

Mastering Number: Overview of content – Year 2

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
<p>1</p> <p>Children will:</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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,
<p>2</p> <p>Children will:</p>	<ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. 	<ul style="list-style-type: none"> review the linear number system as they compare numbers. 	<ul style="list-style-type: none"> continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers 	<ul style="list-style-type: none"> 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? $5 + 3 > 7$ 	<ul style="list-style-type: none"> continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.

<p>3</p> <p>Children will:</p>	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this. 		<ul style="list-style-type: none"> 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.
<p>4</p> <p>Children will:</p>	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15. 	<ul style="list-style-type: none"> review the composition of odd and even numbers, linking this to doubles and near doubles. 	<ul style="list-style-type: none"> continue to compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: <p>Write the correct symbol:</p> $10 + 4 \square 15$ $10 + 4 \square 14$ $10 + 4 \square 13$	<ul style="list-style-type: none"> 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. $5 + 2$, $15 + 2$, $25 + 2$.

<p>5 Children will:</p>	<ul style="list-style-type: none"> revisit previous activities which develop their subitising skills. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> revisit previous activities which develop their understanding of the composition of numbers within 10 and 20. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>6 Children will:</p>	<p>As above.</p>		<p>As above.</p>		<ul style="list-style-type: none"> develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.