



Key Instant Recall Facts

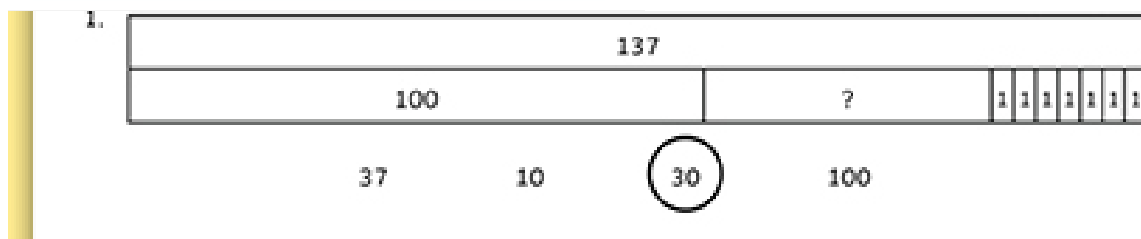
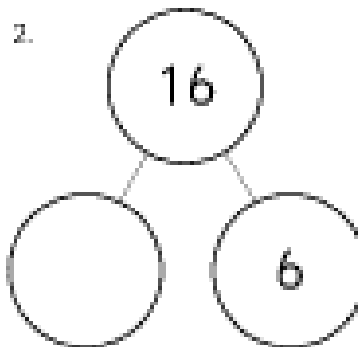
Year 2 – Summer 1

I know the place value of any digit in numbers up to 100.

By the end of the half term, pupils will be able to state how many hundreds, tens and ones a 3 digit number has by partitioning.

They may even be able to partition unevenly e.g. $121 = 50 + 70 + 1$

Hundreds	Tens	Ones
		
Expanded Form + + =		



TOP TIPS

Use various methods to ensure children can see the building blocks of the numbers, e.g. bar models, part whole, place value grids, base 10 etc.

Once children are secure, begin to look at different ways to partition (not always in HTO).

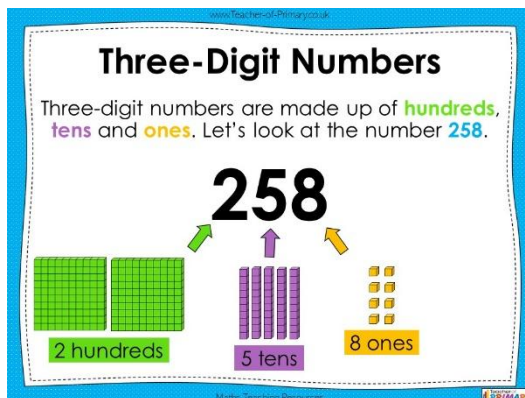


Key Instant Recall Facts

Year 3 – Summer 1

I can count back in 1s, 10s and 100s from any 2 or 3 digit number.

By the end of this half term, children should be able to be given a 2 or 3-digit number and count in 1s, 10s or 100s from it both up and down.



Reminding children of place value and how numbers change when you add/subtract 1, 10 or 100.

Complete the following sequences:

- a) 5 15 25 — 45 —
b) 64 54 — 34 — 14
c) — 21 31 41 — 61
d) 76 — — 46 36 26
e) 13 — 33 43 — 63

Complete the following sequences:

- a) 100 200 300 — 500 —
b) 700 600 — 400 — 200
c) — 900 1000 1100 — 1300
d) 1100 — — 800 700 600
e) 900 — 1100 1200 — 1400

TOP TIPS:-

Visualize with objects

Have children group objects into sets of ten and count them as 10, 20, 30, and so on. This helps children understand the concept of counting by 10s.

Use a number line

Children can use their knowledge of the 0–10 number line to estimate the position of multiples of ten on a 0–100 number line.

Add and subtract in multiples of ten

Children can use known facts for the numbers within ten to add and subtract in multiples of ten.

Teach doubling and halving

Children can find the doubles and halves of any two-digit number and any multiple of 10 or 100.

Teach multiplying by 50

Children can multiply by 50 by multiplying by 100 and then halving.