



# Key Instant Recall Facts

## Year 1 – Autumn 2

### I know number bonds for each number to 6.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 1 = 1$

$1 + 0 = 1$

$0 + 2 = 2$

$1 + 1 = 2$

$2 + 0 = 2$

$0 + 3 = 3$

$1 + 2 = 3$

$2 + 1 = 3$

$3 + 0 = 3$

$0 + 4 = 4$

$1 + 3 = 4$

$2 + 2 = 4$

$3 + 1 = 4$

$4 + 0 = 4$

$0 + 5 = 5$

$1 + 4 = 5$

$2 + 3 = 5$

$3 + 2 = 5$

$4 + 1 = 5$

$5 + 0 = 5$

$0 + 6 = 6$

$1 + 5 = 6$

$2 + 4 = 6$

$3 + 3 = 6$

$4 + 2 = 6$

$5 + 1 = 6$

$6 + 0 = 6$

#### Key Vocabulary

What is 3 **add** 2?

What is 2 **plus** 2?

What is 5 **take away** 2?

What is 1 **less than** 4?

They should be able to answer these questions in any order, including missing number questions e.g.  $3 + \bigcirc = 5$  or  $4 - \bigcirc = 2$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use practical resources – Your child has one potato on their plate and you give them three more. Can they predict how many they will have now?

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – your child could make a poster showing the different ways of making 5.

Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.



# Key Instant Recall Facts

## Year 1 – Spring 1

### I know number bonds to 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 10 = 10$

$2 + 8 = 10$

$4 + 6 = 10$

$10 + 0 = 10$

$8 + 2 = 10$

$6 + 4 = 10$

$10 - 10 = 0$

$10 - 8 = 2$

$10 - 6 = 4$

$10 - 0 = 10$

$10 - 2 = 8$

$10 - 4 = 6$

$1 + 9 = 10$

$3 + 7 = 10$

$5 + 5 = 10$

$9 + 1 = 10$

$7 + 3 = 10$

$10 - 5 = 5$

$10 - 9 = 1$

$10 - 7 = 3$

$10 - 1 = 9$

$10 - 3 = 7$

#### Key Vocabulary

What is 3 **add** 2?

What is 2 **plus** 2?

What is 5 **take away** 2?

What is 1 **less than** 4?

They should be able to answer these questions in any order, including missing number questions e.g.  $6 + \bigcirc = 10$  or  $10 - \bigcirc = 3$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use practical resources – Your child has one potato on their plate and you give them two more. Can they predict how many they will have now?

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – your child could make a poster showing the different ways of making 5.

Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.



# Key Instant Recall Facts

## Year 1 – Spring 2

### I know doubles and halves of numbers to 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 0 = 0 \quad \frac{1}{2} \text{ of } 0 = 0$

$1 + 1 = 1 \quad \frac{1}{2} \text{ of } 2 = 1$

$2 + 2 = 4 \quad \frac{1}{2} \text{ of } 4 = 2$

$3 + 3 = 6 \quad \frac{1}{2} \text{ of } 6 = 3$

$4 + 4 = 8 \quad \frac{1}{2} \text{ of } 8 = 4$

$5 + 5 = 10 \quad \frac{1}{2} \text{ of } 10 = 5$

$6 + 6 = 12$

$7 + 7 = 14$

$8 + 8 = 16$

$9 + 9 = 18$

$10 + 10 = 20$

#### Key Vocabulary

What is **double** 9?

What is **half** of 6?

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Ping Pong – In this game, the parent says, "Ping," and the child replies, "Pong." Then the parent says a number and the child doubles it. For a harder version, the adult can say, "Pong." The child replies, "Ping," and then halves the next number given.

Practise online – Go to [www.conkermaths.com](http://www.conkermaths.com) and see how many questions you can answer in just 90 seconds.



# Key Instant Recall Facts

## Year 1 – Summer 1

### I can tell the time.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Children need to be able to tell the time using a clock with hands. This target can be broken down into several steps.

- ▶ I can tell the time to the nearest hour.
- ▶ I can tell the time to the nearest half hour.

#### Key Vocabulary

Twelve **o'clock**

**Half past** two

### Top Tips

The secret to success is practising **little** and **often**. If you would like more ideas, please speak to your child's teacher.

Talk about time - Discuss what time things happen. When does your child wake up? What time do they eat breakfast? Make sure that you have an analogue clock visible in your house or that your child wears a watch with hands.

