Key Instant Recall Facts
EYFS – Spring 1

I can say 1 more and 1 less than a given number.

Learning *one more and one less* helps children build a **strong foundation in number sense** — understanding how numbers relate to one another, not just naming or counting them.

Why it matters:

- **Builds number relationships:** Children see that numbers come in a sequence and can change by adding or taking away one.
- **Supports early addition and subtraction:** Knowing that 1 more than 6 is 7 helps children later understand 6 + 1 = 7.
- **Strengthens mental number lines:** Children start to visualise numbers in order, which supports estimation and counting on/back.
- **Promotes fluency and confidence:** It becomes automatic, freeing up thinking for more complex maths later on.

In essence, *"1 more and 1 less"* bridges the gap between **counting** and **calculating**.

<u>Key Questions</u>

- "What's **one more** than 5?"
- "What's **one less** than 7?"
- "If you have 3 apples and I give you one more, how many do you have?"
- "You have 9 blocks — if one rolls away, how many are left?"
- "How do you know that 6 is one more than 5?"

<u>Key Vocabulary</u>

How many? one more

one less before after

add take away subtract

<u>Top Tips</u>

🏠 **1. Everyday Counting**

- **Snack time:** "You have 4 grapes. If I give you one more, how many will you have?"
- **Toy tidy-up:** "You've put 6 cars in the box. What if we take one out?"
- **Steps or stairs:** Count up and down steps, asking, "What's one more/less than where we are now?"

🎲 **2. Games and Play**

- **Number cards:** Write numbers 0–10 on small cards. Pick one and ask, "What's one more?" or "What's one less?"
- **Board games:** Use dice-based games (like *Snakes and Ladders*). Ask questions during turns: "You're on 5 — what's one more?"
- **Dominoes or Lego towers:** Build towers with blocks and compare — "This one has 7, this one has 6. Which has one more?"

🧩 **3. Visual Aids**

- **Number line:** Keep a number line 0–10 visible on the fridge. Encourage children to move a counter up/down one place.
- **Ten frame:** Use an egg box or muffin tray with 10 spaces to show adding or taking away one counter.
- **Calendar dates:** "Yesterday was the 6th. What's one more than 6? So what's the date today?"

🎶 **4. Songs and Rhymes**

Use familiar tunes to make learning stick:

- *"One elephant went out to play…"*
- *"Ten green bottles…"*
- *"Five little ducks…"*

  Pause mid-song to ask, "If one more came back, how many would there be?"

Key Instant Recall Facts
Year 1 – Spring 1

I can recognise numbers to 50.

Recognising numbers to 50 helps children understand that numbers have **value and order** beyond 20. It builds their **mental number line**, enabling them to visualise numbers and see relationships (e.g., 32 is more than 28). Counting beyond 20 introduces the **pattern of tens and ones**, which is crucial for understanding place value.

Key Vocabulary

more less before after
next order bigger
smaller greater tens ones
between after last digit

Key Questions

"What number comes **before** 34?"

"What number comes **after** 48?"

"Which is **bigger**, 28 or 35?"

"Which is **smaller**, 19 or 23?"

"How do you know that 44 comes after 43?"

Top Tips

1. Everyday Counting

- **Steps or stairs:** Count steps while going up or down. "Which step comes **after** 23?"
- **Snacks or toys:** Line up items and count them. Ask, "How many do we have? Can you show 31 with your toys?"
- **Shopping and money:** Use coins or items at home. "We have 42p — which coin do we need to make 50p?"

🎲 **2. Games**

- **Number hunt:** Hide number cards from 1–50 around the house. Ask children to find a specific number or the **next number** in a sequence.
- **Board games:** Use dice games. Children can practice **counting spaces forward or backward** up to 50.
- **Matching games:** Match numerals to sets of objects (e.g., 27 buttons to the number 27).

🔢 **3. Visual and Hands-On Activities**

- **Number line:** Create a 1–50 number line on paper or a wall. Use a counter or toy to move **forward and backward**.
- **Ten frames:** Use egg cartons or muffin trays to represent numbers up to 50 in groups of 10.
- **Place value visuals:** Show numbers in **tens and ones** using sticks, straws, or LEGO bricks.

🧩 **4. Patterns and Sequences**

- **Counting in twos or fives:** Ask, "Can you count by 2s from 2 to 50?"
- **Spot the pattern:** Look at numbers ending in 5 or 0. "Which numbers end in 0 between 1 and 50?"
- **Backward counting:** Practice counting down from 50 to 40, or 30 to 20.

Useful websites (games and information):
https://whiterosemaths.com/resources/1-minute-maths (1 minute maths APP – free to download)
https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks?seriesId=b08bzfnh-structural-1-b08bzg8q (BBC Numberblocks)

Key Instant Recall Facts
Year 2 – Spring 1

I can recall all addition and subtraction facts for multiples of 10 to 100.

