Year 2 Home Learning
Developing Fluency

Key Instant Recall Facts

Name: _____

Class: _____

Key Instant Recall Facts

Target Tracker

	I know…..	Instant Recall (date)		
3A	Number bonds for 20			
3B	Doubles and Halves			
3C	All number bonds to 20			
3D	x and ÷ by 10			
3E	x and ÷ by 5			
3F	x and ÷ by 2			
3G	x and ÷ by 4			
3H	x and ÷ by 8			
3I	x and ÷ by 3			
3J	Tell the time (nearest 15 min)			
3K	Durations of time			
3L	Tell time (nearest minute)			

Key Instant Recall Facts

Year 2 – 2A

I know number bonds for 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 + ◯ = 20 or 20 – ◯ = 8.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

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?"

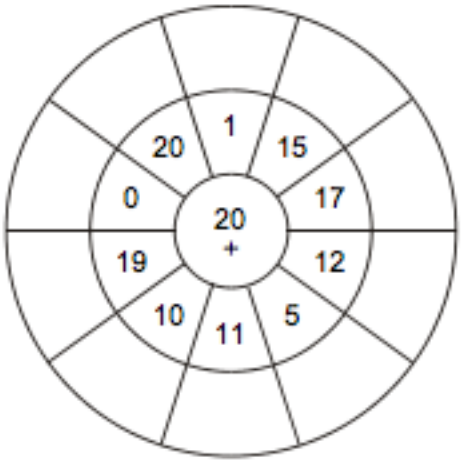
Make a poster – your child could make a poster showing the different ways of making 20.

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.

Make 20 - Practice

◆ Place a number in the outer circle which adds with the number in the inner circle to make the target number.

1.



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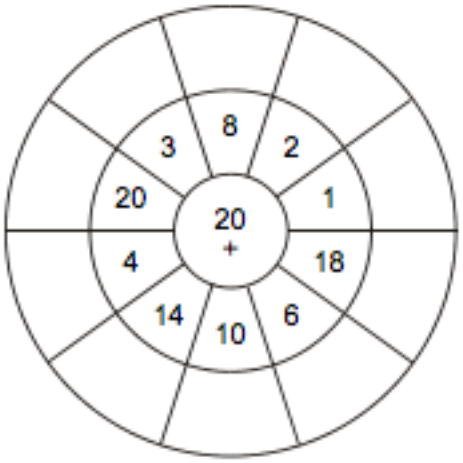

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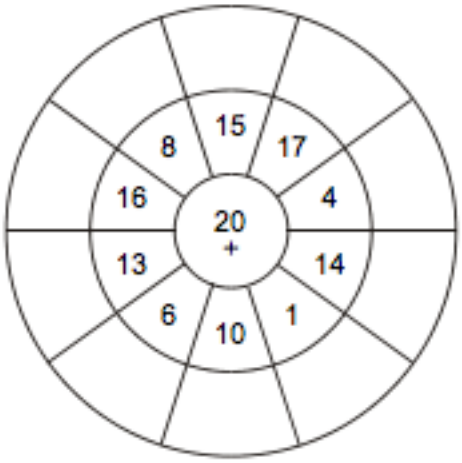

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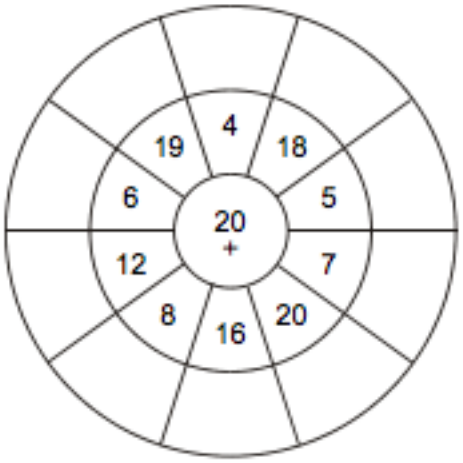

