

# Key Instant Recall Facts

## Reception – Summer 1

**I can recall some number bonds of numbers 0-10.**

**I know some odd and even numbers to 10.**

By the end of this half term, children should be able to say some number bonds of numbers to 10. The aim is for them to say these bonds **instantly** when they see the whole number. They should also be able to say whether a number up to 10 is odd or even.

Number bonds of numbers to 10:

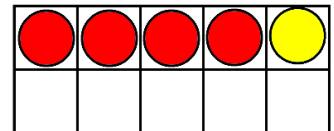
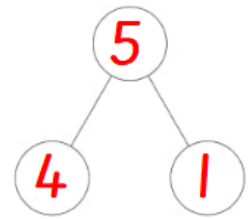
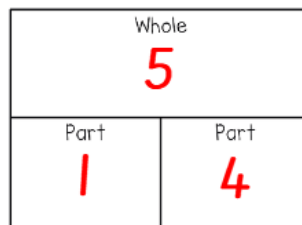
For example:

$$\begin{array}{ll} 0 + 1 = 1 & 0 + 2 = 2 \\ 1 + 0 = 1 & 1 + 1 = 2 \\ & 0 + 2 = 2 \end{array}$$

$$\begin{array}{ll} 0 + 3 = 3 & 0 + 4 = 4 \\ 1 + 2 = 3 & 1 + 3 = 4 \\ 2 + 1 = 3 & 2 + 2 = 4 \\ 3 + 0 = 3 & 3 + 1 = 4 \\ & 4 + 0 = 4 \end{array}$$

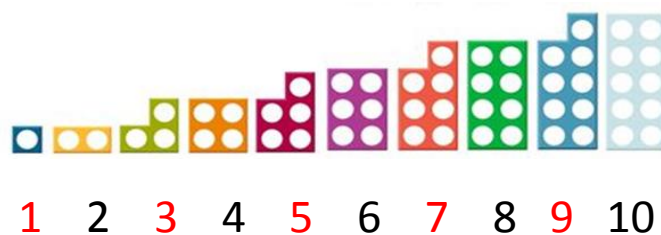
$$\begin{array}{l} 0 + 5 = 5 \\ 1 + 4 = 5 \\ 2 + 3 = 5 \\ 3 + 2 = 5 \\ 4 + 1 = 5 \\ 5 + 0 = 5 \end{array}$$

The children may be able to represent the number bonds on a tens frame or on a part whole model:



Odd and even numbers:

Odd, even, odd, even...



Even numbers:

2, 4, 6, 8, 10,

Odd numbers:

1, 3, 5, 7, 9

### 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.

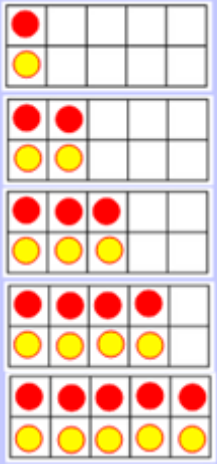

# Key Instant Recall Facts

## Reception – Summer 2

**I can recite the number names in order to 20.**

**I know doubles up to 5 + 5.**

By the end of this half term, children should be able to say the number names in order to 20. The aim is for them to say the number **instantly** when they see that number too. They should also be able to recall the following 5 doubles.

<p>Children should be able to start at one and then count on:</p> <p><b>1 2 3 4 5</b> <b>6 7 8 9 10</b> <b>11 12 13 14</b> <b>15 16 17 18</b> <b>19 20</b></p> <p>Ask them to count a set of objects and touch them as they count. Check they can say one number for one object.</p>	<p>If confident they could try counting backwards too:</p> <p><a href="https://www.youtube.com/watch?v=ShqXL-zfLxY">https://www.youtube.com/watch?v=ShqXL-zfLxY</a> – Counting backwards song.</p> <p><a href="http://www.softschools.com/counting/games/counting_backwards_from_20/">http://www.softschools.com/counting/games/counting_backwards_from_20/</a> - Counting backwards game</p>	<p>Children should know the following doubles automatically:</p> <p><b>1 + 1 = 2</b> <b>2 + 2 = 4</b> <b>3 + 3 = 6</b> <b>4 + 4 = 8</b> <b>5 + 5 = 10</b></p> 
		

The aim is for them to recite the numbers in order and be able to recognise them when they see them.

### Top Tips

Use practical resources – Your child has some sweets in front of them. Can they touch count them up to 20? Can they use real life objects to create doubles, e.g. 2 biscuits + 2 biscuits = 4 biscuits

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – your child could make a poster showing the numbers up to 20. They could use these to create a doubles poster.

Play games –

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

<https://www.topmarks.co.uk/maths-games/5-7-years/sequencing-numbers>

<http://www.snappymaths.com/counting/counting2/counting2.htm>