Sywell CE Primary School

Key Instant Recall Facts

Autumn 1

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

To be able to recall all number bonds to 10 and related subtraction facts.

For example:

1 + 9 = 10

2 + 8 = 10

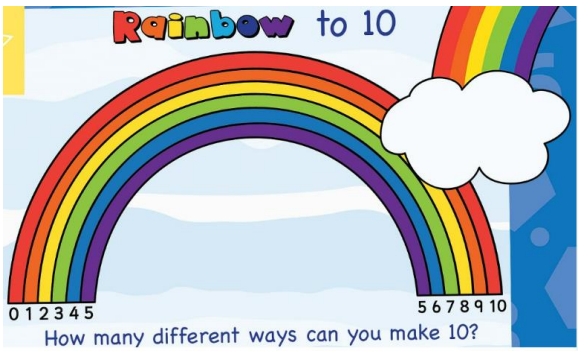
10 – 7 = 3

10 – 5 = 5

Looking for number families will also help children to retain these facts.

For example:

If you know 3 + 7 then you also know 7 + 3, 10 – 3 and 10 – 7



Example Key Vocabulary and Questions

Using fingers, or toes, ask children to show an amount. **You have 9 fingers up, how many do you need to add to make 10**? **How do you know**?

I have 10 books, I have read 5 – how **many do I have left** to read?

Play a game of matching pairs using homemade number cards from 0 to 10 (don't forget to make two 5s). After turning one over encourage children to state what number it is they are looking for to make the pair. **We have found 7**, **what number are we are now looking for to make 10**?

I am thinking of a number. I add 6 and my answer is 10. **What number am I thinking of**?

Using physical resources such as pasta or crayons etc make a pile of 10 items. Cover some over with your hand or a towel. Can they identify how many have been hidden by counting the amount that they can still see? **We can see 2 so how many have been hidden?**

To be able to recall all doubles and halves to 10.

For example:

1 + 1 = 2

2 + 2 = 4

3 + 3 = 6

4 + 4 = 8

5 + 5 = 10

When halving focus on only the even numbers. Support children to make the connection between doubling and halving.

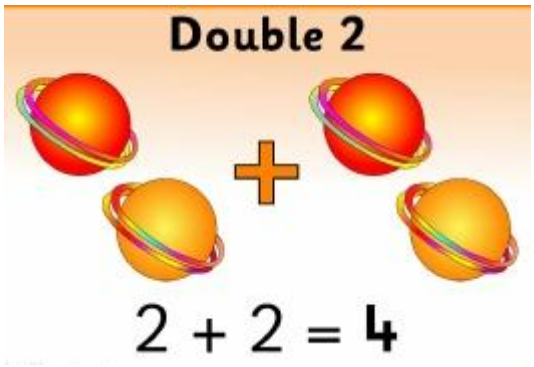
Half of 10 is 5

Half of 8 is 4

Half of 6 is 3

Half of 4 is 2

Half of 2 is 1



Example Key Vocabulary and Questions

Place an even number of objects out and ask them to create two equal groups. **How many are in each group? Are your groups equal? What is half of 8?**

Count out 3 objects. **How many** would I have if I **added the same amount** again?

I have **2 lots** of 2 bananas how many do I have **altogether?**

I have 4 pieces of pasta – my friend has **twice as many** how many do they have?

I give you 5 crayons and then 5 more. **How many crayons do you have altogether?**

There are 3 sheep in one field and **double that amount** in a second field. How many sheep are in the second field?

There are 2 people at the park. They **share** a packet of biscuits between them. There are 6 biscuits in the packet. How many do they get each?

I split a group of 10 children into **2 equal groups**. How many are in each group?

I'm thinking of a number – when I **halve** it I get 2. What was my number?