Mastering Number: Overview of content – Year 2

Strand	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.