First Level (2): key facts

I know number bonds to 20.

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	

Key Vocabulary

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

What is the **sum** of 13 and 7?

What is 20 **take away** 6?

What is 3 **less than** 20?

What is the **difference between** 20 and 13?

How many more than 16 is 20?

Children should build on their knowledge of bonds to and within 10 and answer these questions about bonds to 20 in any order, including missing number questions e.g. 19 + ◯ = 20 or 20 – ◯ = 8.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these 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. If you would like more ideas, please speak to your child's teacher.

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?"

Play games –There are lots of number bond games online. You can search for 'Hit the Button' to see how many you can answer with a time lim

First Level (2): key facts

I know the multiplication and division facts for the 2 times table.

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

Key Vocabulary

What is 2 **multiplied by** 7?

What is 2 **times** 9? What

is 12 **divided by** 2?

What is 14 **shared** between 2?

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

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these 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. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

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

Online games – Children could practice using 'Hit the Button' online or Times Tables Rockstars.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

First Level (2): key facts

I know doubles and halves of numbers to 20.

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

Key Vocabulary

What is **double** 9?

What is **half** of 14?

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these 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. If you would like more ideas, please speak to your child's teacher.

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.

Practise online –Search for 'Hit the Button' to test yourselves against the clock.

First Level (2): key facts

I know the multiplication and division facts for the 10 times table.

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

> **Key Vocabulary**
>
> What is 10 **multiplied by** 3?
>
> 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 × ◯ = 80 or ◯ ÷ 10 = 6.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these 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. If you would like more ideas, please speak to your child's teacher.

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between thirt**een** and thirt**y.**

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
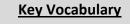
Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up.

First Level (2): key facts

I can tell the time.

Children need to be able to tell the time using a clock with hands. In Year 2, 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.
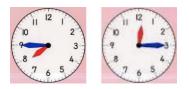- I can tell the time to the nearest five minutes.

Top Tips

The secret to success is practising **little** and **often**. If you would like more ideas, please speak to your child's teacher.

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 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 cakes need to come out of the oven at quarter past four." "We need to leave the house at half past eight."

First Level (2): key facts

I know the multiplication and division facts for the 5 times table.

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

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 × ◯ = 40 or ◯ ÷ 5 = 9.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these 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. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

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

Online games – Children can practise using 'Hit the Button'?