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**
Spring 1	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
		• Pupils compose tangram images	Unit 5: 2D and 3D shapes
		• Pupils investigate tetromino and pentomino arrangements	Unit 5: 2D and 3D shapes Unit 13: Position and direction
		• Pupils investigate ways that four cubes can be composed into different 3D models	Unit 5: 2D and 3D shapes
		• 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

NCETM Year 1			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs	Unit 5: 2D and 3D shapes
		• Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs	Unit 5: 2D and 3D shapes
		• Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs	Unit 5: 2D and 3D shapes
	5. Numbers 0 to 10	• Pupils count a set of objects and match the spoken number to the written numeral and number name	Unit 1: Numbers to 10 Unit 8: Numbers to 50
		• Pupils represent the numbers 6 to 10 using a five and a bit structure	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils explain where 6, 7, 8 and 9 lie on a number line	Unit 1: Numbers to 10
		• Pupils explain what odd and even numbers are and the difference between them	Unit 1: Numbers to 10 Unit 2: Part-whole within 10 *Year 2, Unit 7: Multiplication and division (2)*
		• Pupils explain how even and odd numbers can be partitioned	Unit 2: Part-whole within 10 *Year 2, Unit 7: Multiplication and division (2)*

NCETM Year 1			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils partition numbers 6 to 10 in different ways	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils partition the numbers 6 to 10 in a systematic way	Unit 1: Numbers to 10 Unit 2: Part-whole within 10
		• Pupils identify a missing part when a whole is partitioned into two parts	Unit 2: Part-whole within 10 Unit 3: Addition within 10
	6. Additive Structures	• Pupils combine two or more parts to make a whole	Unit 2: Part-whole within 10 Unit 3: Addition within 10
		• Pupils explain that addends can be represented in any order. This is called the commutative law	Unit 2: Part-whole within 10 Unit 3: Addition within 10
		• Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1)	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
Spring 2		• Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2)	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils add parts to find the value of the whole and write the equation	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils find the missing addend in an equation	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain how even and odd numbers can be partitioned	Unit 2: Part-whole within 10 *Year 2, Unit 7: Multiplication and division (2)*

NCETM Year 1			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils make addition and subtraction stories and write equations to match	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils represent 'first, then, now' stories with addition equations (1)	Unit 3: Addition within 10
		• Pupils represent 'first, then, now' stories with addition equations (2)	Unit 3: Addition within 10
		• Pupils represent 'first, then, now' stories with subtraction equations (1)	Unit 4: Subtraction within 10
		• Pupils represent 'first, then, now' stories with subtraction equations (2)	Unit 4: Subtraction within 10
		• Pupils represent different types of stories with subtraction calculations	Unit 4: Subtraction within 10
		• Pupils make addition and subtraction stories, writing equations to match	Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils work out the missing part of an addition story and equation if the other two parts are known	Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils work out the missing part of a subtraction story and equation if the other two parts are known	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain that addition and subtraction are inverse operations (1)	Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain that addition and subtraction are inverse operations (2)	Unit 3: Addition within 10 Unit 4: Subtraction within 10

NCETM Year 1			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils use additive structures to think about addition and subtraction equations in different ways	Unit 3: Addition within 10 Unit 4: Subtraction within 10
Spring 2	7. Addition and subtraction facts within 10	• Pupils explain that addition is commutative	Unit 3: Addition within 10
		• Pupils find pairs of numbers to 10 (1)	Unit 2: Part-whole within 10
		• Pupils find pairs of numbers to 10 (2)	Unit 2: Part-whole within 10
		• Pupils add and subtract 1 from any number	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain what the difference is between consecutive numbers	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain what happens when 2 is added to or subtracted from odd and even numbers	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain what the difference is between consecutive odd and even numbers	Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10 Unit 7: Addition and subtraction within 20 *Year 2, Unit 7: Multiplication and division (2)*
		• Pupils explain what happens when zero is added to or subtracted from a number	Unit 1: Numbers to 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10
		• Pupils explain what happens when a number is added to or subtracted from itself	Unit 3: Addition within 10 Unit 4: Subtraction within 10

