

# Key Instant Recall Facts

## Year 4 – Autumn 1

### I know number bonds to 100.

### Count in 25s and 1000s.

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

<u>Numberbonds to 100</u>	<u>Count in 25s</u>	<u>Count in 1000s</u>																		
<p>Some examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><math>60 + 40 = 100</math></td> <td style="width: 50%;"><math>37 + 63 = 100</math></td> </tr> <tr> <td><math>40 + 60 = 100</math></td> <td><math>63 + 37 = 100</math></td> </tr> <tr> <td><math>100 - 40 = 60</math></td> <td><math>100 - 63 = 37</math></td> </tr> <tr> <td><math>100 - 60 = 40</math></td> <td><math>100 - 37 = 63</math></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><math>75 + 25 = 100</math></td> <td><math>48 + 52 = 100</math></td> </tr> <tr> <td><math>25 + 75 = 100</math></td> <td><math>52 + 48 = 100</math></td> </tr> <tr> <td><math>100 - 25 = 75</math></td> <td><math>100 - 52 = 48</math></td> </tr> <tr> <td><math>100 - 75 = 25</math></td> <td><math>100 - 48 = 52</math></td> </tr> </table>	$60 + 40 = 100$	$37 + 63 = 100$	$40 + 60 = 100$	$63 + 37 = 100$	$100 - 40 = 60$	$100 - 63 = 37$	$100 - 60 = 40$	$100 - 37 = 63$	 		$75 + 25 = 100$	$48 + 52 = 100$	$25 + 75 = 100$	$52 + 48 = 100$	$100 - 25 = 75$	$100 - 52 = 48$	$100 - 75 = 25$	$100 - 48 = 52$	<p style="text-align: center;">0 25 50 75 100 125 150 175 200 225 250 275 300 etc</p>	<p style="text-align: center;">0 1000 2000 3000 4000 5000 6000 7000 8000 9000 10,000 11,000 12,000 etc</p>
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<p><b>Key Vocabulary</b></p> <p>What do I <b>add</b> to 65 to make 100?</p> <p>What is 100 <b>take away</b> 6?</p> <p>What is 13 <b>less than</b> 100?</p> <p><b>How many more</b> than 98 is 100? What is the <b>difference</b> between 89 and 100?</p>	<p><b>Key Vocabulary</b></p> <p>How many 25s make 100?</p> <p>So how many 25s will make 200? etc</p> <p>Multiply 1000 by 6.</p> <p>What are 4 lots of 25?</p>																			
<p>This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. <math>49 + \bigcirc = 100</math> or <math>100 - \bigcirc = 72</math></p>	<p>Try counting on in 25s from 0 or any multiple of 25.</p> <p>Can your child see how counting in 25s relates to fractions, decimals, fractions?</p>																			
<p><u>Top Tips</u></p> <p>The secret to success is practising <b>little</b> and <b>often</b>. 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.</p> <p><u>Buy one get three free</u> - If your child knows one fact (e.g. <math>81 + 19 = 100</math>), can they tell you the other three facts in the same fact family?</p> <p><u>Use number bonds to 10</u> - How can number bonds to 10 help you work out number bonds to 100?</p> <p><u>Play games</u> – There are missing number questions at <a href="http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html">http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html</a></p> <p>See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.</p> <p><u>Roll a number</u> – Use 2 dice to create a 2 digit number – which number do you add to this to make 100?</p>																				

# Key Instant Recall Facts

## Year 4 – Autumn 2

**I can count in 6s.**

**I know the multiplication and division facts for the 6 times table. (up to 12x6)**

By the end of this half term, children should know the factor pairs of numbers in the times tables. The aim is for them to recall these facts fairly **instantly**.

<u>Count in 6s</u>			<u>Key vocabulary</u>
0	$0 \times 6 = 0$	$0 \div 6 = 0$	
6	$1 \times 6 = 6$	$6 \div 6 = 1$	
12	$2 \times 6 = 12$	$12 \div 6 = 2$	What is 4 <b>times</b> 6?
18	$3 \times 6 = 18$	$18 \div 6 = 3$	What is 8 <b>multiplied by</b> 6?
24	$4 \times 6 = 24$	$24 \div 6 = 4$	What is 24 <b>divided by</b> 6?
30	$5 \times 6 = 30$	$30 \div 6 = 5$	
36	$6 \times 6 = 36$	$36 \div 6 = 6$	What is 48 <b>shared between</b> 6?
42	$7 \times 6 = 42$	$42 \div 6 = 7$	
48	$8 \times 6 = 48$	$48 \div 6 = 8$	What is 72 <b>divided into groups of</b> 6?
54	$9 \times 6 = 54$	$54 \div 6 = 9$	
60	$10 \times 6 = 60$	$60 \div 6 = 10$	
66	$11 \times 6 = 66$	$66 \div 6 = 11$	
72	$12 \times 6 = 72$	$72 \div 6 = 12$	

They should be able to answer these questions in any order, including missing number questions, e.g.  $6 \times \bigcirc = 54$  or  $\bigcirc \div 6 = 7$ .

### 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.

Buy one get three free – If your child knows one fact (e.g.  $12 \times 6 = 72$ ), can they tell you the other three facts in the same fact family? If you know  $7 \times 6 = 42$ , then what will  $70 \times 6$  be?

Times Table Rockstars – Children all have their username and password to practice in the "Garage" and the "Arena". They could try playing in the "Studio" and also do the Soundcheck.

Look for patterns – These times tables are full of patterns for your child to find. How many can they spot?

Use your three times table – Multiply a number by 3 and then double it. What do you notice? (e.g.  $7 \times 3 = 21$ , double it to get  $7 \times 6$  which is 42).

<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-the-button>