Play "What's the time Mr Wolf?" – You could also give your child some responsibility for watching the clock :

Read books about time



# Key Instant Recall Facts

## Year 1 – Summer 2

### I know number bonds for each number to 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 7 = 7$	$0 + 8 = 8$	$0 + 9 = 9$	$0 + 10 = 10$
$1 + 6 = 7$	$1 + 7 = 8$	$1 + 8 = 9$	$1 + 9 = 10$
$2 + 5 = 7$	$2 + 6 = 8$	$2 + 7 = 9$	$2 + 8 = 10$
$3 + 4 = 7$	$3 + 5 = 8$	$3 + 6 = 9$	$3 + 7 = 10$
$4 + 3 = 7$	$4 + 4 = 8$	$4 + 5 = 9$	$4 + 6 = 10$
$5 + 2 = 7$	$5 + 3 = 8$	$5 + 4 = 9$	$5 + 5 = 10$
$6 + 2 = 8$	$6 + 2 = 8$	$6 + 3 = 9$	$6 + 4 = 10$
$7 + 1 = 8$	$7 + 1 = 8$	$7 + 2 = 9$	$7 + 3 = 10$
$8 + 0 = 8$	$8 + 0 = 8$	$8 + 1 = 9$	$8 + 2 = 10$
		$9 + 0 = 9$	$9 + 1 = 10$
			$10 + 0 = 10$

#### Key Vocabulary

What do I **add** to 5 to make 10?

What is 10 **take away** 6?

What is 3 **less than** 10?

**How many more** than 2 is 10?

They should be able to answer these questions in any order, including missing number questions e.g.  $1 + \bigcirc = 10$  or  $9 - \bigcirc = 8$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.



# Key Instant Recall Facts

## Year 2 – Autumn 1

### I know number bonds to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 20 = 20$	$20 + 0 = 20$	$20 - 0 = 20$	$20 - 20 = 0$
$1 + 19 = 20$	$19 + 1 = 20$	$20 - 1 = 19$	$20 - 19 = 1$
$2 + 18 = 20$	$18 + 2 = 20$	$20 - 2 = 18$	$20 - 18 = 2$
$3 + 17 = 20$	$17 + 3 = 20$	$20 - 3 = 17$	$20 - 17 = 3$
$4 + 16 = 20$	$16 + 4 = 20$	$20 - 4 = 16$	$20 - 16 = 4$
$5 + 15 = 20$	$15 + 5 = 20$	$20 - 5 = 15$	$20 - 15 = 5$
$6 + 14 = 20$	$14 + 6 = 20$	$20 - 6 = 14$	$20 - 14 = 6$
$7 + 13 = 20$	$13 + 7 = 20$	$20 - 7 = 13$	$20 - 13 = 7$
$8 + 12 = 20$	$12 + 8 = 20$	$20 - 8 = 12$	$20 - 12 = 8$
$9 + 11 = 20$	$11 + 9 = 20$	$20 - 9 = 11$	$20 - 11 = 9$
$10 + 10 = 20$		$20 - 10 = 10$	

#### Key Vocabulary

What do I **add** to 5 to make 20?

What is 20 **take away** 6?

What is 3 **less than** 20?

**How many more** than 16 is 20?

They should be able to answer these questions in any order, including missing number questions e.g.  $19 + \bigcirc = 20$  or  $20 - \bigcirc = 8$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use what you already know – Use number bonds to 10 (e.g.  $7 + 3 = 10$ ) to work out related number bonds to 20 (e.g.  $17 + 3 = 20$ ).

Use practical resources – Make collections of 20 objects. Ask questions such as, "How many more conkers would I need to make 20?"

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – your child could make a poster showing the different ways of making 20.

Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.



# Key Instant Recall Facts

## Year 2 – Autumn 2

### I know the multiplication and division facts for the 2 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$2 \times 1 = 2$

$2 \div 2 = 1$

$2 \times 2 = 4$

$4 \div 2 = 2$

$2 \times 3 = 6$

$6 \div 2 = 3$

$2 \times 4 = 8$

$8 \div 2 = 4$

$2 \times 5 = 10$

$10 \div 2 = 5$

$2 \times 6 = 12$

$12 \div 2 = 6$

$2 \times 7 = 14$

$14 \div 2 = 7$

$2 \times 8 = 16$

$16 \div 2 = 8$

$2 \times 9 = 18$

$18 \div 2 = 9$

$2 \times 10 = 20$

$20 \div 2 = 10$

$2 \times 11 = 22$

$22 \div 2 = 11$

$2 \times 12 = 24$

$24 \div 2 = 12$

#### Key Vocabulary

What is 2 **multiplied by** 7?

What is 2 **times** 9?

What is 12 **divided by** 2?

They should be able to answer these questions in any order, including missing number questions e.g.  $2 \times \bigcirc = 8$  or  $\bigcirc \div 2 = 6$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Use what you already know – If your child knows that  $2 \times 5 = 10$ , they can use this fact to work out that  $2 \times 6 = 12$ .

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 18 divided by 2?* They need to be able to multiply to create these questions.

Use memory tricks – For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.



