



## Mastering Number: Overview of content – Year 2

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
1  Children will:	<ul style="list-style-type: none"> <li>develop conceptual subitising skills as they become more familiar with patterns made by numbers within 10 and understand their composition</li> <li>use perceptual and conceptual subitising when using a rekenrek.</li> </ul>	<ul style="list-style-type: none"> <li>explore the linear number system within 10, looking at a range of representations</li> <li>compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers.</li> </ul>	<ul style="list-style-type: none"> <li>focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth</li> <li>explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers.</li> </ul>		<ul style="list-style-type: none"> <li>link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number</li> <li>practise recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend.</li> </ul>
2  Children will:	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers they have already explored the composition of.</li> </ul>	<ul style="list-style-type: none"> <li>review the linear number system as they compare numbers.</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers within 10, linking this to their understanding of the linear number system</li> <li>use the inequality symbols to create expressions, e.g. <math>7 &gt; 2</math>, and use the language of 'greater than' and 'less than'</li> <li>draw on their knowledge of number bonds to answer questions in the form: True or false? <math>5 + 3 &gt; 7</math></li> </ul>	<ul style="list-style-type: none"> <li>continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.</li> </ul>



<p>3</p> <p>Children will:</p>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers they have already explored the composition of, including 'teen' numbers when they have reviewed the composition of 11–19.</li> </ul>		<ul style="list-style-type: none"> <li>review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.</li> </ul>		<ul style="list-style-type: none"> <li>focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations</li> <li>review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways</li> <li>apply their knowledge of the composition of 11–19 to calculations in which 10 is a part</li> <li>apply their knowledge of composition to facts involving 3 addends.</li> </ul>
<p>4</p> <p>Children will:</p>	<ul style="list-style-type: none"> <li>continue to conceptually subitise the numbers 11–19 using a range of representations, which expose the structure of these numbers as 'ten and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</li> </ul>	<ul style="list-style-type: none"> <li>review the composition of odd and even numbers, linking this to doubles and near doubles.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare numbers within 20, including questions which use the symbols +, &lt;, &gt;, or =, such as:</li> </ul> <p>Write the correct symbol:</p> <p>10 + 4 <input type="checkbox"/> 15</p> <p>10 + 4 <input type="checkbox"/> 14</p> <p>10 + 4 <input type="checkbox"/> 13</p>	<ul style="list-style-type: none"> <li>draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1</li> <li>use their understanding of the composition of odd and even numbers to find doubles and near doubles</li> <li>apply known facts to calculations involving larger numbers, e.g. 5 + 2, 15 + 2, 25 + 2.</li> </ul>



<p>5 Children will:</p>	<ul style="list-style-type: none"> <li>revisit previous activities which develop their subitising skills.</li> </ul>	<ul style="list-style-type: none"> <li>review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number.</li> </ul>	<ul style="list-style-type: none"> <li>revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.</li> </ul>	<ul style="list-style-type: none"> <li>reason about equalities and inequalities using equations and answering questions, such as: True or false?  <math>5 + 3 = 6 + 2</math> <math>9 + 4 &gt; 9 + 5</math> <math>9 + 6 &lt; 10 + 5</math> This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary</li> <li>practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences.</li> </ul>
<p>6 Children will:</p>	<p>As above.</p>		<p>As above.</p>		<ul style="list-style-type: none"> <li>develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</li> </ul>