



Summary of Yearly Key Instant Recall facts Term by Term

| | Reception | Year 1 | Year 2 |
|----------|--|---|--|
| Autumn 1 | Say the number names in order to 5. | Know all the number bonds to 5. | Know all number bonds to 20. |
| Autumn 2 | Say the numbers in order to 10. | I know number bonds to 10 | Know multiplication and division facts for 10x table. table. |
| Spring 1 | Be able to partition numbers to 5 into two groups. | Know all number bonds to 10. | Know multiplication and division facts for 2x |
| Spring 2 | Count in 10s. | Know one more and one less with numbers up to 20. | Know the doubles and halves of all numbers to 20. |
| Summer 1 | to know the days of the week | Know all doubles and halves to 10. | Know multiplication and division facts for 5x tables. |
| Summer 2 | Count in 2s. | Tell the time using o clock and half past Count forwards and backwards in steps of 2, 5 and 10 | Tell the time using quarter past and quarter to |



Year 2: Summary of Key Instant Recall Facts

| Counting and Place Value | Number Bonds | Addition and Subtraction |
|--|---|--|
| <ul style="list-style-type: none"> Count in 10s from any given number, forwards and backwards Count in 2s from any given number, forwards and backwards Understand the value of Tens and Ones Count in 2s from 0 forwards and backwards to 0 Count in 3s from 0 forwards and backwards to 0 Count in 5s from 0 forwards and backwards to 0 Read and write numbers to 100 (numerals and words) | <ul style="list-style-type: none"> Know all number bonds to 20 Find patterns in number bonds to 20 Link number bonds to 20 to number bonds to 10 Understand the = sign in balancing equations Use and understand < and > signs as well as = (same as/ equal to) Understand missing number calculations | <ul style="list-style-type: none"> Add multiples of 10, including crossing significant boundaries such as 10's. Subtract multiples of 10 including crossing significant boundaries such as 10's. Know all addition facts for multiples of 10 to 100 Know all subtraction facts for multiples of 10 to 100 |
| Doubling and Halving | Multiplication and Division Facts | Measures |
| <ul style="list-style-type: none"> Know the doubles of all numbers to 20 Know the halves of all numbers to 20 | <ul style="list-style-type: none"> 2 times table 5 times table 10 times table Recognise odd and even numbers Division facts for 2 times table Division facts for 5 times table Division facts for 10 times table | <ul style="list-style-type: none"> Know how many pence in a £ Know the value of all the UK coins and notes Know how many g in kg and ml in l Know the number of minutes in an hour Know the number of hours in a day Tell the time to o clock Tell the time to half past Tell the time to quarters Tell the time to 5 minutes |



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 while walking to school or during a car journey? You do not 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 <http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html> and then see how many questions you can answer in just one minute. Also try <https://www.topmarks.co.uk/maths-games/hit-the-button>



Key Instant Recall Facts

Year 2 – Autumn 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 $\bigcirc + 10 = 6$

Top tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these while walking to school or during a car journey? You do not 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. You can also use Education City songs and Percy Parker on youtube and websites www.timestables.co.uk and www.timestables.me.uk

Test the Parent – Your child can make up their own tricky division questions for you e.g. What is 70 divided by 10? 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? can answer in just one minute. Also try <https://www.topmarks.co.uk/maths-games/hit-the-button>



Key Instant Recall Facts

Year 2 – Spring 1

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**.

| | |
|--------------------|---------------|
| $2 \times 1 = 2$ | $2 + 2 = 4$ |
| $2 \times 2 = 4$ | $4 + 2 = 6$ |
| $2 \times 3 = 6$ | $6 + 2 = 8$ |
| $2 \times 4 = 8$ | $8 + 2 = 10$ |
| $2 \times 5 = 10$ | $10 + 2 = 12$ |
| $2 \times 6 = 12$ | $12 + 2 = 14$ |
| $2 \times 7 = 14$ | $14 + 2 = 16$ |
| $2 \times 8 = 16$ | $16 + 2 = 18$ |
| $2 \times 9 = 18$ | $18 + 2 = 20$ |
| $2 \times 10 = 20$ | $20 + 2 = 22$ |
| $2 \times 11 = 22$ | $22 + 2 = 24$ |
| $2 \times 12 = 24$ | |

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 $\bigcirc + 2 = 6$

Top tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these while walking to school or during a car journey? You do not 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. You can also use Education City songs and Percy Parker on youtube and websites www.timestables.co.uk and www.timestables.me.uk

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.



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

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 while walking to school or during a car journey? You do not 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.

Play Online – Go to <https://www.topmarks.co.uk/maths-games/hit-the-button> or <http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html>



Key Instant Recall Facts

Year 2 – Summer 1

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**.

| | |
|--------------------|------------------|
| $5 \times 1 = 5$ | $5 + 5 = 1$ |
| $5 \times 2 = 10$ | $10 \div 5 = 2$ |
| $5 \times 3 = 15$ | $15 \div 5 = 3$ |
| $5 \times 4 = 20$ | $20 \div 5 = 4$ |
| $5 \times 5 = 25$ | $25 \div 5 = 5$ |
| $5 \times 6 = 30$ | $30 \div 5 = 6$ |
| $5 \times 7 = 35$ | $35 \div 5 = 7$ |
| $5 \times 8 = 40$ | $40 \div 5 = 8$ |
| $5 \times 9 = 45$ | $45 \div 5 = 9$ |
| $5 \times 10 = 50$ | $50 \div 5 = 10$ |
| $5 \times 11 = 55$ | $55 \div 5 = 11$ |
| $5 \times 12 = 60$ | $60 \div 5 = 12$ |

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 while walking to school or during a car journey? You do not 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. You can also use Education City songs and Percy Parker on youtube and websites www.timestables.co.uk and www.timestables.me.uk

Spot patterns – What patterns can your child spot in the 5times 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.



Key Instant Recall Facts

Year 2 – Summer 2

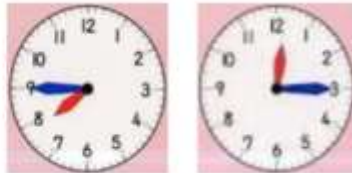
I can tell the time using quarter past and quarter to

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.



Key Vocabulary

Twelve **o'clock**

Half past two

Quarter past three

Quarter to 9

Top tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these while walking to school or during a car journey? You do not 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.

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.'