

## Mastering Number: Overview of content – Year 1

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
<b>1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>revisit subitising within 5 using perceptual subitising</li> <li>practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10.</li> </ul>	<ul style="list-style-type: none"> <li>explore the linear number system within 10, looking at a range of ordinal representations</li> <li>explore the link between the 'staircase' pattern and a number track.</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>		Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds.
<b>2</b>  <b>Children will:</b>	<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 to 10 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> <li>explore the composition of 10, developing a systematic approach to finding pairs that sum to 10.</li> </ul>	<ul style="list-style-type: none"> <li>revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity.</li> </ul>	As above.
<b>3</b>  <b>Children will:</b>	<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 composition of numbers within 10, linking these to part-part-whole representations</li> <li>practise recalling missing parts for numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers within 10, linking this to their understanding of the linear system</li> <li>use the inequality symbol to create expressions, e.g. <math>7 &gt; 2</math>, and use the language of 'greater than' and 'less than'</li> </ul>	<ul style="list-style-type: none"> <li>develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, −, or =.</li> </ul>

				<ul style="list-style-type: none"> <li>reason about inequalities, drawing on their knowledge of the composition of numbers, e.g. Is this true or false? 3 and 2 is less than 4.</li> </ul>	
<p><b>4</b></p> <p><b>Children will:</b></p>	<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 to 10, looking at a range of representations, including a number line</li> <li>explore the use of 'midpoints' to enable them to identify the location of other numbers.</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> <li>explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as 'ten and a bit'.</li> </ul>		<ul style="list-style-type: none"> <li>continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as <math>4 + 3 = ?</math></li> <li>identify doubles and near doubles through visual representations of odd and even numbers.</li> </ul>
<p><b>5</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers they have already explored the composition of.</li> <li>conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20.</li> </ul>	<ul style="list-style-type: none"> <li>review the linear number system to 20, looking at a range of representations, including a number line</li> <li>explore the use of 'midpoints' to enable them to identify the location of other numbers.</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore representations which expose the composition of numbers within 20.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers within 20, including questions which use the symbols +, &lt;, &gt;, or =, such as: True or false? <math>10 + 4 &lt; 14</math> <math>10 + 4 = 14</math> <math>10 + 4 &gt; 14</math></li> </ul>	<ul style="list-style-type: none"> <li>develop their fluency in additive relationships within 10, using a range of activities and games</li> <li>draw on their knowledge of the composition of numbers to complete written equations</li> <li>revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.</li> </ul>
<p><b>6</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>continue to use conceptual subitising, especially when using a rekenrek.</li> </ul>		<ul style="list-style-type: none"> <li>apply their knowledge of the composition of numbers, to calculations within 10 and 20.</li> </ul>	<ul style="list-style-type: none"> <li>continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</li> </ul>