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

Number bonds are pairs of numbers that combine to make a total. For example:

- 70 + 30 = 100
- 45 + 55 = 100

Learning these bonds helps children **understand relationships between numbers** and develop **mental fluency** — essential for all later maths. Children begin to see how tens and ones fit together to make 100.
For example: 60 + 40 = 100 → 6 tens + 4 tens = 10 tens = 100.
Number bonds to 100 are the foundation for:

- Adding and subtracting with two-digit numbers.
- Understanding complements to 100 when working with money or measurement (e.g., 75p and 25p make £1).
- Estimating and checking calculations quickly.

Children start to spot patterns, e.g.

- If 8 + 2 = 10, then 80 + 20 = 100.
- If 37 + 63 = 100, then 63 + 37 = 100.

When number bonds become automatic, children can solve problems faster and with greater confidence — freeing up mental space for reasoning and problem-solving.

The children should be able to answer these questions in any order, including missing number questions e.g.

30 + __ = 100 100 = 60 + ____

Key Vocabulary

add	subtract	equals	total
bonds	make	whole	part
plus	minus	take away	

Key Questions

What is 30 add 70?

How many more do I add to 40 to make 100?

What is 100 take away 50?

Top tips

- Ask: “What goes with 40 to make 100?”
- Use bundles of 10 straws, coins, or blocks to *see* that 6 tens + 4 tens = 10 tens = 100.
- Challenge: “I have 70p. How much more do I need to make £1?”

Show how tens and ones add up to 100:

- “If I have 23, how much more to make 100?”
  → 23 + 77 = 100
- Use a hundred square or number line to count up in jumps to 100 (e.g., +7 to reach 30, then +70 to reach 100).
- **Pairs Game:** Write numbers 0–100 on cards (in tens first, then mixed). Find pairs that make 100.
- **Snap or Bingo:** Call out a number; your child finds the number that goes with it to make 100.
- **Target 100:** Roll two dice, make a two-digit number, and ask how much more is needed to make 100.
- **Money:** “You’ve spent 65p — how much change from £1?”
- **Measurement:** “The jug holds 100ml. We’ve poured 60ml — how much more to fill it?”
- **Shopping:** “These two prices together make £1. Can you find another pair that does?”
- Notice that number bonds to 100 follow patterns:
  10 + 90, 20 + 80, 30 + 70, etc.
- Ask: “What happens to one number when the other gets bigger?”
  (As one goes up, the other goes down — reinforcing the inverse relationship.)

Encourage your child to *explain* their thinking:

- “How do you know that 45 and 55 make 100?”
- “Can you show me another way to make 100?”
- “What pattern do you see between these pairs?”

Key Instant Recall Facts
Year 3 – Spring 1

I can recall the multiplication and division facts for the 5- and 10-times table.

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

5 × 1 = 5	5 ÷ 5 = 1	10 × 1 = 10	10 ÷ 10 = 1
5 × 2 = 10	10 ÷ 5 = 2	10 × 2 = 20	20 ÷ 10 = 2
5 × 3 = 15	15 ÷ 5 = 3	10 × 3 = 30	30 ÷ 10 = 3
5 × 4 = 20	20 ÷ 5 = 4	10 × 4 = 40	40 ÷ 10 = 4
5 × 5 = 25	25 ÷ 5 = 5	10 × 5 = 50	50 ÷ 10 = 5
5 × 6 = 30	30 ÷ 5 = 6	10 × 6 = 60	60 ÷ 10 = 6
5 × 7 = 35	35 ÷ 5 = 7	10 × 7 = 70	70 ÷ 10 = 7
5 × 8 = 40	40 ÷ 5 = 8	10 × 8 = 80	80 ÷ 10 = 8
5 × 9 = 45	45 ÷ 5 = 9	10 × 9 = 90	90 ÷ 10 = 9
5 × 10 = 50	50 ÷ 5 = 10	10 × 10 = 100	100 ÷ 10 = 10
5 × 11 = 55	55 ÷ 5 = 11	10 × 11 = 110	110 ÷ 10 = 11
5 × 12 = 60	60 ÷ 5 = 12	10 × 12 = 120	120 ÷ 10 = 12

Key Vocabulary

multiplied multiply times

product divide

divided equal total

Key Questions

What is 3 times 5?

What is 60 divided by 10?

What is 4 multiplied by 5?

They should be able to answer these questions in any order, including missing number questions e.g. 10 × ◯ = 80 or ◯ ÷ 10 = 6 and 5 × ◯ = 40 or ◯ ÷ 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.

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?

Useful websites (games and information):

Hit the Button - Quick fire maths practise. https://www.topmarks.co.uk/maths-games/hit-the-button

Multiplication activities - https://www.timestables.co.uk/

Times Tables Rockstars - https://ttrockstars.com/

Key Instant Recall Facts
Year 4 – Spring 1

I can recall the multiplication and division facts for the 7 times table.

