

Fast Maths Facts - Year 1 - Autumn 1



I know number bonds up to 5 (and within 5).

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

$0 + 1 = 1$	$0 + 4 = 4$	$5 - 1 = 4$
$1 + 0 = 1$	$1 + 3 = 4$	$5 - 2 = 3$
$0 + 2 = 2$	$2 + 2 = 4$	$5 - 3 = 2$
$1 + 1 = 2$	$3 + 1 = 4$	$5 - 4 = 1$
$2 + 0 = 2$	$4 + 0 = 4$	$5 - 5 = 0$
$0 + 3 = 3$	$0 + 5 = 5$	$4 - 1 = 3$
$1 + 2 = 3$	$1 + 4 = 5$	$4 - 2 = 2$
$2 + 1 = 3$	$2 + 3 = 5$	$4 - 3 = 1$
$3 + 0 = 3$	$3 + 2 = 5$	$4 - 4 = 0$
	$4 + 1 = 5$	$3 - 1 = 0$
	$5 + 0 = 5$	$3 - 2 = 1$
		$3 - 3 = 0$
		$2 - 1 = 1$
		$2 - 2 = 0$
		$1 - 1 = 0$

Key Vocabulary

What is 3 add 2?

What is 2 plus 2?

What is 5 take away 2?

What is 1 less than 4?

Children should be able to answer these questions in any order, including missing number questions, e.g. $3 + \underline{\quad} = 5$ or $4 - \underline{\quad} = 2$

Advice

The secret to success is practising little and often. Can you practise these Super Facts 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.

Use practical resources - Your child has one potato on their plate and you give them three more. Can they tell you how many they will have now?

Make a poster: For example, how many different ways can your child show to make 5?



Fast Maths Facts - Year 1 - Autumn 2

I know number bonds to 10 (and within ten).

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

$0 + 6 = 6$	$0 + 8 = 8$	$0 + 9 = 9$	$0 + 10 = 10$
$1 + 5 = 6$	$1 + 7 = 8$	$1 + 8 = 9$	$1 + 9 = 10$
$2 + 4 = 6$	$2 + 6 = 8$	$2 + 7 = 9$	$2 + 8 = 10$
$3 + 3 = 6$	$3 + 5 = 8$	$3 + 6 = 9$	$3 + 7 = 10$
$1 + 6 = 7$	$4 + 4 = 8$	$4 + 5 = 9$	$4 + 6 = 10$
$2 + 5 = 7$	$5 + 3 = 8$	$5 + 4 = 9$	$5 + 5 = 10$
$3 + 4 = 7$	$6 + 2 = 8$	$6 + 3 = 9$	$6 + 4 = 10$
$4 + 3 = 7$	$7 + 1 = 8$	$7 + 2 = 9$	$7 + 3 = 10$
$5 + 2 = 7$	$8 + 0 = 8$	$8 + 1 = 9$	$8 + 2 = 10$
$6 + 2 = 8$		$9 + 0 = 9$	$9 + 1 = 10$
$7 + 1 = 8$			$10 + 0 = 10$
$8 + 0 = 8$			

Key Vocabulary

What do I **add** to 5 to make 10?

What is the number bond that makes ten with 6?

3 and ? **make** 10?

How many more to make ten if you have 8?

If 5 and 5 make ten, what do 5 and 4 make?

Children should be able to answer these questions in any order, including missing number questions, e.g. $3 + \underline{\quad} = 10$ or $10 - \underline{\quad} = 2$

Advice

The secret to success is practising little and often. Can you practise these Super Facts 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.

Use practical resources - Make collections of 10 objects. Ask questions such as, "How many more conkers would I need to make 10?"

Make a poster: For example, how many different ways can your child show to make 10?



Fast Maths Facts - Year 1 - Spring 1

I know addition and subtraction facts to 10 (and within ten).

