional parts	Unit 8: Fractions (1) Unit 9: Fractions (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils accurately label a range of number lines and explain the meaning of each part	Unit 2: Place value – 4-digit numbers (2) Unit 8: Fractions (1)
		• Pupils identify numbers on marked but unlabelled number lines	Unit 2: Place value – 4-digit numbers (2) Unit 8: Fractions (1)
		• Pupils estimate the position of numbers on a number line using fraction sense	Unit 2: Place value – 4-digit numbers (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils compare and order mixed numbers using fraction sense	Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils compare and order mixed numbers when the whole number is the same	Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils compare and order mixed numbers when the whole number and the numerator of the fractional part is the same	Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils make efficient choices about the order they solve an addition problem in	Unit 3: Addition and subtraction Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils make efficient choices about the order they solve a subtraction problem in	Unit 3: Addition and subtraction Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils express a quantity as a mixed number and an improper fraction (quarters)	Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils convert a quantity from an improper fraction to a mixed number (quarters)	Unit 9: Fractions (2)
		• Pupils express and convert a quantity from an improper fraction to a mixed number (fifths)	Unit 9: Fractions (2)
		• Pupils explain how an improper fraction is converted into a mixed number (any unit)	Unit 9: Fractions (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how a mixed number is converted into an improper fraction	Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils add mixed numbers	Unit 3: Addition and subtraction Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils subtract a proper fraction from a mixed number (converting to an improper fraction first)	Unit 3: Addition and subtraction Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils subtract a mixed number from a mixed number and explain which strategy is most efficient	Unit 3: Addition and subtraction Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
		• Pupils use knowledge of subtraction to choose correct and efficient approaches when subtracting mixed numbers	Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 11: Decimals (2)
Summer 2	**10. Symmetry in 2D shapes**	• Pupils complete a symmetrical pattern	Unit 16: Geometry – Position and direction
		• Pupils compose symmetrical shapes from two congruent shapes	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction
		• Pupils investigate lines of symmetry in 2D shapes by folding paper shape cut-outs	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction
		• Pupils find lines of symmetry in 2D shapes using a mirror	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction
		• Pupils reflect polygons in a line of symmetry	Unit 16: Geometry – Position and direction
		• Pupils reflect polygons that are dissected by a line of symmetry	Unit 16: Geometry – Position and direction
	11. Time	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 13: Time

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
	12. Division with remainders	• Pupils interpret a division story when there is a remainder and represent it with an equation (i)	Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils interpret a division story when there is a remainder and represent it with an equation (ii)	Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils interpret a division story when there is a remainder and represent it with an equation (iii)	Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils explain how the remainder relates to the divisor in a division equation	Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils explain when there will and will not be a remainder in a division equation	Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils use knowledge of division equations and remainders to solve problems	Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2) Unit 8: Fractions (1) Unit 9: Fractions (2)
		• Pupils interpret the answer to a division calculation to solve a problem (i)	Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2)
		• Pupils interpret the answer to a division calculation to solve a problem (ii)	Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2)

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Summer 1	**8. Fractions**	• Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (non-unit fractions)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils multiply a proper fraction by a whole number (within a whole)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils multiply a proper fraction by a whole number (greater than a whole)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3))
		• Pupils multiply an improper fraction by a whole number	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils multiply a mixed number by a whole number (product is within a whole)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils multiply a mixed number by a whole number (product is greater than a whole)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find a unit fraction of a quantity	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain the relationship between finding a fraction of a quantity and multiplying a whole number by a unit fraction	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain the relationship between dividing by a whole number and multiplying a whole number by a unit fraction	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils use their knowledge of multiplying a whole number by a unit fraction to solve problems	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find a non-unit fraction of a quantity (mental calculation)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find a non-unit fraction of a quantity (written calculation)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils multiply a whole number by a proper fraction	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain when a calculation represents scaling down and when it represents repeated addition	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils find the whole when the size of a unit fraction is known	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find a unit fraction when the size of a non-unit fraction is known	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find the whole when the size of a non-unit fraction is known	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils find the unit fraction when the size of a non-unit fraction is known	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use representations to describe and compare two fractions (1/4 and 3/12)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils use representations to describe and compare two fractions (1/5 and 5/10)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils use representations to describe and compare two fractions (pouring context)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils correctly use the language of equivalent fractions	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain the vertical relationship between numerators and denominators within equivalent fractions (1/5, 1/3 and equivalent)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils use their knowledge of the vertical relationship to solve equivalent fractions problems	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain the horizontal relationship between numerators and denominators across equivalent fractions (1/5, 1/3 and equivalent)	Unit 5: Fractions (1) Unit 6: Fractions (2) Unit 8: Fractions (3)
		• Pupils explain the relationship within families of equivalent fractions	Unit 8: Fractions (3) Unit 9: Decimals and percentages
Summer 2		• Pupils use their knowledge of equivalent fractions to solve problems	Unit 8: Fractions (3) Unit 9: Decimals and percentages
		• Pupils explain and represent how to divide 1 into different amounts of equal parts	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils identify and describe patterns within the number system	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use their knowledge of common equivalents to compare fractions with decimals	Unit 8: Fractions (3) Unit 9: Decimals and percentages
		• Pupils practise recalling common fraction-decimal equivalents	Unit 8: Fractions (3) Unit 9: Decimals and percentages
Summer 2	**9. Converting units**	• Pupils apply memorised unit conversions to convert between units of measure (larger to smaller units - whole number conversions)	Unit 16: Measure - converting units
		• Pupils apply memorised unit conversions to convert between units of measure (smaller to larger units - whole number conversions)	Unit 16: Measure - converting units
		• Pupils convert from and to fraction and decimal fraction quantities of larger units	Unit 16: Measure - converting units
		• Pupils derive common conversions over 1	Unit 16: Measure - converting units
		• Pupils carry out conversions that correspond to 100 parts	Unit 16: Measure - converting units
		• Pupils solve measures problems involving different units	Unit 16: Measure - converting units
		• Pupils understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Unit 16: Measure - converting units Unit 17: Measure - volume
		• Pupils convert between miles and kilometres	Unit 16: Measure - converting units
		• Pupils solve problems involving converting between units of time	Unit 16: Measure - converting units
	10. Angles	• Pupils compare the size of angles where there is a clear visual difference	Unit 12: Geometry – properties of shapes
		• Pupils use the terms acute, obtuse and reflex when describing the size of angles or amount of rotation with relation to right angles	Unit 12: Geometry – properties of shapes
		• Pupils use a unit called degrees (°) as a standard unit to measure angles	Unit 12: Geometry – properties of shapes

