Mastering Number: Overview of content - Year 1

| Strand/ Half-term | Subitising |  | Composition | Comparison | Addition and subtraction/ Number facts |
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| $1$ <br> Children will: | - revisit subitising within 5 using perceptual subitising <br> - 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 <br> - 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 <br> - explore the composition of odd and even numbers, identifying that even numbers are made of 2 s 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 <br> 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 <br> - 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. |
| $3$ <br> 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 <br> - practise recalling missing parts for numbers within 10. | - compare numbers within 10, linking this to their understanding of the linear system <br> - use the inequality symbol to create expressions, e.g. $7>2$, and use the language of 'greater than' and 'less than' | - develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols,+- , or $=$. |


|  |  |  |  | - 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. |  |
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| $4$ <br> 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 <br> - 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 <br> - 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 $4+3$ = ? <br> - identify doubles and near doubles through visual representations of odd and even numbers. |
| $5$ <br> Children will: | - continue to practise conceptually subitising numbers they have already explored the composition of. <br> - 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 <br> - 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? $\begin{aligned} & 10+4<14 \\ & 10+4=14 \\ & 10+4>14 \end{aligned}$ | - develop their fluency in additive relationships within 10, using a range of activities and games <br> - draw on their knowledge of the composition of numbers to complete written equations <br> - revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations. |
| $6$ <br> 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. |

