Power Maths to Ready-to-progress criteria matching chart – Key Stage 1

This chart shows which Ready-to-progress criteria are relevant to each *Power Maths* unit. Some *Power Maths* units teach concepts that are not part of the Ready-to-progress criteria, and these are left blank.

YEAR 1

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 1A	Unit 1: Numbers to 10	• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1 NPV-2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
Textbook 1A	Unit 2: Part-whole within 10	• **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
Textbook 1A	Unit 3: Addition and subtraction within 10 (1)	• **1NF–1** Develop fluency in addition and subtraction facts within 10. • **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
Textbook 1A	Unit 4: Addition and subtraction within 10 (2)	• **1NF–1** Develop fluency in addition and subtraction facts within 10. • **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.

Textbook 1A	Unit 5: 2D and 3D shapes	• **1G–1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • **1G–2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.
Textbook 1A	Unit 6: Numbers to 20	• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
Textbook 1B	Unit 7: Addition within 20	• **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
Textbook 1B	Unit 8: Subtraction within 20	• **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
Textbook 1B	Unit 9: Numbers to 50	• **1NPV–1** Count within 100, forwards and backwards, starting with any number. • **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • **1AS–2** Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts
Textbook 1B	Unit 10: Introducing length and height	
Textbook 1B	Unit 11: Introducing weight and volume	

Textbook 1C	Unit 12: Multiplication	• **1NF–2** Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
Textbook 1C	Unit 13: Division	
Textbook 1C	Unit 14: Halves and quarters	
Textbook 1C	Unit 15: Position and direction	
Textbook 1C	Unit 16: Numbers to 100	• **1NPV–1** Count within 100, forwards and backwards, starting with any number.
Textbook 1C	Unit 17: Time	
Textbook 1C	Unit 18: Money	

YEAR 2

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 2A	Unit 1: Numbers to 100	• **2NPV–1** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. • **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
Textbook 2A	Unit 2: Addition and subtraction (1)	• **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice. • **2AS–1** Add and subtract across 10.
Textbook 2A	Unit 3: Addition and subtraction (2)	• **2AS–2** Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". • **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
Textbook 2A	Unit 4: Money	
Textbook 2A	Unit 5: Multiplication and division (1)	• **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.

Textbook 2B	Unit 6: Multiplication and division (2)	• **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). • **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Textbook 2B	Unit 7: Statistics	
Textbook 2B	Unit 8: Length and height	
Textbook 2B	Unit 9: Properties of shapes	• **2G–1** Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
Textbook 2B	Unit 10: Fractions	
Textbook 2C	Unit 11: Position and direction	
Textbook 2C	Unit 12: Problem solving and efficient methods	• **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).
Textbook 2C	Unit 13: Time	
Textbook 2C	Unit 14: Weight, volume and temperature	

Power Maths to Ready-to-progress criteria matching chart Key Stage 2

YEAR 3

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 3A	Unit 1: Place value within 1,000	• **3NPV–1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. • **3NPV–2** Recognise the place value of each digit in *three*-digit numbers, and compose and decompose *three*-digit numbers using standard and non-standard partitioning. • **3NPV–3** Reason about the location of any *three*-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. • **3NPV–4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
Textbook 3A	Unit 2: Addition and subtraction (1)	• **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. • **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • **3AS–1** Calculate complements to 100. • **3AS–2** Add and subtract up to three-digit numbers using columnar methods.

Textbook 3A	Unit 3: Addition and subtraction (2)	• **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. • **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • **3AS–1** Calculate complements to 100. • **3AS–2** Add and subtract up to three-digit numbers using columnar methods. • **3AS–3** Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.
Textbook 3A	Unit 4: Multiplication and division (1)	• **3NPV–4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. • **3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. • **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • **3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division..
Textbook 3B	Unit 5: Multiplication and division (2)	• **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
Textbook 3B	Unit 6: Money	
Textbook 3B	Unit 7: Statistics	

Textbook 3B	Unit 8: Length	
Textbook 3B	Unit 9: Fractions (1)	• **3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • **3F–2** Find unit fractions of quantities using known division facts (multiplication tables fluency). • **3F–3** Reason about the location of any fraction within 1 in the linear number system. • **5NPV–4** Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts..
Textbook 3C	Unit 10: Fractions (2)	• **3F–3** Reason about the location of any fraction within 1 in the linear number system. • **3F–4** Add and subtract fractions with the same denominator, within 1.
Textbook 3C	Unit 11: Time	
Textbook 3C	Unit 12: Angles and properties of shapes	• **3G–1** Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. • **3G–2** Draw polygons by joining marked points, and identify parallel and perpendicular sides.
Textbook 3C	Unit 13: Mass	
Textbook 3C	Unit 14: Capacity	

