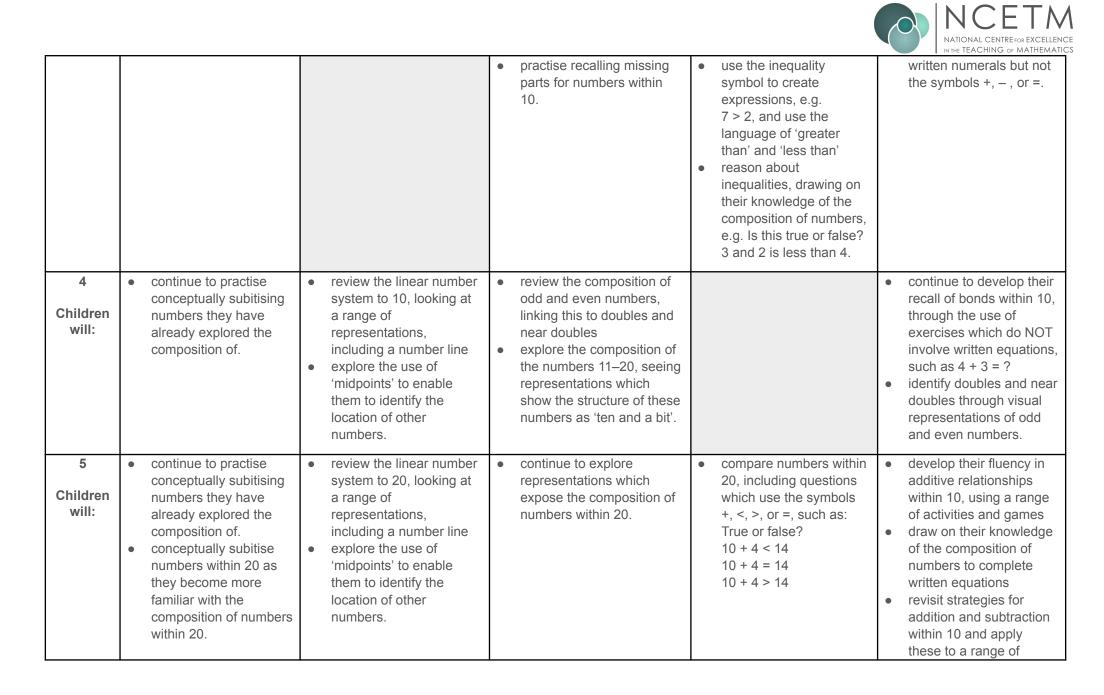


## Mastering Number: Overview of content – Year 1

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
1 Children will:	<ul> <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> <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> <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.
2 Children will:	<ul> <li>continue to practise conceptually subitising numbers they have already explored the composition of.</li> </ul>	<ul> <li>review the linear number system to 10 as they compare numbers.</li> </ul>	<ul> <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> <li>revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity.</li> </ul>	As above.
3 Children will:	<ul> <li>continue to practise conceptually subitising numbers they have already explored the composition of.</li> </ul>		<ul> <li>review the composition of numbers within 10, linking these to part-part-whole representations</li> </ul>	<ul> <li>compare numbers within 10, linking this to their understanding of the linear system</li> </ul>	<ul> <li>develop their recall of number bonds within 10, through the use of exercises which use</li> </ul>

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				questions, including written equations.
6 Children will:	<ul> <li>continue to use conceptual subitising, especially when using a rekenrek.</li> </ul>	<ul> <li>apply their knowledge of the composition of numbers, to calculations within 10 and 20.</li> </ul>	<ul> <li>continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</li> </ul>	<ul> <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>