**Mastering Number: Overview of content – Year 1**

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| **Strand/**  **Half-term** | **Subitising** | **Cardinality, ordinality and counting** | **Composition** | **Comparison** | **Addition and subtraction/**  **Number facts** |
| **1**  **Children will:** | * revisit subitising within 5 using perceptual subitising * practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10. | * explore the linear number system within 10, looking at a range of ordinal representations * explore the link between the ‘staircase’ pattern and a number track. | * 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. |  | 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. |
| **2**  **Children will:** | * continue to practise conceptually subitising numbers they have already explored the composition of. | * review the linear number system to 10 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 * explore the composition of 10, developing a systematic approach to finding pairs that sum to 10. | * revisit what is meant by ‘comparing’ and see that quantities can be compared according to different attributes, including numerosity. | As above. |
| **3**  **Children will:** | * continue to practise conceptually subitising numbers they have already explored the composition of. |  | * review the composition of numbers within 10, linking these to part-part-whole representations * practise recalling missing parts for numbers within 10. | * compare numbers within 10, linking this to their understanding of the linear system * use the inequality symbol to create expressions, e.g.   7 > 2, and use the language of ‘greater than’ and ‘less than’   * 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. | * develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, – , or =. |
| **4**  **Children will:** | * continue to practise conceptually subitising numbers they have already explored the composition of. | * review the linear number system to 10, looking at a range of representations, including a number line * explore the use of ‘midpoints’ to enable them to identify the location of other numbers. | * review the composition of odd and even numbers, linking this to doubles and near doubles * explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as ‘ten and a bit’. |  | * continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as 4 + 3 = ? * identify doubles and near doubles through visual representations of odd and even numbers. |
| **5**  **Children will:** | * continue to practise conceptually subitising numbers they have already explored the composition of. * conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20. | * review the linear number system to 20, looking at a range of representations, including a number line * explore the use of ‘midpoints’ to enable them to identify the location of other numbers. | * continue to explore representations which expose the composition of numbers within 20. | * compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: True or false?   10 + 4 < 14  10 + 4 = 14  10 + 4 > 14 | * develop their fluency in additive relationships within 10, using a range of activities and games * draw on their knowledge of the composition of numbers to complete written equations * revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations. |
| **6**  **Children will:** | * continue to use conceptual subitising, especially when using a rekenrek. |  | * apply their knowledge of the composition of numbers, to calculations within 10 and 20. | * continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol. | * continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10. |