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

7 × 1 = 7	1 × 7 = 7	7 ÷ 7 = 1	7 ÷ 1 = 7
7 × 2 = 14	2 × 7 = 14	14 ÷ 7 = 2	14 ÷ 2 = 7
7 × 3 = 21	3 × 7 = 21	21 ÷ 7 = 3	21 ÷ 3 = 7
7 × 4 = 28	4 × 7 = 28	28 ÷ 7 = 4	28 ÷ 4 = 7
7 × 5 = 35	5 × 7 = 35	35 ÷ 7 = 5	35 ÷ 5 = 7
7 × 6 = 42	6 × 7 = 42	42 ÷ 7 = 6	42 ÷ 6 = 7
7 × 7 = 49	7 × 7 = 49	49 ÷ 7 = 7	49 ÷ 7 = 7
7 × 8 = 56	8 × 7 = 56	56 ÷ 7 = 8	56 ÷ 8 = 7
7 × 9 = 63	9 × 7 = 63	63 ÷ 7 = 9	63 ÷ 9 = 7
7 × 10 = 70	10 × 7 = 70	70 ÷ 7 = 10	70 ÷ 10 = 7
7 × 11 = 77	11 × 7 = 77	77 ÷ 7 = 11	77 ÷ 11 = 7
7 × 12 = 84	12 × 7 = 84	84 ÷ 7 = 12	84 ÷ 12 =7

Key Vocabulary

multiplied multiply times

product divide

divided equal total

Key Questions

What is 3 times 7?

What is 63 divided by 7?

What is 4 multiplied by 7?

They should be able to answer these questions in any order, including missing number questions e.g.

7 × ◯ = 28 or ◯ ÷ 6 = 7.

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 family 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.

Order of difficulty – Ask your child to order these facts from the easiest to the most challenging. Can they explain why some facts are easier to remember? Then focus on practising the most challenging facts.

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

Useful websites (games and information):

Hit the Button - Quick fire maths practise for 6-11 year olds https://www.topmarks.co.uk/maths-games/hit-the-button

Multiplication activities - https://www.timestables.co.uk/

Times Tables Rockstars - https://ttrockstars.com/

Key Instant Recall Facts
Year 5 – Spring 1

I can multiply and divide whole and decimal numbers by 10,100 and 1000.

By the end of this half term the children should be able to solve calculations mentally that involve the multiplying and dividing of whole and decimal numbers by 10,100 and 1,000.

Multiply and dividing by 10, 100 and 1,000

When a number is multiplied by 10, 100 or 1,000, the digits move to the left in the place value column. The digits move **1 place left** when we multiply by 10, **2 places** to multiply by 100 and **3 places** to multiply by 1,000.

The empty place value spaces are filled with a **0 as a place holder.**

TH	H	T	O
	4	2	3
	100 100 100	10 10	1 1 1
100 100 100	10 10	1 1 1	0

×10

423 x 10 = 4,230

When a number is divided by 10, 100 or 1,000, the digits move to the right in the place value column: **1 place** when dividing by 10, **2 places** to divide by 100 and **3 places** to divide by 1,000.

Look what happens when we divide 7,900 by 10, 100 and 1,000:

TH	H	T	O	.	t	
7	9	0	0			
	7	9	0			÷10
		7	9			÷100
			7	.	9	÷1,000

The children should be able to answer questions such as these:

35 × 10 =
480 ÷ 10 =
3.6 × 100 =
0.45 × 1000 =
5.6 ÷ 10 =
2.4 ÷ 100 =
If you multiply 0.8 by 100, what do you get?
When you divide a number by 1000, what happens to the digits?

Top Tips

The secret to success? Practise little and often! Can you learn these on your way to school? On a car journey? Or even at the breakfast table? You don't need to learn them all at once: start with those you are more confident with before tackling the rest. Why not practise whilst keeping active? You could throw and catch or kick a ball whilst learning them!

🎲 **Game ideas**

Use a *roll a die* to pick a number (whole or decimal), then ask: "What happens if I multiply this by 10? By 100? Divide by 1000?"

Use cards: write numbers on cards (e.g., 35, 4.7, 0.56) and another set with "×10", "÷100", etc. Match number + operation → result.

Create a "digit shifting" table: write a number, then in columns show the result after ×10, ×100, ÷10, ÷1000. Use decimals too.

Make it real-life: e.g., "If one bottle holds 0.45 litres, how many litres if you had 100 bottles?" or "A car travels 45 km; how far if it travelled ×10?"