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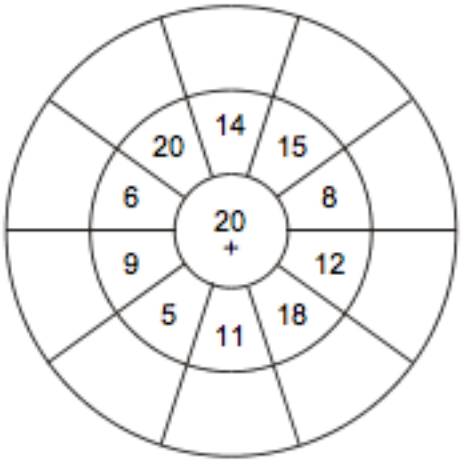

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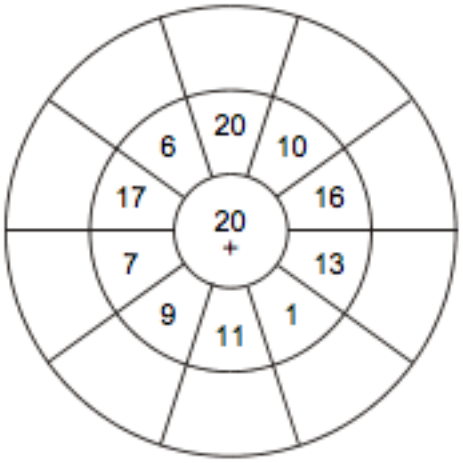


Make 20 - Practice

1. 8 + ____ = 20	21. 12 + ____ = 20	41. 19 + ____ = 20
2. ____ + 20 = 20	22. ____ + 12 = 20	42. ____ + 6 = 20
3. 18 + ____ = 20	23. 13 + ____ = 20	43. 18 + ____ = 20
4. ____ + 13 = 20	25. ____ + 3 = 20	44. ____ + 15 = 20
5. 10 + ____ = 20	25. 6 + ____ = 20	45. 6 + ____ = 20
6. ____ + 10 = 20	26. ____ + 16 = 20	46. ____ + 7 = 20
7. 7 + ____ = 20	27. 20 + ____ = 20	47. 4 + ____ = 20
8. ____ + 14 = 20	28. ____ + 17 = 20	48. ____ + 1 = 20
9. 3 + ____ = 20	29. 11 + ____ = 20	49. 15 + ____ = 20
10. ____ + 17 = 20	30. ____ + 20 = 20	50. ____ + 14 = 20
11. 1 + ____ = 20	31. 2 + ____ = 20	51. 8 + ____ = 20
12. ____ + 2 = 20	32. ____ + 10 = 20	52. ____ + 9 = 20
13. 17 + ____ = 20	33. 15 + ____ = 20	53. 19 + ____ = 20
14. ____ + 16 = 20	34. ____ + 18 = 20	54. ____ + 2 = 20
15. 4 + ____ = 20	35. 16 + ____ = 20	55. 1 + ____ = 20
16. ____ + 0 = 20	36. ____ + 4 = 20	56. ____ + 8 = 20
17. 14 + ____ = 20	37. 9 + ____ = 20	57. 9 + ____ = 20
18. ____ + 7 = 20	38. ____ + 11 = 20	58. ____ + 12 = 20
19. 0 + ____ = 20	39. 5 + ____ = 20	59. 11 + ____ = 20
20. ____ + 5 = 20	40. ____ + 3 = 20	60. ____ + 5 = 20

For more practice go to:-
http://www.snappymaths.com/addsub/make20/make20.htm

Key Instant Recall Facts

Year 2 – 2B

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	½ of 0 = 0	
1 + 1 = 2	½ of 2 = 1	11 + 11 = 22
2 + 2 = 4	½ of 4 = 2	12 + 12 = 24
3 + 3 = 6	½ of 6 = 3	13 + 13 = 26
4 + 4 = 8	½ of 8 = 4	14 + 14 = 28
5 + 5 = 10	½ of 10 = 5	15 + 15 = 30
6 + 6 = 12	½ of 12 = 6	16 + 16 = 32
7 + 7 = 14	½ of 14 = 7	17 + 17 = 34
8 + 8 = 16	½ of 16 = 8	18 + 18 = 36
9 + 9 = 18	½ of 18 = 9	19 + 19 = 38
10 + 10 = 20	½ 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 key facts 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.

