Mastering Number (Reception and KS1) Progression

Reception

Term	Objective
Autumn 1	I can subitise within 3
	I can explore how all numbers are made of 1s
	I can subitise objects and sounds
	I can compare sets by sight
	I can use the language of 'more than' and 'fewer than'
Autumn 2	I can link the numeral 5 to hand and die patterns
	I can compare sets by matching
	I can use the language of 'equal'
	I can begin to understand the concept of 'part' and 'whole'
	I can describe the composition of 3, 4 and 5
	I can count objects and understand cardinality
	I can verbally count beyond 20
Spring 1	I can subitise die patters within 5
	I can match numerals to quantities within 5
	I can understand that when I count, each number is one more than the previous number
	I understand that 6 and 7 are the same as '5 and a bit'
	I can make unequal sets equal
Spring 2	I can order numbers within 10 correctly
	I can discuss the composition of numbers 6, 7 and 8
	I understand some numbers can be made from two equal parts
	I begin to understand that numbers can be described as 'odd' or 'even'
Summer 2	I can count things that cannot be seen
	I can subitise to 6, including structured arrangements
	I can discuss the composition of 9 and 10
	I can compare numbers within 10
	I can describe number patterns

Year 1

Autumn 1	I understand that the composition of 6-9 as '5 and a bit'
	I can compare sets of objects by matching
	I can identify 1 more and 1 less than a given number and apply this to a set of objects
	I can understand that numbers can be made with doubles
	I can recognise that even numbers can be made from 2 equal parts
Autumn 2	I can understand that even numbers can be composed of 2s and odd numbers have an 'odd one'
	I can use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed
	I can use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed
	I can use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed
	I can compare number tracks and number lines
Spring 1	I can use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed
	I can focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed
	I can understand the difference between odd and even numbers by looking at their 'shape'
	I can explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts
	I can explore the concept of part-part-whole, seeing that numbers can be partitioned into parts
	I can use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram
	I can partition a given number in different ways
Spring 2	I can connect 2 equal parts to doubling and halving
	I can practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers
	I can explore the effect of adding or subtracting 2 to odd/ even numbers

	I can apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction
	I can apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction
Summer 1	I can understand the composition of 11-15 as '10 and a bit'
	I can position 11-15 on a number line
	I understand that 5 is the midpoint between 0-10 and 10 is the midpoint of 10-20
	I can read, write and interpret expressions and equations with the + and = symbols to represent combining two sets
	I can read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set
Summer 2	I can focus on the composition of 11 to 19 as '10 and a bit
	I can confidently use a range of representations including the Hungarian number frame and the rekenrek
	I can read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole'
	I can apply knowledge of composition when adding or subtracting
	I understand the composition of 10 and doubles within 10

Year 2

Autumn 1	I can compare numbers within 10 using language of comparison when comparing sets of objects and numbers
	I can use the inequality and equals symbols in expressions and equations
	I can focus on odd/ even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles)
	I can identify missing addends and complete missing symbols expressions and equations using the equals or inequality symbol
	I can use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed
	I can use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed
Autumn 2	I can focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part
	I can understand missing addend equations within 10 and 20
	I can use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15
Spring 1	I can focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9
	I can use known facts within 10 to find missing parts of 20 when the known part is greater than 10
	I can apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary
	I can use knowledge of doubles to calculate near doubles
	I can see that near doubles are adjacent numbers
	I can see that the sum in a near double is odd
	I can identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1
Spring 2	I can add 3 numbers using known facts - identifying bonds of 10 and knowledge of the composition of 11 to 19 as '10 and a bit'
	I can add two numbers by bridging through 10
	I can subtract by bridging through 10

Summer 1	I can connect the order of multiples of 10 to the order of numbers within 10
	I can use proportional reasoning to identify the position of numbers within 100 in the linear number system
	I can connect missing addend problems to subtraction problems
	I can subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10
	I can practise subtracting within 20, selecting from a range of strategies
	I can see that all subtractions can be solved by thinking of how a number is composed and identifying the missing part
	I can use known facts within 10 to find missing part of 20 when the known part is less than 10
Summer 2	I can use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations
	I begin to understand that adding two adjacent odd numbers or two adjacent even numbers creates a double