**To add and subtract 10 to/from a number.**

By the end of this half term, children should be able to rapidly recall answers when you add or subtract ten to/from a number. The aim is for them to answer these kind of questions instantly.

|  |  |
| --- | --- |
| 2 + 10 = 12  5 + 10 = 15  10 + 10 = 20  16 + 10 = 26  23 + 10 = 33  31 + 10 = 41  37 + 10 = 47  45 + 10 = 55  57 + 10 = 67 | 12 – 10 = 2  15 – 10 = 5  20 – 10 = 10  26 – 10 = 16  33 – 10 = 23  41 – 10 = 31  47 – 10 = 37  55 – 10 = 45  67 – 10 = 57 |
| They should be able to answer these questions including missing number questions, e.g. 2 + ⃝ = 12 or ⃝ + 10 = 53  41 - ⃝ = 31 or ⃝ - 10 = 86 | |

**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.

Make a counting in tens or fives poster – Can they count forwards and backwards in these patterns?

<https://www.topmarks.co.uk/maths-games/daily10> - Level 2 Addition – Up to 100- Ten more

<https://www.youtube.com/watch?v=9NRdxc0XjOg> – 10 more and 10 less

**To count in 10s.**

**To 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Count in 10s**  10  20  30  40  50 60  70  80  90 100 | 0 x 10 = 0  1 x 10 = 10  2 x 10 = 20  3 x 10 = 30  4 x 10 = 40  5 x 10 = 50  6 x 10 = 60  7 x 10 = 70  8 x 10 = 80  9 x 10 = 90  10 x 10 = 100  11 x 10 = 110  12 x 10 = 120 | 0 ÷ 10 = 0  10 ÷ 10 = 1  20 ÷ 10 = 2  30 ÷ 10 = 3  40 ÷ 10 = 4  50 ÷ 10 = 5  60 ÷ 10 = 6  70 ÷ 10 = 7  80 ÷ 10 = 8  90 ÷ 10 = 9  100 ÷ 10 =10  110 ÷ 10 = 11  120 ÷ 10 = 12 | **Key vocabulary**  What is 3 times 10? What is 2 multiplied by 10?  What is 4 groups of 10?  What is 60 divided by 10?  What is 40 shared between 10?  What is 70 divided into groups of 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 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.

**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 CDs or find number bond songs and chants online. If your child creates their own song, this can make them 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? <http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html> See how many questions you can answer in 90seconds.

<https://www.topmarks.co.uk/maths-games/daily10> and <https://www.topmarks.co.uk/maths-games/hit-thebutton>