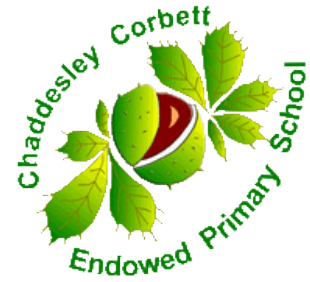


Key Instant Recall Facts

Y1– Spring 2

This is our focus for this half term.



I can count in 2s and 10s

Doubles

Year 1 children need to be able to count forwards and backwards in 2s and 10s

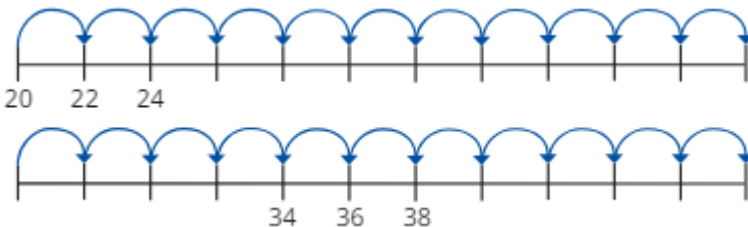
Use of counters, straws, blocks, Numicon and number grids will reinforce children's understanding of the multiples of 2 and 10. Introduce the language associated with multiplication, such as "groups of 10 are equal to" to begin to develop understanding of multiplication.

How many socks are there in total?



There are _____ socks in total.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Key questions

- When you count in 10s, what number comes after _____?
- When you count in 10s, what number comes before _____?
- How many groups of 10 are there?
What number is this?
- How many groups of 10 are there in _____?
- If you count in 10s from _____, will you say _____?
- Which digit stays the same/changes when you count in 10s?

Key questions

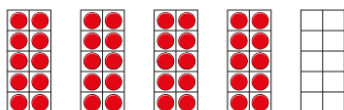
- How can you count the pairs?
- What pairs can you see/find?
- How can you use the number line/number grid to help you count in 2s?
- What patterns do you see when you count in 2s?
- When you count in 2s, what numbers will you say/not say?
- How many equal groups of 2 are there?

A baker has made 3 trays of 10 bread rolls.



How many rolls are there in total?

How many counters are there?



Key Vocabulary

Groups of

Altogether

Forwards

Backwards

Equal groups

Pairs

Even

Top Tips

The secret to successfully embedding knowledge is practising it **little** and **often**. Regularly return to the skills and incorporate into simple games and other activities.

Ideas:

Start by developing this knowledge through the use of concrete equipment (Lego, pasta, beads, buttons, small toys, fingers etc.). Think about how these objects are placed to aid the quick identification of the double. Numicon shapes would also be a useful resource.

Then progress to drawing pictorial representations of the double - drawing circles, squares or lines. Again, think carefully about how the drawing is presented to aid quick identification of the double.

Finally, find ways for children to be able to rapidly recall number sequences in 2s and 10s.

Always begin each stage in sequence and then work out of sequence.

Game and activities:

- Counting socks
- Counting shoes

Skip counting by 2s

