



## Key Instant Recall Facts

At St Mary Magdalene Primary our aim is to develop children's fluency in mathematics in order to create competent and confident mathematicians.

To achieve this, we will be focusing on children learning Key Instant Recall Facts (KIRFs). These are a set of key objectives for each year group which align with the National Curriculum and help form a solid foundation for children to be successful.

## How will we teach the Key Instant Recall Facts (KIRFs)?

At the beginning of each half term, a new KIRF will be introduced to every year group. The teacher will teach this in an initial lesson and revisit the objective weekly.

## How to support your child at home

Once the initial lesson has been taught, the KIRF for that half term will be sent home. This will also include some ideas on how to support your child and activities for them to practise and build fluency.

## How will you know your child is progressing?

As the KIRFs are quick recall facts, each week your child will be given a set amount of time to answer as many questions as they can, linked to the objective. The aim is for your child to beat their individual score each week, thus improving their core mathematical skills. This will be done in a fun way to enthuse the children.



# Year 1 – Summer 2

**I know number bonds for each number to 10.**

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

## Key Vocabulary

What do I **add** to 5 to make 10?

What is 6 **take away** 3?

What is 3 **less than** 10?

**How many more** than 2 is 10?

Children should be able to answer these questions in any order, including missing number questions e.g.  $1 + \bigcirc = 10$  or  $9 - \bigcirc = 8$ .

## 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.

Make a poster – Your child could make a poster showing the different number bonds.

Get practical! – Encourage your children to practise with their favourite toys or coloured counters.

Play games – Check out these fun websites!

[www.conkermaths.org](http://www.conkermaths.org)

[www.mathplayground.com](http://www.mathplayground.com)

Ping Pong – In this game, the parent says, "Ping," and the child replies, "Pong." Then the parent says a number and the child replies with the number that goes with it to make 10.



# Year 1 – Summer 1

**I can tell the time.**

Children need to be able to tell the time using an analogue clock. This target can be broken down into several steps.

- ▶ I can tell the time to the hour (o'clock).
- ▶ I can tell the time to half past the hour.
- ▶ I can draw hands on a blank clock face to show these times.

## **Key Vocabulary**

Twelve **o'clock**

**Half past two**

## **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.

Play "What's the time Mr Wolf?"

Make your child the timekeeper - You could give your child some responsibility for watching the clock. "We need to leave at half past 9. Tell me when it's time to go."

Read books about time – Mouse Tells the Time by Nicola Moon and Cluck o'Clock by Kes Gray are some books you may find fun and useful.



# Year 1 – Spring 2

I know number bonds to 10.

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

## Key Vocabulary

What is 6 **add** 4?

What is 7 **plus** 3?

What is 10 **take away** 5?

What is 2 **less than** 10?

They should be able to answer these questions in any order, including missing number questions e.g.  $6 + \bigcirc = 10$  or  $10 - \bigcirc = 3$ .

## 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 practical resources – Children love using toy cars, counters, dry pasta – anything to help them learn! Link it to maths we do every day – at the shops, calculating time.

Make a poster – Your child could make a poster showing the different ways of making 5.

Play games – Play the number bond pairs game online at [www.conkermaths.org](http://www.conkermaths.org) and then see how many questions your child can answer in just a minute.



# Year 1 – Spring 1

I know doubles and halves of numbers to 10.

$0 + 0 = 0$

$\frac{1}{2} \text{ of } 0 = 0$

$1 + 1 = 2$

$\frac{1}{2} \text{ of } 2 = 1$

$2 + 2 = 4$

$\frac{1}{2} \text{ of } 4 = 2$

$3 + 3 = 6$

$\frac{1}{2} \text{ of } 6 = 3$

$4 + 4 = 8$

$\frac{1}{2} \text{ of } 8 = 4$

$5 + 5 = 10$

$\frac{1}{2} \text{ of } 10 = 5$

$6 + 6 = 12$

$7 + 7 = 14$

$8 + 8 = 16$

$9 + 9 = 18$

$10 + 10 = 20$

## Key Vocabulary

What is **double** 9?

What is **half** of 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.

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 – Try out these fun websites!

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.mathplayground.com](http://www.mathplayground.com)

[www.conkermaths.org](http://www.conkermaths.org)



# Year 1 – Autumn 2

I know number bonds for each number to 6.

$0 + 1 = 1$	$0 + 4 = 4$	$0 + 6 = 6$
$1 + 0 = 1$	$1 + 3 = 4$	$1 + 5 = 6$
	$2 + 2 = 4$	$2 + 4 = 6$
$0 + 2 = 2$	$3 + 1 = 4$	$3 + 3 = 6$
$1 + 1 = 2$	$4 + 0 = 4$	$4 + 2 = 6$
$2 + 0 = 2$		$5 + 1 = 6$
	$0 + 5 = 5$	$6 + 0 = 6$
$0 + 3 = 3$	$1 + 4 = 5$	
$1 + 2 = 3$	$2 + 3 = 5$	
$2 + 1 = 3$	$3 + 2 = 5$	
$3 + 0 = 3$	$4 + 1 = 5$	
	$5 + 0 = 5$	

## Key Vocabulary

What is 3 **add** 2?

What is 2 **plus** 2?

What is 5 **take away** 2?

What is 1 **less than** 4?

They should be able to answer these questions in any order, including missing number questions e.g.  $3 + \bigcirc = 5$  or  $4 - \bigcirc = 2$ .

## 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 practical resources – Your child has one potato on their plate and you give them three more. Can they predict how many they will have now?

Make a poster – Making a poster is a fun way of showing the different ways of making 5.

Play games – Play number bond pairs online at [www.conkermaths.org](http://www.conkermaths.org) and then see how many questions your child can answer in just one minute. Other fun websites are listed below.

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.mathplayground.com](http://www.mathplayground.com)