# Key Facts – Year 2
# Autumn 1

## Target – To know number bonds to 20

**Key Vocabulary:**

**add take away**
**fact families**

**Hints:**

**Do little and often**
**Get children to see the relationship between + an –**
**Get children to identify the fact families**
**Get children to see the relationship between number bonds to 10 and number bonds to 20**

## Activities

| | | | |
|---|---|---|---|
| 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 | |

**Questions:**

**What do I have to add to 16 to get to 20?**
**What do I take away from 20 to get to 15?**
**How can I use the calculation 3 + 8 = 10 to help me with 13 + ? = 20**
**How many ways can I make 20?**
**How many calculations can you make that have 20 as an answer?**

**Fun**

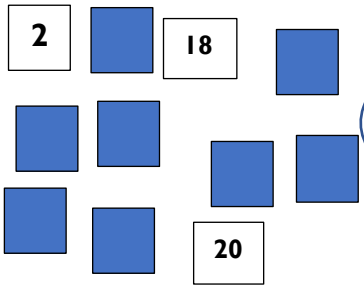
**Number bond bingo – players chose 8 numbers between 0 and 20. Bingo caller calls a number between 0 and 20, if you the number on the players' board can be added to this number they tick it off.**

**Snap- Have sets of number cards 0 – 20 in a pile turn over cards, if they can be added together to make 20 shout snap**

**Memory - Have sets of number cards 0 – 20 turned face down. Turn over 3 cards, if you can use all numbers in a calculation you keep the cards.**

**Key Questions**

- Can children explain how, for example, 20,8 and 12 can all be used in a different calculations
- Can children explain how 12 + 8 and 8 + 12 both = 20 but this is not the same for 20 – 8 and 8 – 20 =




# Key Facts – Year 2
# Autumn 2

## Target – To the multiplication and division facts for the 2 times table

**Key Vocabulary:**

**times multiply groups of lots of divide half**

**Hints:**

**Make links between multiplication and division.**
**Make links between halving and doubling.**
**Use pictorial representation to demonstrate multiplying and dividing by 2**

## Activities

| | |
|---|---|
| 2 × 1 = 2 | 2 ÷ 2 = 1 |
| 2 × 2 = 4 | 4 ÷ 2 = 2 |
| 2 × 3 = 6 | 6 ÷ 2 = 3 |
| 2 × 4 = 8 | 8 ÷ 2 = 4 |
| 2 × 5 = 10 | 10 ÷ 2 = 5 |
| 2 × 6 = 12 | 12 ÷ 2 = 6 |
| 2 × 7 = 14 | 14 ÷ 2 = 7 |
| 2 × 8 = 16 | 16 ÷ 2 = 8 |
| 2 × 9 = 18 | 18 ÷ 2 = 9 |
| 2 × 10 = 20 | 20 ÷ 2 = 10 |
| 2 × 11 = 22 | 22 ÷ 2 = 11 |
| 2 × 12 = 24 | 24 ÷ 2 = 12 |

**Questions:**

**What is 2 lots of 8?**
**What is 8 multiplied by 2?**
**What is half of 12?**
**What do I have to multiply 2 by to get 12?**
**Can you write 4 calculations using the numbers 12, 6 and 2?**
**Can you count up in 2s starting from any number?**

**Fun**

**Create a times table (or division) rap**

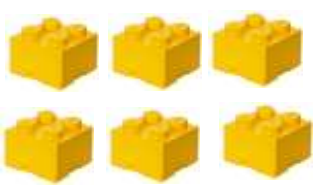
**Write out calculations in a random order have a race against someone else to see who can complete them first**

**Crate a times table/division fact poster**

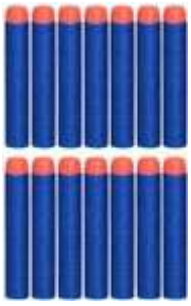
**Write out the calculations with some correct and some incorrect answers, get your child to 'play teacher' and mark them.**

