

**I know number bonds for each number to 20.**

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

0 + 20 = 20	20 + 0 = 20	20 - 0 = 20	20 - 20 = 0
1 + 19 = 20	19 + 1 = 20	20 - 1 = 19	20 - 19 = 1
2 + 18 = 20	18 + 2 = 20	20 - 2 = 18	20 - 18 = 2
3 + 17 = 20	17 + 3 = 20	20 - 3 = 17	20 - 17 = 3
4 + 16 = 20	16 + 4 = 20	20 - 4 = 16	20 - 16 = 4
5 + 15 = 20	15 + 5 = 20	20 - 5 = 15	20 - 15 = 5
6 + 14 = 20	14 + 6 = 20	20 - 6 = 14	20 - 14 = 6
7 + 13 = 20	13 + 7 = 20	20 - 7 = 13	20 - 13 = 7
8 + 12 = 20	12 + 8 = 20	20 - 8 = 12	20 - 12 = 8
9 + 11 = 20	11 + 9 = 20	20 - 9 = 11	20 - 11 = 9
10 + 10 = 20		20 - 10 = 10	

**Key Vocabulary**  
 What do I **add** to 5 to make 20?  
 What is 20 **take away** 6?  
 What is 3 **less than** 20?  
 How **many more** than 16 is 20?  
 What is the **whole**?  
 What are the **parts**?

**Key Imagery:**  
 Prove using whole/part model:  
 Eg- 18 + 2 = 20

They should be able to answer these questions in any order, including missing number questions e.g.  $19 + \square = 20$  or  $20 - \square = 8$ .

Top Tips

**I know doubles and halves of numbers to 20.**

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

0 + 0 = 0	$\frac{1}{2}$ of 0 = 0		
1 + 1 = 2	$\frac{1}{2}$ of 2 = 1	11 + 11 = 22	
2 + 2 = 4	$\frac{1}{2}$ of 4 = 2	12 + 12 = 24	
3 + 3 = 6	$\frac{1}{2}$ of 6 = 3	13 + 13 = 26	
4 + 4 = 8	$\frac{1}{2}$ of 8 = 4	14 + 14 = 28	
5 + 5 = 10	$\frac{1}{2}$ of 10 = 5	15 + 15 = 30	
6 + 6 = 12	$\frac{1}{2}$ of 12 = 6	16 + 16 = 32	
7 + 7 = 14	$\frac{1}{2}$ of 14 = 7	17 + 17 = 34	
8 + 8 = 16	$\frac{1}{2}$ of 16 = 8	18 + 18 = 36	
9 + 9 = 18	$\frac{1}{2}$ of 18 = 9	19 + 19 = 38	
10 + 10 = 20	$\frac{1}{2}$ of 20 = 10	20 + 20 = 40	

**Key Vocabulary**  
 What is **double** 9?  
 What is **half** of 14?  
 What is the **whole**? What are the **parts**?

**Key Imagery:**  
 Prove using array:  
 Eg- 4 + 4 = 8

Prove using grouping:  
 $\frac{1}{2}$  of 8 = 4

(The parts are 4 and 4 and the whole is 8)

Use what you already know – Use number bonds to 10 (e.g.  $7 + 3 = 10$ ) to work out related number bonds to 20 (e.g.  $17 + 3 = 20$ ).

Use practical resources – Make collections of 20 objects. Ask questions such as, “How many more conkers would I need to make 20?”

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – children could make a poster showing the different ways of making 20.

Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.

Use what you already know – Encourage your child to find the connection between the 2 times table and double facts.

Ping Pong – In this game, the grown up says, “Ping,” and the child replies, “Pong.” Then the grown up says a number and the child doubles it. For a harder version, the adult can say, “Pong.” The child replies, “Ping,” and then halves the next number given.

Practise online – Go to [www.conkermaths.com](http://www.conkermaths.com) and see how many questions you can answer in just 90 seconds.