NCETM Year 1			*Power Maths* Year 1
Term	**Unit**	**NCETM Learning Outcomes**	***Power Maths* Unit**
		• Pupils double numbers and explain what doubling means	Unit 7: Addition and subtraction within 20 Unit 11: Multiplication and division
		• Pupils halve numbers and explain what halving means	Unit 11: Multiplication and division Unit 12: Fractions *Year 2, Unit 10: Fractions*
		• Pupils use knowledge of doubles and halves to calculate near doubles and halves	Unit 11: Multiplication and division Unit 12: Fractions *Year 2, Unit 10: Fractions*
		• Pupils represent different types of stories with subtraction calculations	Unit 4: Subtraction within 10 Unit 7: Addition and subtraction within 20
		• Pupils use knowledge and strategies to add 5 and 3 and 6 and 3	Unit 4: Subtraction within 10 Unit 7: Addition and subtraction within 20

Year 2

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Spring 1	5. Introduction to multiplication	• Pupils explain that objects can be grouped in different ways	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils describe how objects have been grouped	Unit 6: Multiplication and division (1)
		• Pupils represent equal groups as repeated addition	Unit 6: Multiplication and division (1)
		• Pupils represent equal groups as repeated addition and multiplication	Unit 6: Multiplication and division (1)
		• Pupils represent equal groups as multiplication	Unit 6: Multiplication and division (1)
		• Pupils explain and represent multiplication when a group contains zero or one items	Unit 6: Multiplication and division (1)
		• Pupils identify and explain each part of a multiplication equation	Unit 6: Multiplication and division (1)
		• Pupils use knowledge of multiplication to calculate the product	Unit 6: Multiplication and division (1)
		• Pupils represent the two times table in different ways	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils use knowledge of the two times table to solve problems	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain the relationship between adjacent multiples of two	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain that factor pairs can be written in any order	Unit 6: Multiplication and division (1)
		• Pupils represent counting in tens as the ten times table	Unit 6: Multiplication and division (1)
		• Pupils represent the ten times table in different ways	Unit 6: Multiplication and division (1)
		• Pupils explain the relationship between adjacent multiples of ten	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils represent counting in fives as the five times table	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils represent the five times table in different ways	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain the relationship between adjacent multiples of five	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain how groups of five and ten are related	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain the relationship between multiples of five and ten	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils use knowledge of the relationships between the five and ten times-tables to solve problems	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain how a factor of zero or one affect the product	Unit 6: Multiplication and division (1)
		• Pupils represent multiplication equations in different ways	Unit 6: Multiplication and division (1)
		• Pupils use knowledge of the two, five and ten times tables to solve problems (1)	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use knowledge of the two, five and ten times tables to solve problems (2)	Unit 1: Numbers to 100 Unit 6: Multiplication and division (1)
		• Pupils explain what each factor represents in a multiplication story	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain what each factor represents in a multiplication story when one of the factors is one	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain how a multiplication equation with two as a factor is related to doubling	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils double two-digit numbers	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils multiply efficiently when one of the factors is two	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain how halving and doubling are related	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain the relationship between factors and products	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils halve two-digit numbers	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils use knowledge of doubling, halving and the two times table to solve problems	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
	6. Introduction to division structures	• Pupils explain that objects can be grouped equally	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils identify and explain when objects cannot be grouped equally	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain the relationship between division expressions and division stories	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils calculate the number of equal groups in a division story	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils use their knowledge of skip counting and division to solve problems relating to measure	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2) Unit 9: Mass, capacity and temperature
		• Pupils skip count using the divisor to find the quotient	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils use their knowledge of division to solve problems	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2) Unit 12: Problem solving and efficient methods
		• Pupils explain that objects can be shared equally	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils use skip counting to solve a sharing problem	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils skip count using the divisor to find the quotient	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils solve a variety of division problems, explaining their understanding	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
Spring 2	7. Shape	• Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices	Unit 4: Properties of shapes
		• Pupils describe polygons and find different ways to sort them	Unit 4: Properties of shapes
		• Pupils learn that polygons can be sorted and named according to the number of sides and vertices	Unit 4: Properties of shapes
		• Pupils discuss, and compare by direct comparison, the shape and size of polygons	Unit 4: Properties of shapes
		• Pupils discuss, and compare by direct comparison, the vertices of polygons	Unit 4: Properties of shapes
		• Pupils investigate how polygons can be joined and folded to form 3-dimensional shapes	Unit 4: Properties of shapes