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.

Double and Halve - practice

Double 17 =	Double 15 =	Double 11 =	Double 4 =
Double 4 =	Double 7 =	Double 17 =	Double 16 =
Double 13 =	Double 20 =	Double 1 =	Double 13 =
Double 18 =	Double 19 =	Double 19 =	Double 18 =
Double 10 =	Double 17 =	Double 16 =	Double 12 =
Double 19 =	Double 2 =	Double 8 =	Double 14 =
Double 14 =	Double 5 =	Double 17 =	Double 5 =
Double 8 =	Double 18 =	Double 11 =	Double 12 =

Half of 38 = _____	Half of 32 = _____	Half of 24 = _____	Half of 38 = _____
Half of 24 = _____	Half of 2 = _____	Half of 38 = _____	Half of 18 = _____
Half of 10 = _____	Half of 24 = _____	Half of 6 = _____	Half of 26 = _____
Half of 40 = _____	Half of 4 = _____	Half of 22 = _____	Half of 30 = _____
Half of 34 = _____	Half of 22 = _____	Half of 32 = _____	Half of 36 = _____
Half of 26 = _____	Half of 6 = _____	Half of 12 = _____	Half of 4 = _____
Half of 36 = _____	Half of 12 = _____	Half of 32 = _____	Half of 8 = _____

For more practice go to:-
http://www.snappymaths.com/multdiv/multdiv.htm

Key Instant Recall Facts

Year 2 – 2C

I know number bonds for all 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**.

2 + 9 = 11
3 + 8 = 11
4 + 7 = 11
5 + 6 = 11
3 + 9 = 12
4 + 8 = 12
5 + 7 = 12
6 + 6 = 12
4 + 9 = 13
5 + 8 = 13
6 + 7 = 13

5 + 9 = 14
6 + 8 = 14
7 + 7 = 14
6 + 9 = 15
7 + 8 = 15
7 + 9 = 16
8 + 8 = 16
8 + 9 = 17
9 + 9 = 18

Example of a fact family

6 + 9 = 15
9 + 6 = 15
15 – 9 = 6
15 – 9 = 6

Examples of other facts

4 + 5 = 9
13 + 5 = 18
19 – 7 = 12
10 – 6 = 4

Key Vocabulary

What do I **add** to 5 to make 19?

What is 17 **take away** 6?

What is 13 **less than** 15?

How many more than 8 is 11?

What is the **difference** between 9 and 13?

This list includes the most challenging facts but children will need to learn **all** number bonds for each number to 20 (e.g. 15 + 2 = 17). This includes related subtraction facts (e.g. 17 – 2 = 15).

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key fcats 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.

Fact families- If your child knows one fact (e.g. 8 + 5 = 13), can they tell you the other three facts in the same fact family?

Use doubles and near doubles – If you know that 6 + 6 = 12, how can you work out 6 + 7? What about 5 + 7?

Play games – There are missing number questions at www.conkermaths.com . See how many questions you can answer in just one minute.

Number bonds to 20

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

Strategies

Adding 1 and 2

Doubles

Near doubles

Adding 10

Bridging/ compensating

Adding 0

Bonds to 10

Key Instant Recall Facts

Year 2 – 2D

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 × 1 = 10	10 ÷ 10 = 1
10 × 2 = 20	20 ÷ 10 = 2
10 × 3 = 30	30 ÷ 10 = 3
10 × 4 = 40	40 ÷ 10 = 4
10 × 5 = 50	50 ÷ 10 = 5
10 × 6 = 60	60 ÷ 10 = 6
10 × 7 = 70	70 ÷ 10 = 7
10 × 8 = 80	80 ÷ 10 = 8
10 × 9 = 90	90 ÷ 10 = 9
10 × 10 = 100	100 ÷ 10 = 10
10 × 11 = 110	110 ÷ 10 = 11
10 × 12 = 120	120 ÷ 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 × ◯ = 80 or ◯ ÷ 10 = 6.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between thirt**een** and thirt**y.**

