**Mastering Number: Overview of content – Year 2**

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| **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. |

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| **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. |

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| **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. |