NCETM Year 2			Power Maths Year 2
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils describe 3-dimensional shapes and find different ways to sort them	Unit 4: Properties of shapes
		• Pupils discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes	Unit 4: Properties of shapes
	8. Addition and subtraction of two-digit numbers (2)	• Pupils explain strategies used to add	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils add a two-digit number to a two-digit number	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils add a two-digit number to a two-digit number when not crossing ten (i)	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils add a two-digit number to a two-digit number when not crossing ten (ii)	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils add a two-digit number to a two-digit number when crossing ten	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils explain strategies used to subtract	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils subtract a two-digit number from a two-digit number	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils partition the subtrahend to help with subtraction	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils subtract a two-digit number from a two-digit number when not crossing ten (i)	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils subtract a two-digit number from a two-digit number when not crossing ten (ii)	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils subtract a two-digit number from a two-digit number when crossing ten	Unit 6: Multiplication and division (1) Unit 7: Multiplication and division (2)
		• Pupils subtract efficiently using knowledge of two-digit numbers	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**
Spring 1	3. Right angles	• Pupils rotate two lines around a fixed point to make different sized angles	Unit 14: Angles and properties of shape *Year 4, Unit 16: Geometry – position and direction*
		• Pupils draw triangles and quadrilaterals and identify vertices	Unit 14: Angles and properties of shape
		• Pupils learn that a right angle is a 'square corner' and identify them in the environment	Unit 14: Angles and properties of shape
		• Pupils learn that a rectangle is a 4-sided polygon with four right angles	Unit 14: Angles and properties of shape
		• Pupils learn that a square is a rectangle in which the four sides are equal length	Unit 14: Angles and properties of shape
		• Pupils cut rectangles and squares on the diagonal and investigate the shapes they make	Unit 14: Angles and properties of shape
		• Pupils join four right angles at a point using different right-angled polygons	Unit 14: Angles and properties of shape
		• Pupils investigate and draw other polygons with right angles	Unit 14: Angles and properties of shape
	4. Manipulating the additive relationship and securing mental calculation	• Pupils add 3 addends	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add two 3-digit numbers using adjusting	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add a pair of 2- or 3-digit numbers using redistribution	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils subtract a pair of three-digit multiples of 10 within 1,000 by finding the difference between them	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils evaluate the efficiency of strategies for subtracting from a 3-digit number	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils explain why the order of addition and subtraction steps in a multi-step problem can be chosen	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils accurately and efficiently solve multi-step addition and subtraction problems	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit numbers)	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (3-digit numbers)	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use knowledge of the additive relationship to rearrange equations	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use knowledge of the additive relationship to identify what is known and what is unknown in an equation	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use knowledge of the additive relationship to rearrange equations before solving	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils rearrange missing number equations and use knowledge of the additive relationship to solve the problem	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
Spring 2	5. Column addition	• Pupils identify the addends and the sum in column addition	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use their knowledge of place value to correctly lay out column addition	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add a pair of 2-digit numbers using column addition	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add using column addition	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use their knowledge of column addition to solve problems	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add a pair of 2-digit numbers using column addition with regrouping in the ones column	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add a pair of 2-digit numbers using column addition with regrouping in the tens column	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils add using column addition with regrouping	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use known facts and strategies to accurately and efficiently calculate and check column addition	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils use their knowledge of column addition to solve problems	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
	6. 2, 4, 8 Times Tables	• Pupils represent counting in fours as the 4 times table	Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the 4 times table to solve problems	Unit 5: Multiplication and Division (2)
		• Pupils explain the relationship between adjacent multiples of four	Unit 5: Multiplication and Division (2)

