



Key Instant Recall Facts EYFS – Summer 2

I can recite number names in order to 20. I can automatically recall double facts up to $5 + 5$.

When a child can say numbers in order to 20, they're building their understanding of the **counting sequence**, which is the foundation for all later maths. It helps them connect spoken numbers to quantities (like knowing that "15" represents a set of fifteen objects). It also supports **one-to-one correspondence** (matching each number word to one item), **cardinality** (understanding that the last number said tells how many there are), and prepares them for addition, subtraction, and place value later on. Reaching 20 is especially important because it moves beyond the familiar 1–10 pattern and introduces the structure of the **teen numbers**, which can be tricky.

Knowing doubles to 10 (e.g. $1+1$, $2+2$... $5+5$) helps children develop **automatic recall** of basic number facts, which reduces the need to count each time. These facts form part of a child's **number bonds** knowledge and support quicker calculation in addition and subtraction. Doubles are also a key stepping stone to understanding **near doubles** (e.g. $5+6 = \text{double } 5 + 1$), which is a common mental strategy. This skill strengthens a child's sense of number patterns, supports early multiplication (as doubling is the same as $\times 2$), and builds confidence with larger calculations later on.

Key Vocabulary

number names counting forward/on
counting back next after before
Double add number bond total



Key Questions

What is double 3? Can you tell me double 5 without counting? What do we get when we add $4 + 4$? What does "double" mean?
Can you show me double 2 using objects or your fingers? How do you know that $3 + 3 = 6$? Which is bigger: double 2 or double 5?
What pattern do you notice in doubles? Can you count from 0 to 20? Can you start at 5 and count on to 20?
Can you count backwards from 20 to 0? What number comes after 13? What number comes before 9?
What happens to the numbers as you count forwards?

Top Tips

Here are some **top tips** for helping children practise counting from 0–20 at home:

Make it part of everyday life - Count whenever you can—steps on the stairs, cars passing, snacks on a plate, or toys being tidied away. Short, frequent practice is more effective than long sessions.

Use real objects - Encourage counting with physical items (blocks, fruit, buttons). This builds understanding, not just memorising the sequence.

Focus on saying one number per item - Remind children to touch or move each object as they count to support one-to-one correspondence.

Practise starting from different numbers - Don't always start at 0 or 1. Try "Start at 7 and count to 15" to build flexibility.

Include counting backwards - Counting down from 20 helps deepen understanding and supports later subtraction skills.

Sing songs and rhymes - Number songs (like counting songs or rhymes) make learning memorable and fun.

Here are some clear, practical **top tips to support recalling doubles to $5 + 5$** :

Make it visual and hands-on - Use objects like counters, buttons, or Lego bricks. Build two equal groups (e.g. 4 and 4) so children can see what a double looks like.

Use fingers for quick recall - Fingers are a powerful tool—showing 3 fingers on each hand helps children instantly see $3+3$.

Say it often and in patterns - Repeat doubles regularly: "1 and 1 is 2, 2 and 2 is 4..." to help children notice the pattern and build automatic recall.

Use rhythm, songs, or chants - Turning doubles into a rhythm ("double 2 is 4, double 3 is 6...") helps memory through repetition and sound patterns.

Play quick-fire games - Ask short questions during everyday moments: "What's double 5?" or "What's double 3?" to build speed and confidence.

Link to real-life situations - Talk about doubles in context: "You have 2 shoes on each foot—how many shoes altogether?"

Spot patterns together - Help children notice that doubles always make even numbers and increase in steps of 2.