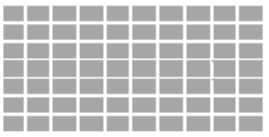
Songs and Chants – Can you roll your numbers? "TMA good as gold let me see your fingers roll the tens" You can also buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

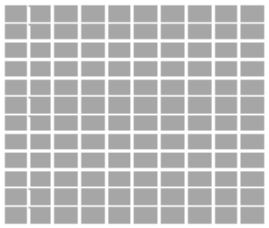
Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 70 divided by 7?* They need to be able to multiply to create these questions.

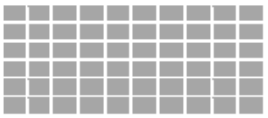
Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

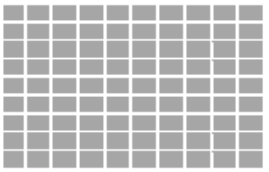
Multiplication by 10 – practice

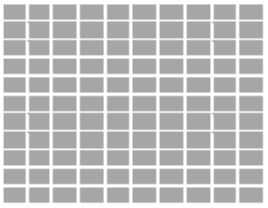
3 x 10 = 30	10 x 3 = 30
30 ÷ 10 = 3	30 ÷ 3 = 10











12 x 10 =	10 x 8 =	10 x 1 =	11 x 10 =
10 x 3 =	4 x 10 =	8 x 10 =	10 x 6 =
8 x 10 =	10 x 2 =	10 x 11 =	4 x 10 =
10 x 9 =	7 x 10 =	6 x 10 =	10 x 10 =
9 x 10 =	10 x 5 =	10 x 7 =	3 x 10 =
10 x 10 =	10 x 10 =	12 x 10 =	10 x 5 =
0 x 10 =	10 x 4 =	10 x 0 =	2 x 10 =

Key Instant Recall Facts

Year 2 – 2E

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 × 1 = 5	5 ÷ 5 = 1
5 × 2 = 10	10 ÷ 5 = 2
5 × 3 = 15	15 ÷ 5 = 3
5 × 4 = 20	20 ÷ 5 = 4
5 × 5 = 25	25 ÷ 5 = 5
5 × 6 = 30	30 ÷ 5 = 6
5 × 7 = 35	35 ÷ 5 = 7
5 × 8 = 40	40 ÷ 5 = 8
5 × 9 = 45	45 ÷ 5 = 9
5 × 10 = 50	50 ÷ 5 = 10
5 × 11 = 55	55 ÷ 5 = 11
5 × 12 = 60	60 ÷ 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 × ◯ = 40 or ◯ ÷ 5 = 9.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Songs and Chants – Can you roll your numbers? "TMA good as gold let me see your fingers roll the fives" You can also 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.

Multiplication by 5 - practice

Multiplication	Related Division	Multiplication	Related Division
5 x 5 = ____	so _____	8 x 5 = ____	so _____
11 x 5 = ____	so _____	10 x 5 = ____	so _____
6 x 5 = ____	so _____	6 x 5 = ____	so _____
3 x 5 = ____	so _____	1 x 5 = ____	so _____
8 x 5 = ____	so _____	11 x 5 = ____	so _____
4 x 5 = ____	so _____	5 x 5 = ____	so _____
12 x 5 = ____	so _____	3 x 5 = ____	so _____
2 x 5 = ____	so _____	2 x 5 = ____	so _____
10 x 5 = ____	so _____	4 x 5 = ____	so _____
1 x 5 = ____	so _____	9 x 5 = ____	so _____
9 x 5 = ____	so _____	7 x 5 = ____	so _____
7 x 5 = ____	so _____	12 x 5 = ____	so _____