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain the relationship between multiples of 2 and multiples of 4	Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the relationships between the 2 and 4 times tables to solve problems	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils represent counting in eights as the 8 times table	Unit 5: Multiplication and Division (2)
		• Pupils explain the relationship between adjacent multiples of eight	Unit 5: Multiplication and Division (2)
		• Pupils explain the relationship between multiples of 4 and multiples of 8	Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the relationships between the 4 and 8 times tables to solve problems	Unit 5: Multiplication and Division (2)
		• Pupils explain the relationship between multiples of 2, 4 and multiples of 8	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the relationships between the 2, 4 and 8 times tables to solve problems	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the divisibility rules for divisors of 2 and 4 to solve problems	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils use knowledge of the divisibility rules for divisors of 8 to solve problems	Unit 5: Multiplication and Division (2)
		• Pupils scale known multiplication facts by 10	Unit 4: Multiplication and Division (1) Unit 5: Multiplication and Division (2)
		• Pupils scale division derived from multiplication facts by 10	Unit 4: Multiplication and Division (1)
	7. Column subtraction	• Pupils identify the minuend and the subtrahend in column subtraction	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)

NCETM Year 3			Power Maths Year 3
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain the column subtraction algorithm	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1)	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (2)	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)
		• Pupils evaluate the efficiency of strategies for subtraction	Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2)

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Spring 1	5. 7 Times Table and patterns	• Pupils represent counting in sevens as the 7 times table	Unit 5: Multiplication and division (1)
		• Pupils explain the relationship between adjacent multiples of seven	Unit 5: Multiplication and division (1)
		• Pupils use their knowledge of the 7 times table to solve problems	Unit 5: Multiplication and division (1)
		• Pupils identify patterns of odd and even numbers in the times tables	Unit 5: Multiplication and division (1)
		• Pupils represent a square number	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2) *Year 5, Unit 4: Multiplication and Division (1)*
		• Pupils use knowledge of divisibility rules to solve problems	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
	6. Understanding and manipulating multiplicative relationships	• Pupils explain what each factor represents in a multiplication equation	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils explain how each part of a multiplication and division equation relates to a story	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils explain where zero can be part of a multiplication or division expression and the impact it has	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils partition one of the factors in a multiplication equation in different ways using representations (I)	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils partition one of the factors in a multiplication equation in different ways using representations (II)	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain which is the most efficient factor to partition to solve a multiplication problem	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
Spring 2		• Pupils use knowledge of distributive law to solve two-part addition and subtraction problems, efficiently	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils use knowledge of distributive law to calculate products beyond known times tables facts	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils explain the relationship between multiplying a number by 10 and multiples of 10	Unit 6: Multiplication and Division (2)
		• Pupils explain why a zero can be placed after the final digit of a single-digit number when we multiply it by 10	Unit 6: Multiplication and Division (2)
		• Pupils explain why a zero can be placed after the final digit of a two-digit number when we multiply it by 10	Unit 6: Multiplication and Division (2)
		• Pupils explain why the final digit zero can be removed from a two-digit multiple of 10, when we divide by 10	Unit 6: Multiplication and Division (2)
		• Pupils explain why the final digit zero can be removed from a three-digit multiple of 10, when we divide by 10	Unit 6: Multiplication and Division (2)
		• Pupils explain the relationship between multiplying a number by 100 and multiples of 100	Unit 6: Multiplication and Division (2)
		• Pupils explain why two zeros can be placed after the final digit of a single-digit number when we multiply it by 100	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)
		• Pupils explain why two zeros can be placed after the final digit of a two-digit number when we multiply it by 100	Unit 5: Multiplication and Division (1) Unit 6: Multiplication and Division (2)

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain why the last two zeros can be removed from a three-digit multiple of 100 when we divide it by 100	Unit 6: Multiplication and Division (2)
		• Pupils explain why the last two zeros can be removed from a four-digit multiple of 100 when we divide it by 100	Unit 6: Multiplication and Division (2)
		• Pupils use knowledge of the composition of 100 to multiply by 100 in different ways	Unit 6: Multiplication and Division (2)
		• Pupils use knowledge of the composition of 100 to divide by 100 in different ways	Unit 6: Multiplication and Division (2)
		• Pupils explain how making a factor 10 times the size affects the product	Unit 6: Multiplication and Division (2)
		• Pupils explain how making the dividend 10 times the size affects the quotient	Unit 6: Multiplication and Division (2)
		• Pupils explain how making a factor 100 times the size affects the product	Unit 6: Multiplication and Division (2)
		• Pupils explain how making the dividend 100 times the size affects the quotient	Unit 6: Multiplication and Division (2)
		• Pupils scale known multiplication facts by 100	Unit 6: Multiplication and Division (2)
		• Pupils scale division derived from multiplication facts by 100	Unit 6: Multiplication and Division (2)
	7. Coordinates	• Pupils give directions from one position to another on a grid	Unit 16: Geometry – Position and direction
		• Pupils move objects including polygons on a grid according to directions, and mark the new position	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction
		• Pupils describe translations of polygons drawn on a square grid	Unit 16: Geometry – Position and direction
		• Pupils draw polygons specified by translations	Unit 16: Geometry – Position and direction