YEAR 4

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 4A	Unit 1: Place value – 4-digit numbers (1)	• **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • **4NPV–2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.. • **4NPV–3** Reason about the location of any four digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts
Textbook 4A	Unit 2: Place value – 4-digit numbers (2)	• **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • **4NPV–3** Reason about the location of any four digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts
Textbook 4A	Unit 3: Addition and subtraction	• **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)

Textbook 4A	Unit 4: Measure - perimeter	• **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.
Textbook 4A	Unit 5: Multiplication and division (1)	• **4NF–1** Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number • **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. • **5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
Textbook 4B	Unit 6: Multiplication and division (2)	• **4NF–2** Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. • **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) • **4MD–2** Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. • **4MD–3** Understand and apply the distributive property of multiplication.
Textbook 4B	Unit 7: Measure - area	
Textbook 4B	Unit 8: Fractions (1)	• **4F–1** Reason about the location of mixed numbers in the linear number system. • **4F–2** Convert mixed numbers to improper fractions and vice versa.
Textbook 4B	Unit 9: Fractions (2)	• **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers • **5F–1** Find non-unit fractions of quantities.

Textbook 4B	Unit 10: Decimals (1)	
Textbook 4C	Unit 11: Decimals (2)	
Textbook 4C	Unit 12: Money	
Textbook 4C	Unit 13: Time	
Textbook 4C	Unit 14: Statistics	
Textbook 4C	Unit 15: Geometry - angles and 2D shapes	• **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. • **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.
Textbook 4C	Unit 16: Geometry - position and direction	• **4G–1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

YEAR 5

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 5A	Unit 1: Place value within 100,000	
Textbook 5A	Unit 2: Place value within 1,000,000	
Textbook 5A	Unit 3: Addition and subtraction	
Textbook 5A	Unit 4: Graphs and tables	
Textbook 5A	Unit 5: Multiplication and division (1)	• **5MD–1** Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. • **5MD–2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. • **5MD–3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. • **5MD–4** Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context. • **5G–2** Compare areas and calculate the area of rectangles (including squares) using standard units. • **5NF–2** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).

Textbook 5A	Unit 6: Measure - area and perimeter	
Textbook 5B	Unit 7: Multiplication and division (2)	
Textbook 5B	Unit 8: Fractions (1)	• **5F–2** Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
Textbook 5B	Unit 9: Fractions (2)	
Textbook 5B	Unit 10: Fractions (3)	
Textbook 5B	Unit 11: Decimals and percentages	• **5NPV–1** Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. • **5NPV–2** Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. • **5F–3** Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.
Textbook 5C	Unit 12: Decimals	
Textbook 5C	Unit 13: Geometry - properties of shapes (1)	• **5G–1** Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.

Textbook 5C	Unit 14: Geometry - properties of shapes (2)	
Textbook 5C	Unit 15: Geometry - position and direction	
Textbook 5C	Unit 16: Measure - converting units	• **5NPV–5** Convert between units of measure, including using common decimals and fractions.
Textbook 5C	Unit 17: Measure - volume and capacity	

YEAR 6

Power Maths		Government guidance
Term	**Unit**	**Ready-to-progress criteria**
Textbook 6A	Unit 1: Place value within 10,000,000	• **6NPV–1** Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). • **6NPV–2** Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. • **6NPV–3** Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • **6NPV–4** Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
Textbook 6A	Unit 2: Four operations (1)	• **6AS/MD–1** Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). • **6AS/MD–2** Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
Textbook 6A	Unit 3: Four operations (2)	

Textbook 6A	Unit 4: Fractions (1)	• **6F–1** Recognise when fractions can be simplified, and use common factors to simplify fractions. • **6F–2** Express fractions in a common denomination and use this to compare fractions that are similar in value. • **6F–3** Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
Textbook 6A	Unit 5: Fractions (2)	• **6NPV–4** Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
Textbook 6A	Unit 6: Geometry - position and direction	
Textbook 6B	Unit 7: Decimals	• **6NPV–1** Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
Textbook 6B	Unit 8: Percentages	
Textbook 6B	Unit 9: Algebra	• **6AS/MD–4** Solve problems with 2 unknowns.
Textbook 6B	Unit 10: Measure - imperial and metric measures	• **6NPV–4** Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
Textbook 6B	Unit 11: Measure - perimeter, area and volume	• **6G–1** Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

Textbook 6B	Unit 12: Ratio and proportion	• **6AS/MD–3** Solve problems involving ratio relationships.
Textbook 6C	Unit 13: Geometry - properties of shapes	• **6G–1** Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
Textbook 6C	Unit 14: Problem solving	
Textbook 6C	Unit 15: Statistics	• **6NPV–4** Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.