## Key Questions

- Can children show what 2 x 7 actually means?
- Can children show what 14 ÷ 2 actually means?
- Do children understand 2 x 3 is the same as 3 x 2 but 14 ÷ 2 is not the same as 2 ÷ 14



Show me 2 x 3



Show me 14 ÷ 2

# Key Facts – Year 2
# Spring 1

## Target – To know double and halves to 20

**Key Vocabulary:**

**double half equal parts twice as much**

**Hints:**
**Do little and often with children**
**Relate it to the real world**
**Vary the order of the recall effects**

| | | |
|---|---|---|
| 0 + 0 = 0 | ½ of 0 = 0 | |
| 1 + 1 = 1 | ½ of 2 = 1 | 11 + 11 = 22 |
| 2 + 2 = 4 | ½ of 4 = 2 | 12 + 12 = 24 |
| 3 + 3 = 6 | ½ of 6 = 3 | 13 + 13 = 26 |
| 4 + 4 = 8 | ½ of 8 = 4 | 14 + 14 = 28 |
| 5+ 5 = 10 | ½ of 10 = 5 | 15 + 15 = 30 |
| 6+ 6 = 12 | ½ of 12 = 6 | 16 + 16 = 32 |
| 7+ 7 = 14 | ½ of 14 = 7 | 17 + 17 = 34 |
| 8+ 8 = 16 | ½ of 16 = 8 | 18 + 18 = 36 |
| 9+ 9 = 18 | ½ of 18 = 9 | 19 + 19 = 38 |
| 10+ 10 = 20 | ½ of 20 = 10 | 20 + 20 = 40 |

## Activities

**Questions:**

**What is half of 6?**
**What is double 7?**
**What is twice as much as 6?**
**I double a number and get 10. What number did I double?**
**I half a number and get 7, what number did I start with?**

**Fun**

**Play shops with your child. Hold a half-price sale, or buy 2 of each product.**

**Get children to show you half or double, they can do this with lego, nerf bullets, pencils or pens.**

**I say you say half -**
**"I say 10 you say" "5"**

**I say you say double -**
**"I say 6 you say" "12"**

## Key Questions

- Can children explain what half/double actually is?
- Can children relate halving numbers to halving objects?

**Show me half of 8**

# Key Facts – Year 2
# Spring 2

## Target – To know the multiplication and division facts for 10

**Key Vocabulary:**

**multiple times divide tens and ones**

**Hints:**
**Do little and often**
**Spot patterns with children**
**Discuss the meaning of x and ÷ to increase their understanding of what is happening**

### Activities

| | |
|---|---|
| 10 × 1 = 10 | 10 ÷ 10 = 1 |
| 10 × 2 = 20 | 20 ÷ 10 = 2 |
| 10 × 3 = 30 | 30 ÷ 10 = 3 |
| 10 × 4 = 40 | 40 ÷ 10 = 4 |
| 10 × 5 = 50 | 50 ÷ 10 = 5 |
| 10 × 6 = 60 | 60 ÷ 10 = 6 |
| 10 × 7 = 70 | 70 ÷ 10 = 7 |
| 10 × 8 = 80 | 80 ÷ 10 = 8 |
| 10 × 9 = 90 | 90 ÷ 10 = 9 |
| 10 × 10 = 100 | 100 ÷ 10 = 10 |
| 10 × 11 = 110 | 110 ÷ 10 = 11 |
| 10 × 12 = 120 | 120 ÷ 10 = 12 |