Key Instant Recall Facts

Year 2 – 2F

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 × 1 = 2	2 ÷ 2 = 1
2 × 2 = 4	4 ÷ 2 = 2
2 × 3 = 6	6 ÷ 2 = 3
2 × 4 = 8	8 ÷ 2 = 4
2 × 5 = 10	10 ÷ 2 = 5
2 × 6 = 12	12 ÷ 2 = 6
2 × 7 = 14	14 ÷ 2 = 7
2 × 8 = 16	16 ÷ 2 = 8
2 × 9 = 18	18 ÷ 2 = 9
2 × 10 = 20	20 ÷ 2 = 10
2 × 11 = 22	22 ÷ 2 = 11
2 × 12 = 24	24 ÷ 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 × ◯ = 8 or ◯ ÷ 2 = 6.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Songs and Chants – Can you roll your numbers? "TMA good as gold let me see your fingers roll the twos" You can also 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 × 5 = 10, they can use this fact to work out that 2 × 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.

Multiplication by 2- practice

2 x 0 =	5 x 2 =	2 x 11 =	11 x 2 =
8 x 2 =	2 x 1 =	12 x 2 =	2 x 7 =
2 x 7 =	0 x 2 =	2 x 2 =	0 x 2 =
11 x 2 =	2 x 4 =	3 x 2 =	2 x 6 =
2 x 2 =	7 x 2 =	2 x 5 =	8 x 2 =
3 x 2 =	2 x 3 =	9 x 2 =	2 x 4 =
2 x 5 =	12 x 2 =	2 x 0 =	4 x 2 =
2 x 2 =	2 x 10 =	6 x 2 =	2 x 3 =
2 x 6 =	9 x 2 =	2 x 1 =	7 x 2 =
6 x 2 =	2 x 12 =	2 x 2 =	2 x 10 =
2 x 8 =	1 x 2 =	2 x 8 =	5 x 2 =
10 x 2 =	7 x 2 =	1 x 2 =	12 x 2 =
2 x 11 =	2 x 8 =	2 x 9 =	2 x 4 =
4 x 2 =	10 x 2 =	10 x 2 =	5 x 2 =

Key Instant Recall Facts

Year 2 – 2G

I know the multiplication and division facts for the 4 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**.

4 × 1 = 4	1 × 4 = 4	4 ÷ 4 = 1	4 ÷ 1 = 4
4 × 2 = 8	2 × 4 = 8	8 ÷ 4 = 2	8 ÷ 2 = 4
4 × 3 = 12	3 × 4 = 12	12 ÷ 4 = 3	12 ÷ 3 = 4
4 × 4 = 16	4 × 4 = 16	16 ÷ 4 = 4	16 ÷ 4 = 4
4 × 5 = 20	5 × 4 = 20	20 ÷ 4 = 5	20 ÷ 5 = 4
4 × 6 = 24	6 × 4 = 24	24 ÷ 4 = 6	24 ÷ 6 = 4
4 × 7 = 28	7 × 4 = 28	28 ÷ 4 = 7	28 ÷ 7 = 4
4 × 8 = 32	8 × 4 = 32	32 ÷ 4 = 8	32 ÷ 8 = 4
4 × 9 = 36	9 × 4 = 36	36 ÷ 4 = 9	36 ÷ 9 = 4
4 × 10 = 40	10 × 4 = 40	40 ÷ 4 = 10	40 ÷ 10 = 4
4 × 11 = 44	11 × 4 = 44	44 ÷ 4 = 11	44 ÷ 11 = 4
4 × 12 = 48	12 × 4 = 48	48 ÷ 4 = 12	48 ÷ 12 = 4

Key Vocabulary

What is 4 **multiplied by** 6?

What is 8 **times** 4?

What is 24 **divided by** 4?

They should be able to answer these questions in any order, including missing number questions e.g. 4 × ◯ = 16 or ◯ ÷ 4 = 7.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

What do you already know? – Your child will already know many of these facts from the 2, 3, 5 and 10 times tables.

Double and double again – Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so 6 × 4 = 24.

Fact families– If your child knows one fact (e.g. 12 × 4 = 48), can they tell you the other three facts in the same fact family?