Year 4

NCETM Year 4			Power Maths Year 4
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils mark points specified as a translation from the origin	Unit 16: Geometry – Position and direction
		• Pupils mark the position of points specified by coordinates in the first quadrant of a coordinate grid, and write coordinates for already-marked points	Unit 16: Geometry – Position and direction
		• Pupils draw polygons specified by coordinates in the first quadrant	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction
		• Pupils translate polygons in the first quadrant	Unit 14: Geometry – Angles and 2D shapes Unit 16: Geometry – Position and direction

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
Spring 1	5. Area and scaling	• Pupils explain what area is and can measure using counting as a strategy (1)	Unit 10: Measure – perimeter and area
		• Pupils explain what area is and can measure using counting as a strategy (2)	Unit 10: Measure – perimeter and area
		• Pupils explain how to make different shapes with the same area	Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils explain how to compare the area of different shapes	Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils measure the area of flat shapes area using square centimetres	Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils measure the area of flat shapes area using square metres	Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils calculate the area of a rectangle using multiplication	Unit 4: Multiplication and division (1) Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils calculate the area of rectilinear shapes	Unit 10: Measure – perimeter and area Unit 12: Geometry – properties of shapes
		• Pupils use their knowledge of area to solve problems	Unit 10: Measure – perimeter and area
		• Pupils compare and describe lengths by using their knowledge of multiplication	Unit 10: Measure – perimeter and area
		• Pupils use their knowledge of multiplication to solve comparison and change problems	Unit 4: Multiplication and division (1) Unit 7: Multiplication and division (2)

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils compare and describe lengths by using their knowledge of division	Unit 4: Multiplication and Division (1) Unit 10: Measure – perimeter and area
		• Pupils use their knowledge of division to solve comparison and change problems	Unit 4: Multiplication and Division (1) Unit 10: Measure – perimeter and area
		• Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (1)	Unit 4: Multiplication and Division (1) Unit 10: Measure – perimeter and area Unit 17: Measure – Volume
		• Pupils compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) (2)	Unit 4: Multiplication and Division (1) Unit 10: Measure – perimeter and area Unit 17: Measure – Volume
		• Pupils describe the changes in measurements using their knowledge of multiplication and division	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 16: Measure – converting units Unit 17: Measure – Volume
		• Pupils use their knowledge of multiplication and division to solve comparison and change problems	Unit 4: Multiplication and Division (1) Unit 10: Measure – perimeter and area Unit 13: Geometry – position and direction
	6. Calculating with decimal fractions	• Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (1)	Unit 1: Place Value within 100,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain the effect of multiplying and dividing a number by 10, 100 and 1,000 (2)	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to multiply and divide a number by 10, 100 and 1,000 (first 'number' two or more non-zero digits)	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length)	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 15: Geometry – Converting Units
Spring 2		• Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (mass and capacity)	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 16: Geometry – converting units
		• Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths)	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 6: Fractions (2) Unit 11: Decimals and Percentages
		• Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (hundredths)	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 6: Fractions (2) Unit 11: Decimals and Percentages
		• Pupils use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 6: Fractions (2) Unit 11: Decimals and Percentages
		• Pupils explain the relationship between multiplying by 0.1 dividing by 10	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 11: Decimals and Percentages
		• Pupils explain the relationship between multiplying by 0.01 dividing by 100	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 9: Decimals and Percentages

