Fast Maths Facts –

Year 2 – Autumn 1

I know number bonds to 20 (and within 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	

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

Key Vocabulary

What do I **add** to 5 to make 20?

What is 19 **take away** 6?

What is 3 **less than** 17?

How many more than 16 is 19?

They should be able to answer these questions in any order, including missing number questions e.g. 13 + ___ = 20 or 17 - __ = 8.

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 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?"

Fast Maths Facts –

Year 2 – Autumn 2

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

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 parent 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 2 – Spring 1

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**.

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

Key Vocabulary

What is 2 **multiplied by** 7?

What is 9 **times** 2?

What is 12 **divided by** 2?

They should be able to answer these questions in any order, including missing number questions, e.g. 2 x __ = 8 or __ ÷ 2 = 6.

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

Test the adult – Your child 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.

Fast Maths Facts –

Year 2 – Spring 2

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**.

0 × 10 = 0	
1 × 10 = 10	10 ÷ 10 = 1
2 × 10 = 20	20 ÷ 10 = 2
3 × 10 = 30	30 ÷ 10 = 3
4 × 10 = 40	40 ÷ 10 = 4
5 × 10 = 50	50 ÷ 10 = 5
6 × 10 = 60	60 ÷ 10 = 6
7 × 10 = 70	70 ÷ 10 = 7
8 × 10 = 80	80 ÷ 10 = 8
9 × 10 = 90	90 ÷ 10 = 9
10 × 10 = 100	100 ÷ 10 = 10
11 × 10 = 110	110 ÷ 10 = 11
12 × 10 = 120	120 ÷ 10 = 12

Key Vocabulary

What is 3 **multiplied by** 10?

What is 6 **lots of** 10?

What is 10 **times** 9?

What is 70 **divided by** 10?

They should be able to answer these questions in any order, including missing number questions, e.g. 10 x ___ = 80 or ___ ÷ 10 = 6.

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.

Pronunciation – Make sure your child is pronouncing the numbers correctly and not getting confused between thirteen and thirty.

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

Fast Maths Facts –

Year 2 – Summer 1

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**.

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

Key Vocabulary

What is 5 **multiplied by** 7?

What is 5 **times** 9?

What is 60 **divided by** 5?

They should be able to answer these questions in any order, including missing number questions, e.g. 5 x __ = 40 or ___ ÷ 5 = 9.

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.

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

Test the adult – Your child can 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.

Fast Maths Facts –

Year 2 – 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 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.
- I can tell the time to the nearest five minutes.

Key Vocabulary

Twelve **o'clock**

Half past two

Quarter past three

Quarter to nine

Five **past** one

Twenty-five **to** ten

Advice

The secret to success is practising little and often.

Talk about the 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 in your house or that your child wears a watch with hands.

Ask your child the time regularly – You could also give your child some responsibility for watching the clock:

"The cake needs to come out of the oven at quarter past four."

"We need to leave the house at half past eight."