

## Mastering Number Weekly Overview

### Year 2

**NB:** Year 2 materials which involve exploring the composition of numbers include tasks that allow children to practise working in the abstract with expressions/ equations. They also include some or all of the representations used in Year 1 in which cardinality is visible.

| Week      | Strand                               | Content                                                                                                                                                                                                                     |
|-----------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>  | <b>Composition</b>                   | <b>Composition of 6-9 as '5 and a bit'</b>                                                                                                                                                                                  |
| 2         | Comparison                           | Comparison of numbers within 10: comparison by matching 2 sets of objects (on the rekenrek) and by identifying the position of numbers on the number line<br>Use the language of comparison and the $<$ $>$ and $=$ symbols |
| <b>3</b>  | <b>Composition</b>                   | <b>Composition of even numbers – odd and even parts</b>                                                                                                                                                                     |
| <b>4</b>  | <b>Composition</b>                   | <b>Composition of 6</b>                                                                                                                                                                                                     |
| <b>5</b>  | <b>Composition</b>                   | <b>Composition of 8</b>                                                                                                                                                                                                     |
| <b>6</b>  | <b>Composition</b>                   | <b>Composition of 10</b>                                                                                                                                                                                                    |
| <b>7</b>  | <b>Composition</b>                   | <b>Composition of odd numbers – odd and even parts</b>                                                                                                                                                                      |
| <b>8</b>  | <b>Composition</b>                   | <b>Composition of 7</b>                                                                                                                                                                                                     |
| <b>9</b>  | <b>Composition</b>                   | <b>Composition of 9</b>                                                                                                                                                                                                     |
| <b>10</b> | <b>Composition</b>                   | <b>Composition of 11-19 as '10 and a bit'</b>                                                                                                                                                                               |
| 11        | Counting, cardinality and ordinality | Connect the composition of numbers 11-19 as '10 and a bit' to the linear number system and reason about midpoints                                                                                                           |
| <b>12</b> | <b>Number facts and arithmetic</b>   | <b>Doubles and halves – using the '5 and a bit' structure to understand doubles within 20</b>                                                                                                                               |
| <b>13</b> | <b>Number facts and arithmetic</b>   | <b>The composition of 20 – finding a missing part when the known part is greater than 10</b>                                                                                                                                |
| 14        | Number facts and arithmetic          | Calculate within 20, working within the 10 boundary for addition and subtraction (e.g. $2 + 3 = 5$ , $12 + 3 = 15$ ; $5 - 3 = 2$ , $15 - 3 = 12$ )                                                                          |
| <b>15</b> | <b>Number facts and arithmetic</b>   | <b>Near doubles within 20 – doubling and adding or subtracting 1</b>                                                                                                                                                        |
| <b>16</b> | <b>Number facts and arithmetic</b>   | <b>Near doubles within 20 – doubling and adding or subtracting 1</b>                                                                                                                                                        |
| 17        | Number facts and arithmetic          | Calculate across the 10 boundary: add 3 numbers with a total $> 10$ by identifying bonds of 10                                                                                                                              |
| 18        | Number facts and arithmetic          | Calculate across the 10 boundary: bridging through 10 to add                                                                                                                                                                |
| 19        | Number facts and arithmetic          | Calculate across the 10 boundary: bridging through 10 to add                                                                                                                                                                |

|           |                                      |                                                                                                                   |
|-----------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 20        | Number facts and arithmetic          | Calculate across the 10 boundary: bridging through 10 to subtract                                                 |
| 21        | Number facts and arithmetic          | Calculate across the 10 boundary: bridging through 10 to subtract                                                 |
| 22        | Counting, cardinality and ordinality | Numbers to 100 - position of multiples of 10 and midpoint of 50 in the linear number system                       |
| 23        | Number facts and arithmetic          | Subtraction as the inverse of addition                                                                            |
| 24        | Number facts and arithmetic          | Subtract by 'taking from 10' for calculations in calculations such as $15 - 6$ .                                  |
| 25        | Number facts and arithmetic          | Consolidate subtracting through and from 10                                                                       |
| <b>26</b> | <b>Composition</b>                   | <b>The composition of 20 – finding a missing part when the known part is less than 10</b>                         |
| 27        | Comparison                           | Consolidate use of inequality symbol and practise addition and subtraction across 10 (e.g. $9 + 5 (</>/=) = 12$ ) |
| 28        | Number facts and arithmetic          | Using doubles – review of near doubles and transforming pairs of adjacent odd/ even numbers into doubles          |
| 29        | Number facts and arithmetic          | Using doubles – review of transforming pairs of adjacent odd/ even numbers into doubles                           |
| <b>30</b> | <b>Retrieval</b>                     | <b>Practice activities for calculations within 20<br/>Activities which could be used for assessment purposes</b>  |
| <b>31</b> | <b>Retrieval</b>                     | <b>Practice activities for calculations within 20<br/>Activities which could be used for assessment purposes</b>  |