



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 – 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 and then see how many questions you can answer in just one minute.

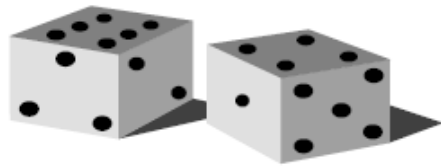
Some quick games to help with learning facts....

Make 20

For this game you need to write out numbers 0 to 20 on a piece of paper.

Make them big enough to put counters or coins on.

- ♦ Take turns. Roll a dice. Put a coin on the number that goes with the dice number to make 20, e.g. throw a '4' and put a coin on 16.
- ♦ If someone else's counter is there already, replace it with yours!
- ♦ The first person to have counters on 6 different numbers wins.
- ♦ Now roll two dice, add the numbers together and look for a number to make 20.
- ♦ The first with coins on 10 different numbers wins.



How many more to make?

- Roll two dice.
 - Make a two-digit number, e.g. if you roll a 6 and 4, you could choose to make 64 or 46.
 - Ask your child what you need to add on to make the next multiple of 10.

Eg (1) if 64 is chosen the next multiple of 10 is 70 so you need to add 6 on. $64+6=70$

Eg (2) if 46 is chosen the next multiple of 10 is 50 so you need to add 4 on. $46+4=50$

Mind your language! Some times your child may know all the maths facts when you work with them at home but still seem to struggle in the classroom or when the teacher tests them. This may be because they are not familiar with the range of language that can be used. Try to use a range of language when asking your child questions.

THE NUMBER SENTENCE $3+17$ MAY BE ASKED AS	THE NUMBER SENTENCE $15-4$ MAY BE ASKED AS
<i>What is the sum of 3 and 17?</i>	<i>What is the difference between 4 and 15?</i>
<i>3 add, 17</i>	<i>Starting at 4, how many more to make 15?</i>
<i>3 more than 17</i>	<i>How much more is 15 than 4?</i>
<i>3 plus 17</i>	<i>15 subtract 4</i>
<i>What is the total of 3 and 17?</i>	<i>How many are left over when you take 4 from 15?</i>
<i>How many do 3 and 17 make altogether?</i>	<i>15 minus 4</i>
	<i>4 less than 15</i>
THE NUMBER SENTENCE 4×6 MAY BE ASKED AS	THE NUMBER SENTENCE $27 \div 3$ MAY BE ASKED AS
<i>6 lots of four</i>	<i>How many equal groups of 3 in 27?</i>
<i>4 times 6 or 6 times 4</i>	<i>27 divided by 3</i>
<i>Multiply 4 by 6</i>	<i>Share 27 between 3</i>
<i>What is the 6th multiple of 4?</i>	<i>If you have 27 sweets, give 3 each until you run out. How many children will get sweets?</i>
<i>What is the product of 4 multiplied by 6?</i>	<i>How many lots of 3 in 27</i>
<i>Draw an array to show 6×4</i>	<i>27 divided into 3</i>
<i>6 groups of 4</i>	



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**.

$2 \times 1 = 2$

$2 \times 2 = 4$

$2 \times 3 = 6$

$2 \times 4 = 8$

$2 \times 5 = 10$

$2 \times 6 = 12$

$2 \times 7 = 14$

$2 \times 8 = 16$

$2 \times 9 = 18$

$2 \times 10 = 20$

$2 \times 11 = 22$

$2 \times 12 = 24$

$2 \div 2 = 1$

$4 \div 2 = 2$

$6 \div 2 = 3$

$8 \div 2 = 4$

$10 \div 2 = 5$

$12 \div 2 = 6$

$14 \div 2 = 7$

$16 \div 2 = 8$

$18 \div 2 = 9$

$20 \div 2 = 10$

$22 \div 2 = 11$

$24 \div 2 = 12$

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.

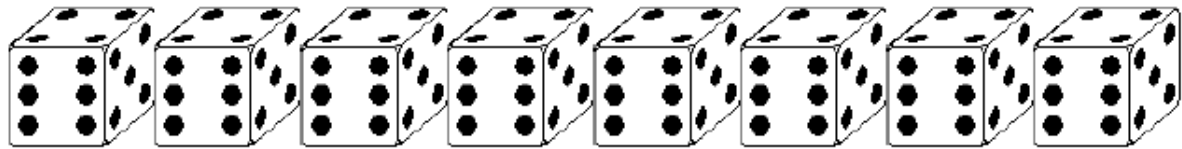
Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