✅ Recommended websites & interactive tools

Mathsframe — Moving Digits game: https://mathsframe.co.uk/en/resources/resource/60/itp-moving-digits

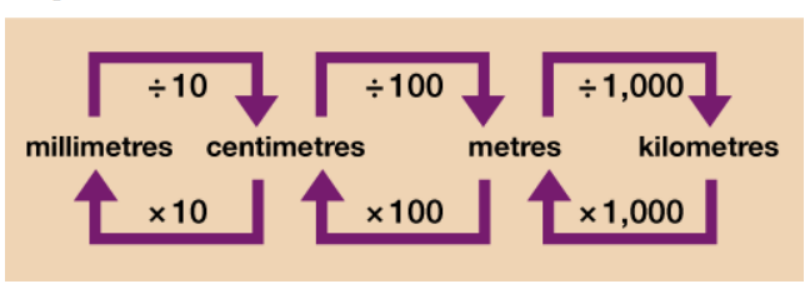
Topmarks — search for "multiplying and dividing by 10 100 1000"

Key Instant Recall Facts
Year 6 – Spring 1

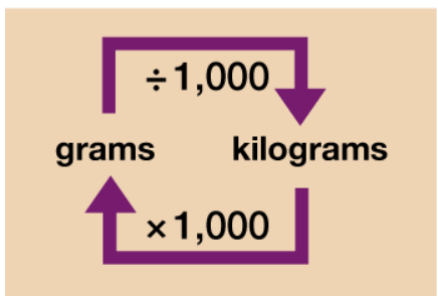
I can multiply and divide numbers by 10,100 and 1000 including units of measure.

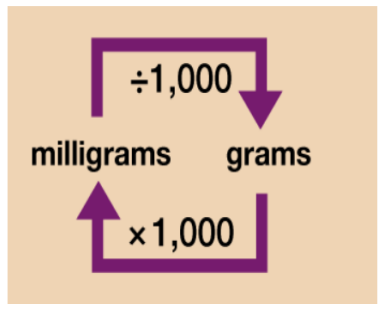
By the end of this half term the children should be able to solve calculations mentally that involve the multiplying and dividing of whole and decimal numbers by 10,100 and 1,000 including units of measure.

Length

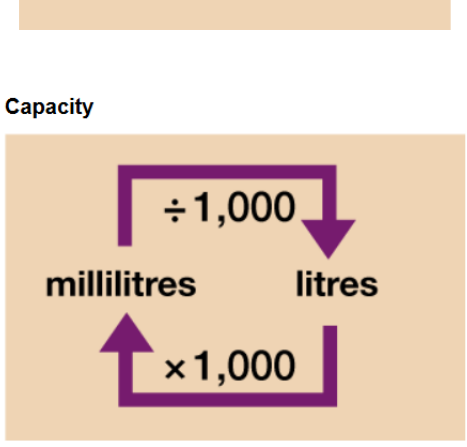


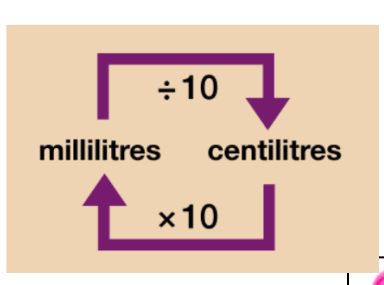
Weight





Capacity





The children should be able to answer questions such as these:

1. What is 3.5 × 100?
2. What is 560 ÷ 10?
3. There are 1000 millilitres in a litre. How many litres are in 2500 millilitres?
4. A rope is 2.4 metres long. How many centimetres long is it?
5. A pencil is 135 millimetres long. How many centimetres is that?
6. A bottle holds 1.5 litres. How many millilitres is that?
7. A car travels 0.75 kilometres. How many metres is that?
8. If a parcel weighs 3.2 kilograms, what is that in grams?
9. What happens to a number when you divide by 1000?
10. A distance is 4.5 km. How many metres is this?

Reasoning questions

Encourage children to explain:

- "How do you know whether to multiply or divide when converting units?"
- "Why do you move the digits, not the decimal point?"
- "What's the same and what's different between 3.5 × 100 and 3.5 metres to centimetres?"

Top Tips

Practical home activities

Measuring challenge:

Use a ruler or tape measure: measure objects in cm and convert to mm and m.

Shopping game:

Pick items from a grocery receipt or online shop (weights and volumes). Ask questions like: "If one bottle is 1.5 L, how much is 10 bottles in millilitres?"

Conversion dominoes:

Make cards such as: "1 kg = ___ g", "3.5 L = ___ ml", "4500 g = ___ kg".
Match pairs that convert correctly.

Websites for interactive practice

Topmarks – Measures Games:

Try *Measures Activity* and *Units of Measurement Conversion* topmarks.co.uk

Mathsframe – Converting Measures: mathsframe.co.uk

BBC Bitesize – Converting Units:

Clear explanations and quick quizzes on metric conversions. bbc.co.uk/bitesize/topics/z4nsgk7