**Questions:**

**What is 20 divided by 2?**
**What is 10 lots of 7?**
**What is 12 multiplied by 10?**

**If I know that 10 x 8 = 80, what else do I know?**
**If I know that 60 ÷ 10 = 6, what else do I know?**

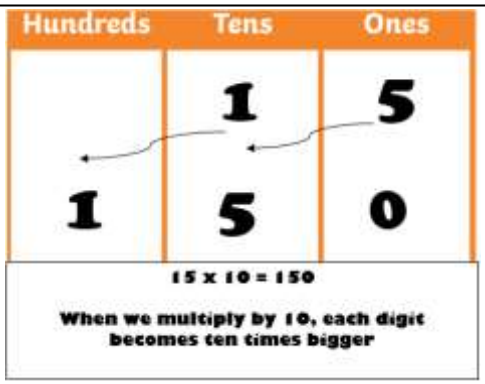
**Fun**

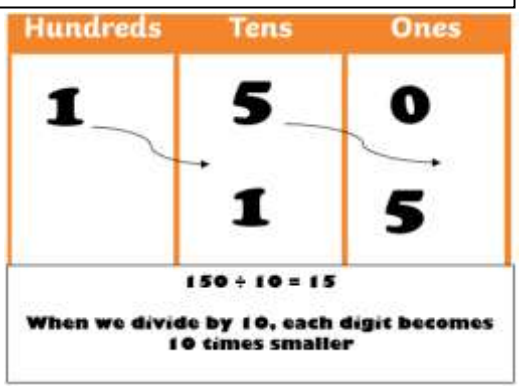
**Create a x 10 (or ÷ 10) rap**
**Write a list of calculations (out of order) and have a race to see who can finish first**
**Drop a counter on a snakes and ladders board, first to x than number by 10 wins a point**
**Give children a list of numbers from the calculations on the left, how many calculations can children create using these numbers?**
**Use pasta,lego,cubes to show the calculation**

**Key Questions**

- Can children explaining what is happening when we multiply and divide by 10?
  i.e 12 x 10 = 12 lots of 10 120 ÷10 = 120 split into 10 equal groups

We don't just put on or take off a 0



# Key Facts – Year 2
# Summer 1

## Target – To tell the time to 5 minutes interval

**Key Vocabulary:**

**O‘ clock Half past Quarter past Quarter to five past ten past twenty five past**

**Hints:**
**Have analogue clocks around the home**
**When ‘out and about’ point out clocks to children**
**Ensure children know what the hours and minutes on a clock are**

### Activities

**Exposure**
**Tell children the time of certain events happening**
**Ask children what the time is at various points in the day**

**Games**
**“Show me 5 minutes past 3” children do this on a real clock**
**Draw clocks with chalk on the floor / walls**

**Fun**
**Children can wear an analogue watch**
**Give children a time when they can have a snack, responsibility falls to the child to come you at that time**

**Key Questions**

- Can children tell the time on a variety of analogue clocks?
- Can children say what the time will be in 5, 10, 15 minutes time?

**Come to me at 10 past 10 for a snack. Don’t be late!**

# Key Facts – Year 2
# Summer 2

## Target – To know multiplication and division facts for 5 times table

**Key Vocabulary:**

**multiply divide lots of groups of share**

**Hints:**
**Get children to see the relationship between x and ÷**
**Point out the 'number families' to children**
**Identify patterns to children**

### Activities

| | |
|---|---|
| 5 × 1 = 5 | 5 ÷ 5 = 1 |
| 5 × 2 = 10 | 10 ÷ 5 = 2 |
| 5 × 3 = 15 | 15 ÷ 5 = 3 |
| 5 × 4 = 20 | 20 ÷ 5 = 4 |
| 5 × 5 = 25 | 25 ÷ 5 = 5 |
| 5 × 6 = 30 | 30 ÷ 5 = 6 |
| 5 × 7 = 35 | 35 ÷ 5 = 7 |
| 5 × 8 = 40 | 40 ÷ 5 = 8 |
| 5 × 9 = 45 | 45 ÷ 5 = 9 |
| 5 × 10 = 50 | 50 ÷ 5 = 10 |
| 5 × 11 = 55 | 55 ÷ 5 = 11 |
| 5 × 12 = 60 | 60 ÷ 5 = 12 |

**Questions:**

**What is 5 multiplied by 7?**
**What is 5 times 9?**
**What is 30 divide by 5?**

**Fun**

**Make up your own song for the 5 times table**
**Put each number on a card, turn them face down, how quickly can you make all the calculations?**

**Key Questions**

- Can children explain the link between different calculations?
- Can children show a calculation using actual objects?

How many sweets would be in 4 packets?

5 20 4

How many calculations can you make with these numbers?

What does this show?