

Year 1 – Term 1

I can count to 50 and beyond.

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

Count 1 to 50									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Key Vocabulary

What is one more/ less than 29?

What is 10 more/ less than 15?

How many altogether?

What is the total number of...?

By the end of the half term children should be confident in counting up to 50, and some children will be able to count beyond this. As a challenge children may also wish to learn to count back from 50 too!

Top Tips

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? If you would like more ideas, please speak to your child's teacher.

- Use practical resources – Count the number of peas on a plate, lampposts in the street or pages in a book.
- Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: bit.ly/NumiconPictures – your child could make a poster showing the different ways of making numbers.

Year 1 – Term 2

I know number bonds for each number to 6.

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

$0 + 1 = 1$	$0 + 4 = 4$	$0 + 6 = 6$
$1 + 0 = 1$	$1 + 3 = 4$	$1 + 5 = 6$
	$2 + 2 = 4$	$2 + 4 = 6$
$0 + 2 = 2$	$3 + 1 = 4$	$3 + 3 = 6$
$1 + 1 = 2$	$4 + 0 = 4$	$4 + 2 = 6$
$2 + 0 = 2$		$5 + 1 = 6$
	$0 + 5 = 5$	$6 + 0 = 6$
$0 + 3 = 3$	$1 + 4 = 5$	
$1 + 2 = 3$	$2 + 3 = 5$	
$2 + 1 = 3$	$3 + 2 = 5$	
$3 + 0 = 3$	$4 + 1 = 5$	
	$5 + 0 = 5$	

Key Vocabulary

What is 3 **add** 2?

What is 2 **plus** 2?

What is 5 **take away** 2?

What is 1 **less than** 4?

They should be able to answer these questions in any order, including missing number questions e.g. $3 + \bigcirc = 5$ or $4 - \bigcirc = 2$.

Top Tips

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? 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 practical resources – Your child has one potato on their plate and you give them three more. Can they predict how many they will have now?
- Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: bit.ly/NumiconPictures – your child could make a poster showing the different ways of making 5.

Year 1 – Term 3

I know number bonds to 10.

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

$0 + 10 = 10$	$2 + 8 = 10$	$4 + 6 = 10$
$10 + 0 = 10$	$8 + 2 = 10$	$6 + 4 = 10$
$10 - 10 = 0$	$10 - 8 = 2$	$10 - 6 = 4$
$10 - 0 = 10$	$10 - 2 = 8$	$10 - 4 = 6$

$1 + 9 = 10$	$3 + 7 = 10$	$5 + 5 = 10$
$9 + 1 = 10$	$7 + 3 = 10$	$10 - 5 = 5$
$10 - 9 = 1$	$10 - 7 = 3$	
$10 - 1 = 9$	$10 - 3 = 7$	

Key Vocabulary

What **is** 3 **add** 2?

What is 2 **plus** 2?

What is 5 **take away** 2? |

What is 1 **less than** 4?

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

Top Tips

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? 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 practical resources – Your child has one potato on their plate and you give them two more. Can they predict how many they will have now?
- Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: bit.ly/NumiconPictures – your child could make a poster showing the different ways of making 5.

Year 1 – Term 4

I know number bonds for each number to 10.

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

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

Key Vocabulary

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

What is 10 **take away** 6?

What is 3 **less than** 10?

How many more than 2 is 10?

They should be able to answer these questions in any order, including missing number questions e.g. $1 + \bigcirc = 10$ or $9 - \bigcirc = 8$.

Top Tips

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? 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.

Year 1 – Term 5

I know doubles and halves of numbers to 10.

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
$1 + 1 = 2$	$\frac{1}{2}$ 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
$6 + 6 = 12$	
$7 + 7 = 14$	
$8 + 8 = 16$	
$9 + 9 = 18$	
$10 + 10 = 20$	

Key Vocabulary

What is **double** 9?

What is **half** of 6?

Top Tips

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? 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.

- 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.

Year 1 – Term 6

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.

Key Vocabulary
Twelve o'clock
Half past two

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.
- Play "What's the time Mr Wolf?" – You could also give your child some responsibility for watching the clock :
- Read books about time