# Reception Maths Key Instant Recall Facts

On this sheet you will find the key instant recall facts for your child's year group. By the end of the year your child must be able to recall these facts instantly. We will work on this in school and would appreciate your support at home.

## Name numbers in order to 10

Children should say the following number names in order. One, two, three, four, and so on.

| 0 | 1 | 2 |
|---|---|---|
| 3 | 4 | 5 |
| 6 | 7 | 8 |
| 9 | 10 | |

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey?
Perhaps you could have number cards that you can show your child and they say which number is larger or smaller.

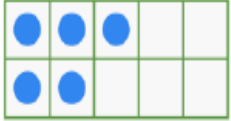## Compare two numbers by saying which is more or less

Children should also know which number is larger/smaller out of two numbers given to them:

e.g. **3 and 7**

**6 and 1**

## Recognise quantities without counting up to 5 (subitising)

Children should be able to recognise a small group of objects (up to 5) without needing to count them.

Children should know that this tens frame shows 5 without counting.

And know this shows 4 cube without counting.

Children should be able to recognise this shows 3 without the need to count.

https://www.topmarks.co.uk/learning-to-count/ladybird-spots
- put dots on the ladybird, how many are there?
https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/ - using a 5 frame

## Say one more than a given number up to 10

Children should be able to say one more than any number to 10.

**1 more than 1 is 2.**
**1 more than 2 is 3.**
**1 more than 3 is 4.**
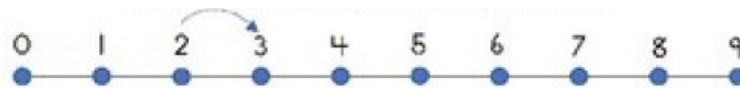
You can use a number line to hop along one more.

Some children might be able to record this as a calculation:

1 + 1 = 2
2 + 1 = 3
3 + 1 = 4

## Partition numbers to 5 into two groups

$0 + 1 = 1$   $0 + 4 = 4$

$1 + 0 = 1$   $1 + 3 = 4$

$2 + 2 = 4$

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

$1 + 1 = 2$   $4 + 0 = 4$

$2 + 0 = 2$

$0 + 5 = 5$

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

$1 + 2 = 3$   $2 + 3 = 5$

$2 + 1 = 3$   $3 + 2 = 5$

$4 + 1 = 5$

$3 + 0 = 3$

$5 + 0 = 5$

| Whole | |
|---|---|
| 5 | |
| Part | Part |
| 1 | 4 |
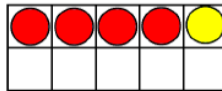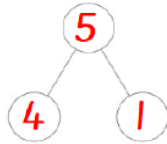
## Recall some number bonds of number bonds 0-10 and know some odd or even numbers to 10

Number bonds of numbers to 10:

For example:

$0 + 1 = 1$   $0 + 2 = 2$

$1 + 0 = 1$   $1 + 1 = 2$

$0 + 2 = 2$

$0 + 3 = 3$   $0 + 4 = 4$

$1 + 2 = 3$   $1 + 3 = 4$

$2 + 1 = 3$   $2 + 2 = 4$

$3 + 0 = 3$   $3 + 1 = 4$

$4 + 0 = 4$

$0 + 5 = 5$

$1 + 4 = 5$

$2 + 3 = 5$

$3 + 2 = 5$

$4 + 1 = 5$

$5 + 0 = 5$

The children may be able to represent the number bonds on a tens frame or on a part whole model:

| Whole | |
|---|---|
| 5 | |
| Part | Part |
| 1 | 4 |

1  2  3  4  5  6  7  8  9  10
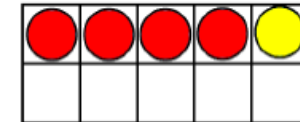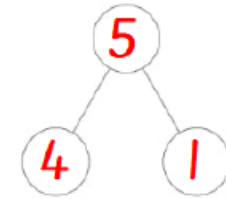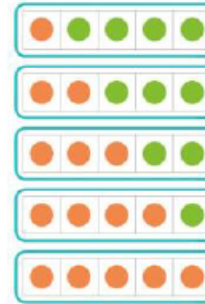
*Odd, even, odd, even*

Odd numbers: 1, 3, 5, 7, 9

Even numbers: 2, 4, 6, 8

## Recite number names in order to 20

Children should be able to start at 1 and then count on. Ask them to count a set of objects and touch them as they count. Check they can say one number for one object.

1  2  3  4  5

6  7  8  9  10

11  12  13  14

15  16  17  18

19  20

## Recall double facts up to 5 + 5

$1 + 1 = 2$

$2 + 2 = 4$

$3 + 3 = 6$

$4 + 4 = 8$

$5 + 5 = 10$

Children must be able to automatically recall these double facts up to 5 + 5.

## Know the days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

*Can your child tell you something they do on each day?*