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (1)	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 9: Decimals and Percentages
		• Pupils explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions (2)	Unit 1: Place value within 1,000,000 (1) Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 9: Decimals and Percentages
		• Pupils explain how to use the size of the multiplier to predict the size of the product compared to the multiplicand	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (1)	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 9: Decimals and Percentages
		• Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers (2)	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 9: Decimals and Percentages
	7. Factors, multiples and primes	• Pupils explain what 'volume' is using a range of contexts	Unit 17: Measure – Volume
		• Pupils explain how to calculate the volume of a cuboid	Unit 17: Measure – Volume
		• Pupils explain what a cube number is	Unit 4: Multiplication and division (1) Unit 17: Measure – Volume
		• Pupils use their knowledge of calculating volume to solve problems in a range of contexts	Unit 17: Measure – Volume
		• Pupils explain how to calculate the volume of compound shapes	Unit 12: Geometry – properties of shapes Unit 17: Measure – Volume
		• Pupils explain the use of the commutative and distributive laws when multiplying three or more numbers	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)

Year 5

NCETM Year 5			Power Maths Year 5
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain the reasons for changing two-factor multiplication calculations to three-factor multiplications	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain what a factor is and how to use arrays and multiplication/division facts to find them	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain how to systematically find all factors of a number and how they know when they have found them all	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use a complete list of factors to explain when a number is a square number	Unit 4: Multiplication and Division (1)
		• Pupils explain how to identify a prime number or a composite number	Unit 4: Multiplication and Division (1)
		• Pupils explain how to identify a common factor or a prime factor of a number	Unit 4: Multiplication and Division (1)
		• Pupils explain how to identify a multiple or common multiple of a number	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils use knowledge of properties of number to solve problems in a range of contexts	Unit 4: Multiplication and Division (1) Unit 7: Multiplication and Division (2)
		• Pupils explain how to use the factor pairs of '100' to solve calculations efficiently	Unit 1: Place value within 1,000,000 (1) Unit 3: Addition and Subtraction Unit 5: 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**
Spring 1	5. Multiplication and division	• Pupils explain why the product stays the same when one factor is doubled and the other is halved	Unit 2: Four operations (1) Unit 7: Ratio and proportion
		• Pupils explain the effect on the product when scaling the factors by the same amount	Unit 7: Ratio and proportion
		• Pupils use their knowledge of equivalence when scaling factors to solve problems	Unit 4: Fractions (1) Unit 5: Fractions (2) Unit 7: Ratio and proportion
		• Pupils explain the effect on the quotient when scaling the dividend and divisor by 10	Unit 4: Fractions (1) Unit 7: Ratio and proportion Unit 15: Problem solving
		• Pupils explain the effect on the quotient when scaling the dividend and divisor by the same amount	Unit 4: Fractions (1) Unit 7: Ratio and proportion Unit 15: Problem solving
		• Pupils explain how to multiply a three-digit by a two-digit number	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to accurately use the method of long multiplication to multiply two, two-digit numbers (no regrouping of ones to tens)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens & tens to hundreds)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to accurately use the method of long multiplication to multiply a three-digit by a two-digit number	Unit 2: Four operations (1) Unit 3: Four operations (2)

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to accurately use the method of long multiplication to multiply a four-digit by a two-digit number	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to use the associative law to multiply efficiently	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 15: Problem solving
		• Pupils explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to use accurately the methods of short and long division (two and three-digit number by multiples of 10)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 7: Ratio and proportion
		• Pupils use knowledge of long division to solve problems in a range of contexts (with and without remainders)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 15: Problem solving
		• Pupils explain how to use a ratio chart to solve efficiently: short division	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 15: Problem solving
		• Pupils explain how to use a ratio chart to solve efficiently: long division	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 7: Ratio and proportion Unit 15: Problem solving
		• Pupils explain how to use a ratio chart to solve efficiently: long division (II)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 7: Ratio and proportion