# Key Instant Recall Facts

## Year 2 – Spring 1

### I know the multiplication and division facts for the 10 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$10 \times 1 = 10$

$10 \div 10 = 1$

$10 \times 2 = 20$

$20 \div 10 = 2$

$10 \times 3 = 30$

$30 \div 10 = 3$

$10 \times 4 = 40$

$40 \div 10 = 4$

$10 \times 5 = 50$

$50 \div 10 = 5$

$10 \times 6 = 60$

$60 \div 10 = 6$

$10 \times 7 = 70$

$70 \div 10 = 7$

$10 \times 8 = 80$

$80 \div 10 = 8$

$10 \times 9 = 90$

$90 \div 10 = 9$

$10 \times 10 = 100$

$100 \div 10 = 10$

$10 \times 11 = 110$

$110 \div 10 = 11$

$10 \times 12 = 120$

$120 \div 10 = 12$

#### Key Vocabulary

What is 10 **multiplied by** 3?

What is 10 **times** 9?

What is 70 **divided by** 10?

They should be able to answer these questions in any order, including missing number questions e.g.  $10 \times \bigcirc = 80$  or  $\bigcirc \div 10 = 6$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between **thirteen** and **thirty**.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 70 divided by 7?* They need to be able to multiply to create these questions.

Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?





# Key Instant Recall Facts

## Year 2 – Spring 2

### I know doubles and halves of numbers to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 0 = 0$	$\frac{1}{2}$ of $0 = 0$	
$1 + 1 = 1$	$\frac{1}{2}$ of $2 = 1$	$11 + 11 = 22$
$2 + 2 = 4$	$\frac{1}{2}$ of $4 = 2$	$12 + 12 = 24$
$3 + 3 = 6$	$\frac{1}{2}$ of $6 = 3$	$13 + 13 = 26$
$4 + 4 = 8$	$\frac{1}{2}$ of $8 = 4$	$14 + 14 = 28$
$5 + 5 = 10$	$\frac{1}{2}$ of $10 = 5$	$15 + 15 = 30$
$6 + 6 = 12$	$\frac{1}{2}$ of $12 = 6$	$16 + 16 = 32$
$7 + 7 = 14$	$\frac{1}{2}$ of $14 = 7$	$17 + 17 = 34$
$8 + 8 = 16$	$\frac{1}{2}$ of $16 = 8$	$18 + 18 = 36$
$9 + 9 = 18$	$\frac{1}{2}$ of $18 = 9$	$19 + 19 = 38$
$10 + 10 = 20$	$\frac{1}{2}$ of $20 = 10$	$20 + 20 = 40$

#### Key Vocabulary

What is **double** 9?

What is **half** of 14?

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use what you already know – Encourage your child to find the connection between the 2 times table and double facts.

Ping Pong – In this game, the parent says, "Ping," and the child replies, "Pong." Then the parent says a number and the child doubles it. For a harder version, the adult can say, "Pong." The child replies, "Ping," and then halves the next number given.

Practise online – Go to [www.conkermaths.com](http://www.conkermaths.com) and see how many questions you can answer in just 90 seconds.



# Key Instant Recall Facts

## Year 2 – Summer 1

### I can tell the time.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Children need to be able to tell the time using a clock with hands. This target can be broken down into several steps.

- ▶ I can tell the time to the nearest hour.
- ▶ I can tell the time to the nearest half hour.
- ▶ I can tell the time to the nearest quarter hour.
- ▶ I can tell the time to the nearest five minutes.

#### Key Vocabulary

Twelve **o'clock**

**Half past** two

**Quarter past** three

**Quarter to** nine

Five **past** one

Twenty-five **to** ten



#### Top Tips

The secret to success is practising **little** and **often**. If you would like more ideas, please speak to your child's teacher.

Talk about time - Discuss what time things happen. When does your child wake up? What time do they eat breakfast? Make sure that you have an analogue clock visible in your house or that your child wears a watch with hands.

Ask your child the time regularly – You could also give your child some responsibility for watching the clock :

“The cakes need to come out of the oven at quarter past four.”

“We need to leave the house at half past eight.”



# Key Instant Recall Facts

## Year 2 – Summer 2

### I know the multiplication and division facts for the 5 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$5 \times 1 = 5$

$5 \times 2 = 10$

$5 \times 3 = 15$

$5 \times 4 = 20$

$5 \times 5 = 25$

$5 \times 6 = 30$

$5 \times 7 = 35$

$5 \times 8 = 40$

$5 \times 9 = 45$

$5 \times 10 = 50$

$5 \times 11 = 55$

$5 \times 12 = 60$

$5 \div 5 = 1$

$10 \div 5 = 2$

$15 \div 5 = 3$

$20 \div 5 = 4$

$25 \div 5 = 5$

$30 \div 5 = 6$

$35 \div 5 = 7$

$40 \div 5 = 8$

$45 \div 5 = 9$

$50 \div 5 = 10$

$55 \div 5 = 11$

$60 \div 5 = 12$

#### Key Vocabulary

What is 5 **multiplied by** 7?

What is 5 **times** 9?

What is 60 **divided by** 5?

They should be able to answer these questions in any order, including missing number questions e.g.  $5 \times \bigcirc = 40$  or  $\bigcirc \div 5 = 9$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Spot patterns – What patterns can your child spot in the 5 times table? Are there any similarities with the 10 times table?

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 45 divided by 5?* They need to be able to multiply to create these questions.

Use memory tricks – For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.