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils estimate the size of angles in degrees using angle sets	Unit 12: Geometry – properties of shapes
		• Pupils measure the size of angles accurately using a protractor	Unit 12: Geometry – properties of shapes

Year 6

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Summer 1	**8. Statistics**	• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.	Unit 12: Statistics
Summer 2	**9. Ratio and proportion**	• Pupils describe the relationship between two factors (in a ratio context)	Unit 7: Ratio and Proportion Unit 15: Problem solving
		• Pupils explain how to use multiplication and division to calculate unknown values (two variables)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 15: Problem solving
		• Pupils explain how to use multiplication and division to calculate unknown values (three variables)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 15: Problem solving
		• Pupils explain how to use a ratio grid to calculate unknown values	Unit 7: Ratio and proportion Unit 15: Problem solving
		• Pupils explain how to use multiplication to solve correspondence problems	Unit 15: Problem solving
		• Pupils explain how and why scaling is used to make and interpret maps	Unit 11: Measure – Perimeter, area and volume Unit 7: Ratio and proportion
		• Pupils will use their knowledge of multiplication and division to solve scaling problems in a range of contexts	Unit 11: Measure – Perimeter, area and volume Unit 7: Ratio and proportion
		• Pupils identify and describe the relationship between two shapes using scale factors (squares)	Unit 7: Ratio and proportion Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils identify and describe the relationship between two shapes using scale factors and ratios (regular polygons)	Unit 7: Ratio and proportion Unit 13: Geometry – Properties of shapes

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils identify and describe the relationship between two shapes using scale factors and ratios (irregular polygons)	Unit 7: Ratio and proportion Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
	10. Calculating using knowledge of structures (2)	• Pupils explain how to balance equations with addition expressions	Unit 8: Algebra
		• Pupils explain how to balance equations with subtraction expressions	Unit 8: Algebra
		• Pupils explain how to balance equations with addition or subtraction expressions	Unit 8: Algebra
		• Pupils explain how to balance equations with addition and subtraction expressions	Unit 8: Algebra
		• Pupils use their knowledge of balancing equations to solve problems	Unit 8: Algebra
	11. Solving problems with two unknowns	• Pupils compare the structure of problems with one or two unknowns	Unit 8: Algebra Unit 15: Problem solving
		• Pupils compare the structure of problems with two unknowns	Unit 8: Algebra Unit 15: Problem solving
		• Pupils represent the structure of contextual problems with two unknowns	Unit 8: Algebra Unit 15: Problem solving
		• Pupils represent a problem with two unknowns using a bar model	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain why sometimes there is only one solution to a sum and difference problem	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain why sometimes there is only one solution to a sum and multiple problem	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain the values a part-whole model could represent	Unit 8: Algebra Unit 15: Problem solving
		• Pupils use a bar model to visualise how to solve a problem with two unknowns	Unit 8: Algebra Unit 15: Problem solving

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use diagrams to explain how to solve a spatial problem	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain how to represent an equation with a bar model	Unit 8: Algebra Unit 15: Problem solving
		• Pupils solve problems with two unknowns in a range of contexts	Unit 8: Algebra Unit 15: Problem solving
		• Pupils systematically solve problems with two unknowns using 'trial and improvement' (one and several solutions)	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain how I know I have found all possible solutions to problems with two unknowns	Unit 8: Algebra Unit 15: Problem solving
		• Pupils explain how to balance an equation with two unknowns	Unit 8: Algebra Unit 15: Problem solving
		• Pupils systematically solve problems with two unknowns using 'trial and improvement' (one, several and infinite solutions)	Unit 8: Algebra Unit 15: Problem solving
Summer 2	**12. Order of operations**	• Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (I)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem solving
		• Pupils explain how addition and subtraction can help to solve multiplication problems efficiently (II)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem solving
		• Pupils explain how the distributive law applies to multiplication expressions with a common factor (addition)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem solving
		• Pupils use their knowledge of the distributive law to solve equations including multiplication, addition and subtraction	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 8: Algebra

NCETM curriculum prioritisation matching to *Power Maths*

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how addition and subtraction can help to solve division problems efficiently	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 15: Problem solving
		• Pupils explain how the distributive law applies to division expressions with a common divisor (addition)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils explain how the distributive law applies to division expressions with a common divisor (subtraction)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 8: Algebra
		• Pupils use their knowledge of the distributive law to solve equations including division, addition and subtraction	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 8: Algebra