



# Steps 3 and 4

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2 times table	10 times table
Number bonds to 20	1/10 more/less of numbers to 10
Double and halve numbers to 20	Number bonds to 100 (in 10's)

## 2 times table

Children should learn their 2 times table and be able to recall facts out of sequence.

For example:  $8 \times 2 = \underline{\quad}$      $6 \times 2 = \underline{\quad}$

They should also know how many lots of 2 make a given answer.

For example:  $\underline{\quad} \times 2 = 18$      $\underline{\quad} \times 2 = 4$

## Number bonds to 20

Children should learn all the ways to add two numbers to equal 20. Again they should be able to recall facts out of sequence.

For example:  $5 + \underline{\quad} = 20$      $\underline{\quad} + 12 = 20$

## Double and halve numbers to 20

Children should know the double of each number including 20.

For example:  $12 + 12 = \underline{\quad}$     Double 16 is  $\underline{\quad}$

They should also be able to halve numbers including 20.

For example:  $18 - \underline{\quad} = 9$     Half of 14 is  $\underline{\quad}$

## 10 times table

Children should learn their 10 times table and be able to recall facts out of sequence.

For example:  $8 \times 10 = \underline{\quad}$      $4 \times 10 = \underline{\quad}$

They should also know how many lots of 2 make a given answer.

For example:  $\underline{\quad} \times 10 = 100$      $\underline{\quad} \times 10 = 60$



# Steps 3 and 4

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## 1/10 more/less of numbers to 100

Children should know 1 more or less than any given number to 100.

For example:  $64 + 1 = \underline{\quad}$        $21 - 1 = \underline{\quad}$

One less than 87 is  $\underline{\quad}$       One more than 79 is  $\underline{\quad}$

Children also must know 10 more or less than any given number to 100.

For example:  $52 + 10 = \underline{\quad}$        $31 - 10 = \underline{\quad}$

Ten less than 87 is  $\underline{\quad}$       Ten more than 79 is  $\underline{\quad}$

## Number bonds to 100

Children should learn all the ways to add two numbers to equal 100 (but only using multiples of ten e.g. 10, 20, 30 etc.) Again they should be able to recall facts out of sequence.

For example:  $30 + \underline{\quad} = 100$        $\underline{\quad} + 60 = 100$

## Activity ideas:

**Pairs** - write number facts on cards and take turns in choosing two cards. If they match you keep the cards. For example: double 7 would match 14,  $2 \times 6$  would match 12, 5 and 15 would be a pair if playing number bonds to 20.

**Snap** - write number facts on cards and take turns in placing card facing up. If they match the first player to notice and place hand on the cards keeps them.

**Quick thinking** - ask a question and walk towards your child. They have to answer before you get to them.

## Websites:

<http://www.topmarks.co.uk/maths-games/hit-the-button>

[http://www.mathplayground.com/number\\_bonds\\_10.html](http://www.mathplayground.com/number_bonds_10.html)

<http://www.ictgames.com/numberFacts.htm>

<http://mathszone.co.uk/number-facts/number-bonds-to-10/>

<http://www.primaryresources.co.uk/maths/mathsC1.htm>

<http://fun2think.com/maths/number-bond-games/>