Multiplication by 4- practice

Multiplication	Related Division	Multiplication	Related Division
7 x 4 = ____	so _____	1 x 4 = ____	so _____
3 x 4 = ____	so _____	11 x 4 = ____	so _____
9 x 4 = ____	so _____	3 x 4 = ____	so _____
1 x 4 = ____	so _____	8 x 4 = ____	so _____
12 x 4 = ____	so _____	5 x 4 = ____	so _____
5 x 4 = ____	so _____	10 x 4 = ____	so _____
4 x 4 = ____	so _____	6 x 4 = ____	so _____
8 x 4 = ____	so _____	9 x 4 = ____	so _____
6 x 4 = ____	so _____	2 x 4 = ____	so _____
2 x 4 = ____	so _____	4 x 4 = ____	so _____
11 x 4 = ____	so _____	7 x 4 = ____	so _____

Key Instant Recall Facts

Year 2 – 2H

I know the multiplication and division facts for the 8 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**.

8 × 1 = 8	1 × 8 = 8	8 ÷ 8 = 1	8 ÷ 1 = 8
8 × 2 = 16	2 × 8 = 16	16 ÷ 8 = 2	16 ÷ 2 = 8
8 × 3 = 24	3 × 8 = 24	24 ÷ 8 = 3	24 ÷ 3 = 8
8 × 4 = 32	4 × 8 = 32	32 ÷ 8 = 4	32 ÷ 4 = 8
8 × 5 = 40	5 × 8 = 40	40 ÷ 8 = 5	40 ÷ 5 = 8
8 × 6 = 48	6 × 8 = 48	48 ÷ 8 = 6	48 ÷ 6 = 8
8 × 7 = 56	7 × 8 = 56	56 ÷ 8 = 7	56 ÷ 7 = 8
8 × 8 = 64	8 × 8 = 64	64 ÷ 8 = 8	64 ÷ 8 = 8
8 × 9 = 72	9 × 8 = 72	72 ÷ 8 = 9	72 ÷ 9 = 8
8 × 10 = 80	10 × 8 = 80	80 ÷ 8 = 10	80 ÷ 10 = 8
8 × 11 = 88	11 × 8 = 88	88 ÷ 8 = 11	88 ÷ 11 = 8
8 × 12 = 96	12 × 8 = 96	96 ÷ 8 = 12	96 ÷ 12 = 8

Key Vocabulary

What is 8 **multiplied by** 6?

What is 8 **times** 8?

What is 24 **divided by** 8?

They should be able to answer these questions in any order, including missing number questions e.g. 8 × ◯ = 16 or ◯ ÷ 8 = 7.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Songs and Chants – – Can you roll your numbers? "TMA, good as gold let me see your fingers roll the eights" You can also 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.

Double your fours – Multiplying a number by 8 is the same as multiply by 4 and then doubling the answer. 8 × 4 = 32 and double 32 is 64, so 8 × 8 = 64.

Five six seven eight – fifty-six is seven times eight (56 = 7 × 8).

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

Multiplication by 8- practice

- *Complete the counting in 8s number track...*

0	8	16									
96	88										

- *Draw a line through each 'counting in 8s' number maze...*

0	4	31	44	50
8	16	24	32	42
18	56	48	40	44
70	64	54	46	82
78	72	80	88	96

0	8	32	40	46
26	16	24	48	56
36	28	34	72	64
44	34	86	80	70
54	60	94	88	96

96	58	50	43	30
88	94	42	34	22
80	58	32	24	16
72	50	40	14	8
64	56	48	6	0

96	90	46	38	30
88	46	40	32	22
80	71	48	24	16
72	64	56	14	8
78	70	12	6	0

- *Write the other 'counting in 8s' number in each pair.*

56			32	48			88	88	
	48	64			40	72			24

I can count in 8s up to 96.				

Key Instant Recall Facts

Year 2 – 2I

I know the multiplication and division facts for the 3 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**.