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

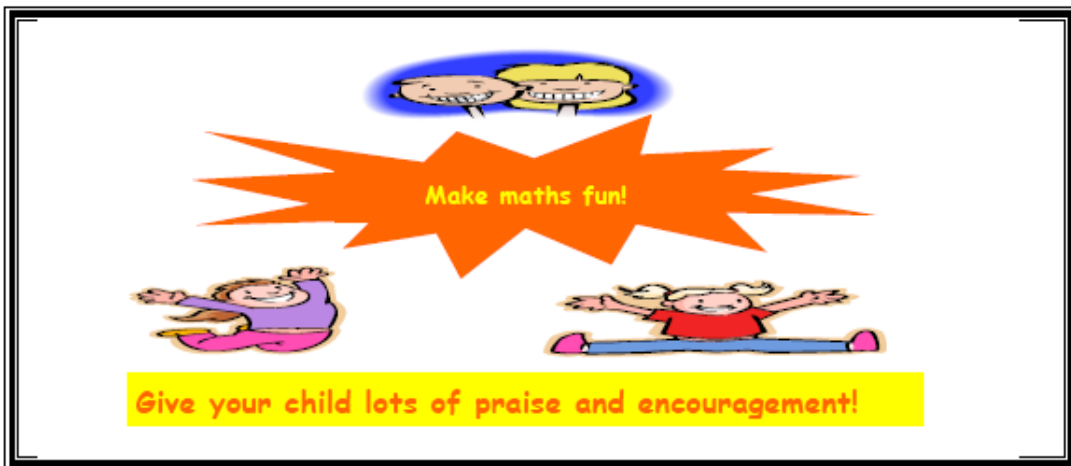
Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 18 divided by 2?* They need to be able to multiply to create these questions.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Game Time!



- Play board games with your child but use two dice instead of one to help your children practice making totals.
- Play board games with numbered tracks on them. Ask children to predict which what number the counter will move on to.
- Use packs of playing cards for some two player games :-
 - Snap can help with counting and number recognition
 - Players take it in turns to turn cards over. The first player to identify a multiple of 2 (or 5 or 10) picks up the pile of turned over cards. Play continues until one player has all the cards
 - Players take it in turns to turn cards over. The first player to say the total made by adding the two cards together wins that pair of cards. The winner is the player with the most pairs.
- Bingo.
Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- Dominoes
Instead of matching dots players join dominoes that make a given total e.g. 6.





Key Instant Recall Facts

Year 2 – Spring 1

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 $0 = 0$	
$1 + 1 = 2$	$\frac{1}{2}$ 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 and see how many questions you can answer in just 90 seconds.



Key Instant Recall Facts

Year 2 – Spring 2

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.

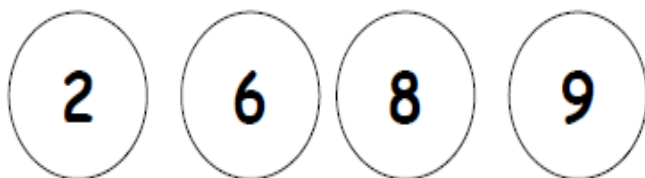
Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

Some Fun Ideas.

Adding circles

For this game, you need a dice and pencil and paper.

- ◆ Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.



- ◆ Roll the dice twice. Add the two numbers.
 - ◆ If the total is one of the numbers in your circles then you may cross it out.
- The first person to cross out all four circles wins

Dicey coins

For this game you need a dice and about twenty 10p coins.

- ◆ Take turns to roll the dice and take that number of 10p coins.
- ◆ Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty...*
- ◆ If you do this correctly you keep one of the 10p pieces.
- ◆ First person to collect £1 wins.



Glossary

Number Line - The numbers are labels for points on the number line. Like ruler

1 2 3 4 5 6 7 8 9 10

Number Names- The way we say numbers

Number Track - The numbers are in order in boxes. The numbers on many board games are organised along number tracks

1	2	3	4	5	6	7
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Numerals - The way we record numbers 1, 2, 3, 4, 5, 6, 7 etc.

Match- The children know that numbers can represent an amount

e.g. 2 ☺☺

Multiples- 10, 20, 30, 40, 50, 60, and 70 are multiples of ten as they can be divided exactly by ten.



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.
- **I know number bonds to 100**
 - **Counting in steps of 3**

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

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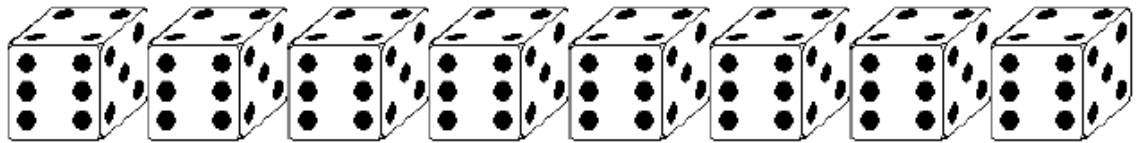
Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

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 has some strange picture stories to help children remember.

Game Time!



- Play board games with your child but use two dice instead of one to help your children practice making totals.
- Play board games with numbered tracks on them. Ask children to predict which what number the counter will move on to.
- Use packs of playing cards for some two player games :-
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Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- Dominoes
Instead of matching dots players join dominoes that make a given total e.g. 6.