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to use accurately the method of long division with and without remainders (three-digit by two-digit, four-digit by two-digit numbers)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 7: Ratio and proportion
		• Pupils use long division with decimal remainders (1 decimal place)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 9: Decimals
		• Pupils use long division with fraction remainders	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 9: Decimals
		• Pupils use long division with decimal remainders (2 decimal places)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 9: Decimals
		• Pupils use knowledge of the best way to interpret and represent remainders from a range of division contexts	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 9: Decimals
		• Pupils explain how and why a product changes when a factor changes multiplicatively	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils use their knowledge of multiplicative change to solve problems efficiently (multiplication)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease)	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils explain how and why a quotient changes when a divisor changes multiplicatively	Unit 2: Four operations (1) Unit 3: Four operations (2)
		• Pupils identify and explain the relationship between divisors and quotients	Unit 2: Four operations (1) Unit 3: Four operations (2)
	6. Area, perimeter,	• Pupils explain how to calculate the area of a parallelogram	Unit 11: 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**
	position and direction	• Pupils explain how to calculate the area of a triangle	Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils explain why shapes can have the same perimeters but different areas	Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils explain why shapes can have the same areas but different perimeters	Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils describe the relationship between scale factors and side lengths of two shapes	Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils describe the relationship between scale factors and perimeters of two shapes	Unit 11: Measure – Perimeter, area and volume Unit 13: Geometry – Properties of shapes
		• Pupils describe positions on the full coordinate grid (all four quadrants)	Unit 14: Geometry – Position and direction
		• Pupils draw and translate simple shapes on the coordinate plane and reflect them in the axes	Unit 13: Geometry – Properties of shapes Unit 14: Geometry – Position and direction
Spring 2	7. Fractions and percentages	• Pupils explain how to write a fraction in its simplest form	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils reason and apply their knowledge of how to write a fraction in its simplest form	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (1)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems (2)	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of how to write a fraction in its simplest form when solving multiplication problems	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain, using an image, how to add related fractions (unit fractions)	Unit 4: Fractions (1) Unit 5: Fractions (2)

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain what is meant by 'related fractions	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain, without using an image, how to add related fractions	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of adding related fractions to solve problems in a range of contexts	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain, with and without using an image, how to subtract related fractions (unit fractions)	Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of adding and subtracting related fractions to solve problems in a range of contexts	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain, with and without using an image, how to add and subtract related fractions (non-unit fractions that bridge the whole)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their fraction sense to fraction addition, subtraction and comparison	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to add or subtract non-related fractions with different denominators	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils use their knowledge of adding or subtracting non-related fractions with different denominators to solve problems in a range of contexts (non-related fractions)	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to compare pairs of non-related fractions (converting to common denominators)	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to compare pairs of non-related fractions (using fraction sense)	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to compare pairs of non-related fractions (using common numerators)	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain which method for comparing non-related fractions is most efficient	Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to multiply two unit fractions	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to multiply two non-unit fractions	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain how to divide a unit fraction by a whole number	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to divide a non-unit fraction by a whole number	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2)
		• Pupils explain when and how to divide efficiently a fraction by a whole number	Unit 2: Four Operations (1) Unit 3: Four Operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2) Unit 15: Problem solving
		• Pupils explain what percent means	Unit 10: Percentages
		• Pupils explain how to represent a percentage in different ways	Unit 10: Percentages
		• Pupils explain how to convert percentages to decimals and fractions (with a denominator of 100)	Unit 10: Percentages
		• Pupils explain how to convert a percentage to a fraction (without denominator of 100)	Unit 10: Percentages
		• Pupils use their knowledge of fraction-decimal-percentage conversions to solve conversion problems in a range of contexts	Unit 4: Fractions (1) Unit 5: Fractions (2) Unit 10: Percentages
		• Pupils use their knowledge of calculating 50%, 10% and 1% of a number to solve problems in a range of contexts	Unit 10: Percentages Unit 15: Problem Solving
		• Pupils use their knowledge of calculating common percentages of a number to solve problems in a range of contexts	Unit 10: Percentages Unit 15: Problem Solving
		• Pupils use their knowledge of calculating any percentage of a number to solve problems in a range of contexts	Unit 10: Percentages Unit 15: Problem Solving

NCETM Year 6			Power Maths Year 6
Term	**Unit**	**NCETM Learning Outcomes**	**Power Maths Unit**
		• Pupils explain how to solve problems where the percentage part and the size of the part is known and the whole is unknown	Unit 10: Percentages Unit 15: Problem Solving
		• Pupils explain how to solve problems where the known percentage part and the size of the part changes the whole	Unit 10: Percentages Unit 15: Problem Solving