3 × 1 = 3	1 × 3 = 3	3 ÷ 3 = 1	3 ÷ 1 = 3
3 × 2 = 6	2 × 3 = 6	6 ÷ 3 = 2	6 ÷ 2 = 3
3 × 3 = 9	3 × 3 = 9	9 ÷ 3 = 3	9 ÷ 3 = 3
3 × 4 = 12	4 × 3 = 12	12 ÷ 3 = 4	12 ÷ 4 = 3
3 × 5 = 15	5 × 3 = 15	15 ÷ 3 = 5	15 ÷ 5 = 3
3 × 6 = 18	6 × 3 = 18	18 ÷ 3 = 6	18 ÷ 6 = 3
3 × 7 = 21	7 × 3 = 21	21 ÷ 3 = 7	21 ÷ 7 = 3
3 × 8 = 24	8 × 3 = 24	24 ÷ 3 = 8	24 ÷ 8 = 3
3 × 9 = 27	9 × 3 = 27	27 ÷ 3 = 9	27 ÷ 9 = 3
3 × 10 = 30	10 × 3 = 30	30 ÷ 3 = 10	30 ÷ 10 = 3
3 × 11 = 33	11 × 3 = 33	33 ÷ 3 = 11	33 ÷ 11 = 3
3 × 12 = 36	12 × 3 = 36	36 ÷ 3 = 12	36 ÷ 12 = 3

Key Vocabulary

What is 3 **multiplied by** 8?

What is 8 **times** 3?

What is 24 **divided by** 3?

They should be able to answer these questions in any order, including missing number questions e.g. 3 × ◯ = 18 or ◯ ÷ 3 = 11.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Songs and Chants – Can you roll your numbers? "TMA, good as gold let me see your fingers roll the threes" You can also 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.

Fact families– If your child knows one fact (e.g. 3 × 5 = 15), can they tell you the other three facts in the same fact family?

Warning! – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra.
E.g. 3 × 12 = 36. The answer to the multiplication is 36, so 36 ÷ 3 = 12 and 36 ÷ 12 = 3

Multiplication by 3- practice

Circle the multiples of 3

28 27	12 31	11 6	27 35
6 14	5 6	16 9	18 5
15 22	21 17	1 12	20 24
18 7	20 3	18 31	30 2
12 10	25 24	23 15	29 21
35 24	18 29	3 13	12 28
13 30	27 26	6 10	6 23
2 36	9 1	14 12	17 18

3 x 0 =	9 x 3 =	11 x 3 =	3 x 2 =
10 x 3 =	3 x 10 =	3 x 3 =	7 x 3 =
3 x 4 =	2 x 3 =	12 x 3 =	3 x 8 =
1 x 3 =	3 x 11 =	3 x 1 =	4 x 3 =
3 x 2 =	7 x 3 =	5 x 3 =	3 x 4 =
12 x 3 =	3 x 5 =	3 x 12 =	8 x 3 =

10 x 2 =	3 x 9 =	2 x 8 =	10 x 7 =
1 x 2 =	2 x 3 =	9 x 10 =	4 x 8 =
3 x 7 =	7 x 3 =	3 x 4 =	3 x 6 =
6 x 5 =	2 x 10 =	9 x 1 =	1 x 8 =
8 x 4 =	4 x 10 =	10 x 6 =	9 x 3 =
9 x 5 =	7 x 1 =	8 x 3 =	7 x 5 =
5 x 4 =	2 x 9 =	5 x 10 =	6 x 4 =
1 x 5 =	4 x 4 =	4 x 6 =	5 x 2 =
6 x 3 =	5 x 9 =	10 x 4 =	10 x 8 =

24 ÷ 3 =	28 ÷ 4 =	7 ÷ 1 =	30 ÷ 3 =
2 ÷ 1 =	20 ÷ 5 =	18 ÷ 2 =	21 ÷ 3 =
70 ÷ 10 =	50 ÷ 5 =	18 ÷ 3 =	6 ÷ 1 =
12 ÷ 4 =	24 ÷ 4 =	20 ÷ 4 =	5 ÷ 5 =
4 ÷ 2 =	8 ÷ 4 =	45 ÷ 5 =	15 ÷ 5 =
12 ÷ 2 =	16 ÷ 4 =	32 ÷ 4 =	10 ÷ 1 =
6 ÷ 2 =	1 ÷ 1 =	80 ÷ 10 =	30 ÷ 5 =
8 ÷ 2 =	60 ÷ 10 =	15 ÷ 3 =	25 ÷ 5 =

Multiplication Table Tracker

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Key

✓ **recall instantly**
S uses a strategy
• **target**

For more multiplication practice go to:-
http://www.snappymaths.com/multdiv/multdiv.htm

Key Instant Recall Facts

Year 2 – 2J

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**.

