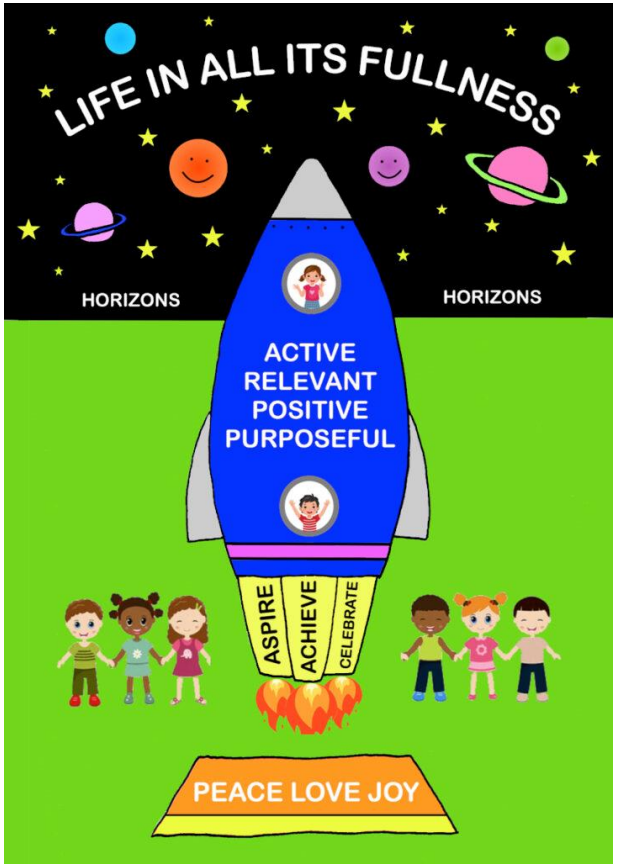
Stratford-sub-Castle CE (VC) Primary School

Mastering Number Overview

Subject Leader	Miss Hannah Crook
Head Teacher:	Mrs Justine Watkins
Review Date:	July 2026
To be read in conjunction with	Maths Vocabulary Progression Maths Knowledge and Skills Progression Maths 'How to' guide Maths Long Term Overview Calculation Progression National Curriculum Unit plans & knowledge organisers



Mastering Number – School Overview at Stratford-sub-Castle CE Primary School

At Stratford, we are actively participating in the NCETM's Mastering Number Work Group through our local Mobius Maths Hub.
Reception teacher leader: Jodie Waters
Year 1 teacher leader: Jodie Waters
Year 2 teacher leader: Kat Smith
Maths subject leader: Hannah Crook

Over time, through participating in Mastering Number sessions, our children will:

- Develop fluency in calculation and a flexibility with number that exemplifies good number sense.
- Be able to clearly communicate their mathematical ideas.
- Make good progress towards the Early Learning Goals and Key Stage 1 year group expectations.
- Demonstrate a willingness to 'have a go.'

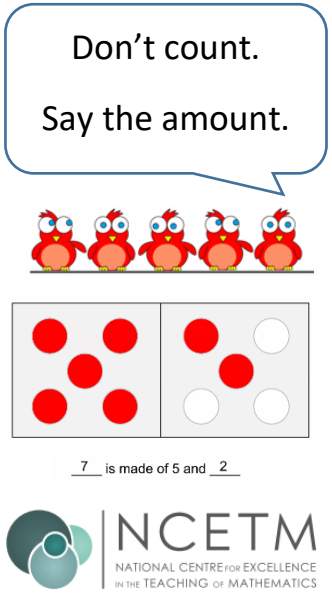
Features of Mastering Number sessions:

Our Mastering Number sessions…

- Are inclusive with all children securing learning linked to the same concepts in an interactive and engaging manner.
- Are about accessible learning which enables all children to have a firm understanding.
- Enable all children to develop number sense and secure core knowledge. This is similar to supporting pupils with phonics knowledge!

For all of our children to develop depth in understanding, we want them to…

- Become mathematically observant.
- Look for relationships between numbers.
- Explain their mathematical thinking.



NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

What you will see in some of our Mastering Number sessions:

- Activities which are accessible and enable all children to become more confident and competent.
- Children being supported to acquire key facts and skills they can use efficiently, including in their other maths learning and/or lessons.
- Quick finishers working on related/connected facts rather than additional 'challenge' activities. This does not mean that our children are not challenged! They are focussed on the key learning.

Principles underpinning Mastering Number at our school:

- Developing fluency makes more children better able to access the maths learning in their main lessons.
  We do this by making connections between Mastering Number sessions and main lessons.
- Developing children's mindsets to look for mathematical relationships supports them with being able to make connections.
  We do this by drawing pupils' attention to the relationships between numbers, so that they can also connect them with prior learning where it has taken place.
- Building confidence enables more children to make progress.
  We do this by focussing on enabling all pupils to really understand small steps in learning.

Our Mastering Number sessions are organised with particular impacts in mind:

- A daily input of 10-15 minutes in addition to and to complement daily maths lessons – four times a week – to children in Reception, Year 1 and Year 2.
  Personalise details here, including a rationale, as well as in the case that this doesn't apply to children in Reception.
- Adults drawing children's attention to intended aspects of learning, including in relation to particular mathematical structures.
  This enables us to ensure children think deeply about the mathematics they are using.
- Adults scaffolding learning, including through use of different manipulatives, to help children secure understanding.
  This enables pupils to develop a more secure understanding of core mathematical structures. Seeing the same concept alongside different manipulatives and pictorial representations often leads to children making their own connections, thus deepening understanding.
- Conceptual variation – transferring understanding of the same mathematical concept through use of different contexts.
  When children transfer their learning through use of well thought out contexts that are varied, they become confident and make connections in learning.
- Linking the action and the thought – manipulatives secure understanding but are then visualised over time.
  When children have enough experience of using manipulatives and seeing pictorial representations, they then begin to visualise them.

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

Mastering Number

Year 1 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. **Pupils will:** • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). **Pupils will:** • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). **Pupils will:** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)

Mastering Number

Year 2 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. **Pupils will:** • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols < > = • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. **Pupils will:** • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. **Pupils will:** • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles