

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:	- develop conceptual subitising skills as they become more familiar with patterns made by numbers within 10 and understand their composition - use perceptual and conceptual subitising when using a rekenrek.	- explore the linear number system within 10, looking at a range of representations - compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers.	- 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 - 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.		- 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 - practise recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend,
2 Children will:	continue to practise conceptually subitising numbers they have already explored the composition of.	review the linear number system as they compare numbers.	continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers	- compare numbers within 10, linking this to their understanding of the linear number system - use the inequality symbols to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' - draw on their knowledge of number bonds to answer questions in the form: True or false? $5 + 3 > 7$	continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.

3 Children will:	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.		review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.		- focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations - review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways - apply their knowledge of the composition of 11–19 to calculations in which 10 is a part - apply their knowledge of composition to facts involving 3 addends.
4 Children will:	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'.	revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.	review the composition of odd and even numbers, linking this to doubles and near doubles.	continue to compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: Write the correct symbol: 10 + 4 15 10 + 4 14 10 + 4 13	- 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 - use their understanding of the composition of odd and even numbers to find doubles and near doubles - apply known facts to calculations involving larger numbers, e.g. 5 + 2, 15 + 2, 25 + 2.

5 Children will:	revisit previous activities which develop their subitising skills.	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.	revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.	reason about equalities and inequalities using equations and answering questions, such as: True or false? $5 + 3 = 6 + 2$ $9 + 4 > 9 + 5$ $9 + 6 < 10 + 5$ This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.	- become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary - practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences.
6 Children will:	As above.		As above.		develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.