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."

For more practice go to:-
www.snappymaths.com/other/measuring/time/time.htm

Key Instant Recall Facts

Year 2 – 2K

I can recall facts about durations of time.

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

There are 60 seconds in a minute.
There are 60 minutes in an hour.
There are 24 hours in a day.
There are 7 days in a week.
There are 12 months in a year.
There are 365 days in a year.
There are 366 days in a leap year.

Number of days in each month

January	31	July	31
February	28/29	August	31
March	31	September	30
April	30	October	31
May	31	November	30
June	30	December	31

Children also need to know the order of the months in a year. They should be able to apply these facts to answer questions, such as:

What day comes after 30th April?

What day comes before 1st February?

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these key facts 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.

Use rhymes and memory games– The rhyme, *Thirty days hath September*, can help children remember which months have 30 days. There are poems describing the months of the year in order.

Use calendars – If you have a calendar for the new year, your child could be responsible for recording the birthdays of friends and family members in it. Your child could even make their own calendar.

How long is a minute? – Ask your child to sit with their eyes closed for exactly one minute while you time them. Can they guess the length of a minute? Carry out different activities for one minute. How many times can they jump in sixty seconds?

Key Instant Recall Facts

Year 2 – 2L

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 can tell the time to the nearest minute.

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**. Use time wisely.

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. Once your child is confident telling the time, see if you can find more challenging clocks e.g. with Roman numerals or no numbers marked.

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 twenty-two minutes past four exactly."
"We need to leave the house at twenty-five to nine."

♦ Write the time shown on each clock...

1. 

2. 

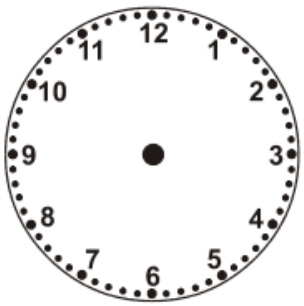
3. 

4. 

5. 

6. 

♦ Draw the missing hands on each analogue clock...

1. 
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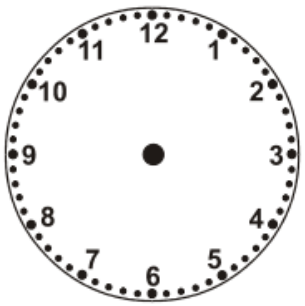
2. 
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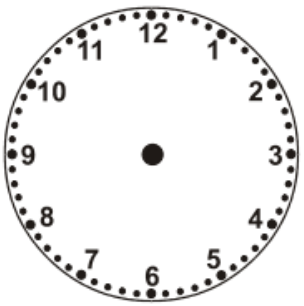
3. 
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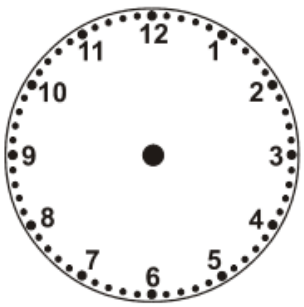
4. 
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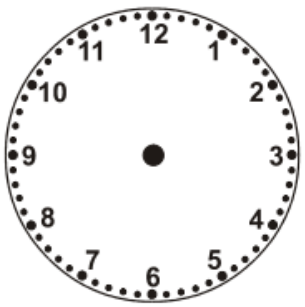
5. 
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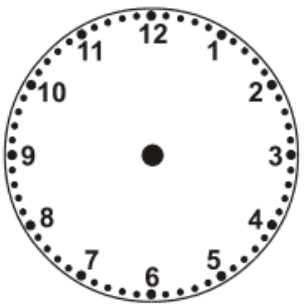
6. 
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For more practice go to:-
www.snappymaths.com/other/measuring/time/time.htm