**I know the multiplication and division facts for the 2 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**.

$2 \times 1 = 2$	$2 \div 2 = 1$
$2 \times 2 = 4$	$4 \div 2 = 2$
$2 \times 3 = 6$	$6 \div 2 = 3$
$2 \times 4 = 8$	$8 \div 2 = 4$
$2 \times 5 = 10$	$10 \div 2 = 5$
$2 \times 6 = 12$	$12 \div 2 = 6$
$2 \times 7 = 14$	$14 \div 2 = 7$
$2 \times 8 = 16$	$16 \div 2 = 8$
$2 \times 9 = 18$	$18 \div 2 = 9$
$2 \times 10 = 20$	$20 \div 2 = 10$
$2 \times 11 = 22$	$22 \div 2 = 11$
$2 \times 12 = 24$	$24 \div 2 = 12$

**Key Vocabulary**  
 What is 2 multiplied by 7?  
 What is 2 times 9?  
 What is 12 divided by 2?  
 How many lots of 2 are in the number 12?  
 What is the whole?  
 What are the parts?

**Key Imagery:**  
 Prove using array:  
 Eg-  $2 \times 4 = 8$

Prove using array using grouping:  
 $8 \div 2 = 4$

(The parts are 2 and 4 and the whole is 8)

They should be able to answer these questions in any order, including missing number questions e.g.  $2 \times \square = 8$  or  $8 \div 2 = \square$ .

Top Tips

**I 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**.

$10 \times 1 = 10$	$10 \div 10 = 1$
$10 \times 2 = 20$	$20 \div 10 = 2$
$10 \times 3 = 30$	$30 \div 10 = 3$
$10 \times 4 = 40$	$40 \div 10 = 4$
$10 \times 5 = 50$	$50 \div 10 = 5$
$10 \times 6 = 60$	$60 \div 10 = 6$
$10 \times 7 = 70$	$70 \div 10 = 7$
$10 \times 8 = 80$	$80 \div 10 = 8$
$10 \times 9 = 90$	$90 \div 10 = 9$
$10 \times 10 = 100$	$100 \div 10 = 10$
$10 \times 11 = 110$	$110 \div 10 = 11$
$10 \times 12 = 120$	$120 \div 10 = 12$

**Key Vocabulary**  
 What is 10 multiplied by 3?  
 What is 10 times 9?  
 What is 70 divided by 10?  
 How many lots of 10 are in the number 20?  
 What is the whole?  
 What are the parts?

**Key Imagery:**  
 Prove using array:  
 Eg-  $2 \times 10 = 20$

Prove using array using grouping:  
 $20 \div 2 = 10$

(The parts are 2 and 10 and the whole is 20)

They should be able to answer these questions in any order, including missing number questions e.g.  $10 \times \square = 80$  or  $80 \div 10 = \square$ .

Songs and Chants – [https://www.youtube.com/watch?v=p2NYeVU-Me4&list=RDp2NYeVU-Me4&start\\_radio=1](https://www.youtube.com/watch?v=p2NYeVU-Me4&list=RDp2NYeVU-Me4&start_radio=1)

Use what you already know – If your child knows that  $2 \times 5 = 10$ , they can use this fact to work out that  $2 \times 6 = 12$ .

Test the adult– Children can make up their own tricky division questions for you e.g. What is 18 divided by 2? They need to be able to multiply to create these questions.

Use memory tricks – For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.

Pronunciation – Make sure that each child is including the numbers correctly and not getting confused between thirteen and thirty (drink a cup of ‘ty’ motion could help).

Songs and Chants – Percy parker online (times tables) <https://www.percyparker.com/>

Test the adult– Children 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 group? What other multiplication and division questions can your child make up?

**I can tell the time using quarter past and quarter to.**

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

Children need to be able to tell the time using a clock with hands. This target can be broken down into several steps.

- I can tell the time to the nearest hour.
- I can tell the time to the nearest half hour.
- I can tell the time to the nearest quarter hour.

