



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**.

$0 + 10 = 10$ $10 + 0 = 10$		$10 - 10 = 0$ $10 - 0 = 10$	<p>Key vocabulary</p> <p>2 add 8 equals 10</p> <p>8 plus 2 is the same as 10</p> <p>If I have 4, how many more to get to 10?</p> <p>What's the difference between 7 and 10?</p> <p>10 take away 7 equals 3</p> <p>10 subtract 3 makes 7</p> <p>10 minus 9 equals 1</p>
$1 + 9 = 10$ $9 + 1 = 10$		$10 - 9 = 1$ $10 - 1 = 9$	
$2 + 8 = 10$ $8 + 2 = 10$		$10 - 8 = 2$ $10 - 2 = 8$	
$3 + 7 = 10$ $7 + 3 = 10$		$10 - 7 = 3$ $10 - 3 = 7$	
$4 + 6 = 10$ $6 + 4 = 10$		$10 - 6 = 4$ $10 - 4 = 6$	
$5 + 5 = 10$		$10 - 5 = 5$	

They should be able to answer these questions in any order, including missing number questions, e.g. $2 + \bigcirc = 10$ or $\bigcirc - 7 = 3$.

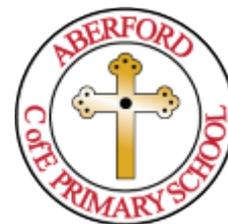
Top Tips

Songs and Chants – The children should know a chant for number bonds to ten or there are chants online.

Make the whole fact family – If $9 + 1 = 10$, then $1 + 9 = 10$ so $10 - 9 = 1$ and $10 - 1 = 9$.

<http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html> See how many questions you can answer in 90seconds.

<https://www.topmarks.co.uk/maths-games/daily10> and <https://www.topmarks.co.uk/maths-games/hit-thebutton>



I know odd and even numbers to 20

By the end of this half term, children should be able to recognise a small group of objects (up to 5) without needing to count them.

<p><u>Even numbers:</u> 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p><u>Odd numbers:</u> 1, 3, 5, 7, 9, 11, 13, 15, 17, 19</p>	<p style="text-align: center;">Odd and even</p> <table border="1" style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10												
11	12	13	14	15	16	17	18	19	20												
<p>Odd, even, odd, even...</p>  <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p>	<p style="text-align: center;"> $Odd + Odd = Even$ $Even + Even = Even$ $Odd + Even = Odd$ $Even + Odd = Odd$ </p>																				

They should be able to say if a number is odd or even and also be able to recall even and odd numbers

Top Tips

Use practical resources – Show your child a small group of objects. Ask them how many there are without counting.

Write a number and identify if it odd or even.

When you see numbers out and about discuss whether they are odd or even. How do they know?

Odd/Even games: <https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even>

<http://mathszone.co.uk/category/count-and-understand/odd-even/>

Aberford C of E Primary School – KIRFS



Year 1 - Spring 2

Count in 2s to 20. Count in 10s to 100. Count in 5s to 50.

By the end of this half term, children should be able to count in these three counting patterns. The aim is for them to say these off by heart.

<u>Counting in twos</u>	<u>Counting in tens</u>	<u>Counting in fives</u>
0	0	0 5 10
2	10	
4	20	15 20 25
6	30	
8	40	30 35 40
10	50	
12	60	45 50
14	70	
16	80	
18	90	
20	100	

They should be able to count in these patterns and may be able to say if a number will be in the counting in twos, fives or tens pattern.

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 week where you practise each pattern. When the children are confident with these facts can they count in 2s beyond 20 or in 5s beyond 50?

Counting games: <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Practise looking for number patterns with
<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>