



Key Instant Recall Facts

Year 2—Spring 1

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

Your child's KIRF this half term is: 2x table.

E.g. $2 \times 2 = 4$, $2 \times 5 = 10$, $2 \times 8 = 16$...

In addition you can help by practicing the following:

Compare amounts of money	<p>Write $<$, $>$ or $=$ to compare the amounts.</p>
Find change	<p>Ann has this money.</p> <p>She spends 65p.</p> <p>How much does she have left?</p>
Introducing multiplication	<p>Complete the sentences to describe the equal groups.</p> <p>_____ + _____ + _____ + _____ + _____ = 15</p> <p>_____ \times _____ = 15</p>
Make equal groups (sharing & grouping)	<p>Share 12 cubes equally between 4 boxes.</p> <p>Complete the sentences.</p> <p>There are _____ cubes altogether.</p> <p>There are _____ boxes.</p> <p>There are _____ cubes in each box.</p> <p>$12 \div$ _____ = _____</p>

Top Tips

The secret to success is practicing little and often. Use time wisely. Can you practice these KIRFs while walking to school or during a car journey? You do not need to practice them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.



Calculations

Year 2—Spring 1

In year 2 this half term, the children will learn multiplication using the following methods.

Skill: Solve 1-step problems using multiplication	Year: 1/2
<div data-bbox="156 801 379 1317"> </div> <div data-bbox="507 806 1034 990"> </div> <div data-bbox="434 1034 1120 1093"> </div> <div data-bbox="507 1137 1066 1236"> </div> <div data-bbox="365 1294 959 1514"> <p>One bag holds 5 apples. How many apples do 4 bags hold?</p> </div> <div data-bbox="156 1563 481 2033"> </div> <div data-bbox="561 1541 1072 1751"> </div> <div data-bbox="571 1774 778 2065"> </div> <div data-bbox="817 1818 1136 2065"> $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$ $5 \times 4 = 20$ </div>	<p>Children represent multiplication as repeated addition in many different ways.</p> <p>In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.</p> <p>In Year 2, children are introduced to the multiplication symbol.</p>