**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 = 215 – 10 = 520 – 10 = 1026 – 10 = 1633 – 10 = 2341 – 10 = 3147 – 10 = 3755 – 10 = 4567 – 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**102030405060708090100 | 0 x 10 = 01 x 10 = 102 x 10 = 203 x 10 = 304 x 10 = 405 x 10 = 506 x 10 = 607 x 10 = 708 x 10 = 809 x 10 = 9010 x 10 = 10011 x 10 = 11012 x 10 = 120 | 0 ÷ 10 = 010 ÷ 10 = 120 ÷ 10 = 230 ÷ 10 = 340 ÷ 10 = 450 ÷ 10 = 560 ÷ 10 = 670 ÷ 10 = 780 ÷ 10 = 890 ÷ 10 = 9100 ÷ 10 =10110 ÷ 10 = 11120 ÷ 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>