**Key Vocabulary**  
 Twelve o'clock  
 Half past two  
 Quarter past three  
 Quarter to nine

**I know number bonds for all numbers to 20.**

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

2 + 9 = 11	5 + 9 = 14	tenards of 10: 6 + 9 = 15
3 + 8 = 11	6 + 8 = 14	9 + 6 = 15
4 + 7 = 11	7 + 7 = 14	15 - 9 = 6
5 + 6 = 11	8 + 9 = 15	15 - 9 = 6
3 + 9 = 12	7 + 8 = 15	15 - 9 = 6
4 + 8 = 12	7 + 9 = 16	tenards of 10: 4 + 5 = 9
5 + 7 = 12	8 + 8 = 16	4 + 5 = 9
6 + 6 = 12	8 + 9 = 17	11 + 5 = 18
4 + 9 = 13	9 + 9 = 18	19 - 7 = 12
5 + 8 = 13		10 - 6 = 4
6 + 7 = 13		

**Key Vocabulary**  
 What do I **add** to 5 to make 19?  
 What is 17 **take away** 9?  
 What is 13 **less than** 15?  
 How **many more** than 8 is 11?  
 What is the **difference** between 9 and 13?  
 What is the **whole**?  
 What are the **parts**?

**Key Imagery:**  
 Prove using whole/part model:  
 Eg- 6 + 9 = 15

This list includes the most challenging facts but children will need to learn all number bonds for each number to 20 (e.g.  $25 + 2 = 27$ ). This includes related subtraction facts (e.g.  $27 - 2 = 25$ ).

Talk about time - Discuss what time things happen. When does you wake up? What time do you eat breakfast? Make sure that you have an analogue clock visible so children can see and use.

Buy one get three free – If children know one fact (e.g.  $8 + 5 = 13$ ), can they tell you the other three facts in the same fact family?

Use doubles and near doubles – If you know that  $6 + 6 = 12$ , how can you work out  $6 + 7$ ? What about  $5 + 7$ ?

**Ask children the time regularly** – You could also give a child some responsibility for watching the clock : “The snack needs to be put out at quarter past 10”, “We need to line up for assembly at half past 10.”

**Making times on a clock face** - Why not have a go at making your own clocks and then practice making a o'clock or half past time or make times using the program at [http://mathsframe.co.uk/en/resources/resource/90/itp\\_clock](http://mathsframe.co.uk/en/resources/resource/90/itp_clock)

**Play games** – There are missing number questions at [www.conkermaths.com](http://www.conkermaths.com) . See how many questions you can answer in just one minute.

**I know the multiplication and division facts for the 5 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**.

$5 \times 1 = 5$   
 $5 \times 2 = 10$   
 $5 \times 3 = 15$   
 $5 \times 4 = 20$   
 $5 \times 5 = 25$   
 $5 \times 6 = 30$   
 $5 \times 7 = 35$   
 $5 \times 8 = 40$   
 $5 \times 9 = 45$   
 $5 \times 10 = 50$   
 $5 \times 11 = 55$   
 $5 \times 12 = 60$

$5 = 5 \div 1$   
 $10 = 5 \div 2$   
 $15 = 5 \div 3$   
 $20 = 5 \div 4$   
 $25 = 5 \div 5$   
 $30 = 5 \div 6$   
 $35 = 5 \div 7$   
 $40 = 5 \div 8$   
 $45 = 5 \div 9$   
 $50 = 5 \div 10$   
 $55 = 5 \div 11$   
 $60 = 5 \div 12$

**Key Vocabulary**

What is 5 multiplied by ??  
 What is 5 times 9?  
 What is 60 divided by 5?  
 How many lots of 5 are in the number 15?  
 What is the whole?  
 What are the parts?

**Key Imagery:**

Prove using array: Eg:  $5 \times 2 = 10$

Prove using array using grouping:  $10 \div 2 = 5$

They should be able to answer these questions in any order, including missing number questions e.g.  $5 \times (\ ) = 40$  or  $(\ ) \div 5 = 9$ .

**Songs and Chants** – Percy Parker online. Can children create their own song, this can make the times tables even more memorable.

**Spot patterns** – What patterns can your child spot in the 5 times tables? Are there any similarities with the 10 times table?

**Test the Adult**– children make up their own tricky division questions for you e.g. What is 45 divided by 5? They need to be able to multiply to create these questions.