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

$0 + 10 = 10$	$2 + 8 = 10$	$10 - 5 = 5$
$10 + 0 = 10$	$8 + 2 = 10$	$10 - 4 = 6$
$10 - 10 = 0$	$10 - 8 = 2$	$10 - 6 = 4$
$10 - 0 = 10$	$10 - 2 = 8$	$9 - 5 = 4$
$1 + 9 = 10$	$3 + 7 = 10$	$9 - 4 = 5$
$9 + 1 = 10$	$7 + 3 = 10$	$9 - 3 = 6$
$10 - 9 = 1$	$10 - 7 = 3$	$9 - 2 = 7$
$10 - 1 = 9$	$10 - 3 = 7$	$9 - 1 = 8$

$8 - 1 = 7$	$7 - 1 = 6$	$6 - 1 = 5$
$8 - 2 = 6$	$7 - 2 = 5$	$6 - 2 = 4$
$8 - 3 = 5$	$7 - 3 = 4$	$6 - 3 = 3$
$8 - 4 = 4$	$7 - 4 = 3$	$6 - 4 = 2$
$8 - 5 = 3$	$7 - 5 = 2$	$6 - 5 = 1$
$8 - 6 = 2$	$7 - 6 = 1$	
$8 - 7 = 1$		

They should be able to answer these questions in any order, including missing number questions e.g. $6 + \underline{\quad} = 10$ or $10 - \underline{\quad} = 3$ or $8 - \underline{\quad} = 3$

Advice

The secret to success is practising little and often. Can you practise these Super Facts 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. Make links with other facts e.g. $10 - 4 = 6$ so $9 - 4 = 5$ - because 9 is one less than 10, the answer will be one less.

Use practical resources - Your child has 10 marbles and you take away 4. How many do they have now? If you know this and you have 9 marbles and take away 4, how many will you have?

Key Vocabulary

What do I **add** to 5 to make 9?

What is ten minus with 6?

3 subtracted from 10 is ?

How have I taken from 8 to get 3?

If 10 take away 3 is 7, what is 9 take away 3?



Fast Maths Facts - Year 1 - Spring 2

I can count on and back in twos, fives and tens.

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50
5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 100, 105, 110, 115, 120
10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200

Children should be able to count on or back in 2s, 5s and 10s starting from any number

Advice

The secret to success is practising little and often. Can you practise these Super Facts while walking to school or during a car journey? You don't need to practise them all at once: focus on one area first and don't move on until that has been mastered.

Use practical resources - count items into groups of 2s, 5s and 10s and total them counting with these increments.

Challenge

Once they have mastered this, children could start at more unfamiliar numbers (numbers that are not multiples of 2, 5 or 10) and count from that number

e.g. start counting in twos from an odd number e.g. 3, 5, 7, 9, 11

Count in 5s from even number 2, 7, 12, 17

Count in tens from a number that isn't a multiple of 10 e.g. 12, 22, 32

Look for patterns - 100 number squares are a great resource for this.



Fast Maths Facts - Year 1 - Summer 1

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 $0 = 0$
$1 + 1 = 1$	$\frac{1}{2}$ of $2 = 1$
$2 + 2 = 4$	$\frac{1}{2}$ of $4 = 2$
$3 + 3 = 6$	$\frac{1}{2}$ of $6 = 3$
$4 + 4 = 8$	$\frac{1}{2}$ of $8 = 4$
$5 + 5 = 10$	$\frac{1}{2}$ of $10 = 5$
$6 + 6 = 12$	$\frac{1}{2}$ of $12 = 6$
$7 + 7 = 14$	$\frac{1}{2}$ of $14 = 7$
$8 + 8 = 16$	$\frac{1}{2}$ of $16 = 8$
$9 + 9 = 18$	$\frac{1}{2}$ of $18 = 9$
$10 + 10 = 20$	$\frac{1}{2}$ of $20 = 10$

Key Vocabulary

What is double 9?

What is half of 14?



Advice

The secret to success is practising little and often. Can you practise these Super Facts 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.

Ping Pong - In this game, the adult says, "Ping," and the child replies, "Pong." Then the parent 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.



Fast Maths Facts - Year 1 - Summer 2

I can tell the time.

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 smaller steps:

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

Key Vocabulary

Twelve o'clock

Half past two

Advice

The secret to success is practising little and often. Time needs to be referred to throughout the day for it to become embedded in children's learning.

Talk about time - Discuss what time things happen. When does your child wake up? What time do they eat breakfast? Make sure that you have an analogue clock visible at home or that your child wears a watch with hands. Play "What's the time Mr Wolf?"

You could also give your child some responsibility for watching the clock or planning what time you will do things in a day at 'o'clock and half past' times