Key Facts Year 1

Please find a list of the key facts children should know off by heart for their year group. We have also included the year below and the year above.

EYFS	• **Number recognition to 20** Children should be able to recognise a number (this could be written as a digit, or a visual representation. E.g. 20 or a picture  • **Counting on** When starting at a number from 0 - 20, children need to count on to the next number. • **Counting back** When starting at a number from 0 - 20, children need to count back to the previous number. • **Number formation** Children should be able to write numbers from 0 – 20. • **Adding 1** Children should be able to add one more to a number from 0 – 20. • **Subtracting 1** Children should be able to add one more to a number from 0 – 20.
Y1	• **Adding & Subtracting 0, 1 and 2** Children should confidently be able to add or subtract 0, 1 and 2 from a given number. • **Adding & Subtracting 10** Children should confidently be able to add or subtract 10 from a given number. • **Adding and subtracting 3, 4 and 5** Children should confidently be able to add or subtract 0, 1 and 2 from a given number. • **Bonds to 10** Children should know pairs of numbers (bonds) that make 10. (Ask – 7 and what make 10? 3.) • **Bonds to 20** Children should know pairs of numbers (bonds) that make 20. (Ask – 16 and what make 20? 4.) • **Doubles & Halves to 10** Children should know how to double all numbers to 10. (Double 1 is 2, Double 2 is 4 up to Double 10 is 20) Children should know how to halve all numbers (the inverse of above). (Half of 20 is 10, Half of 18 is 9 down to Half of 2 is 1)
Y2	• **Doubles & Halves from 10 to 20** Children should know how to double all numbers to 20. (Double 1 is 2, Double 2 is 4 up to Double 20 is 40) Children should know how to halve all numbers (the inverse of above). (Half of 40 is 20, Half of 38 is 19 down to Half of 2 is 1) • **Near doubles to 20** Children should be able to rapidly recall addition facts for numbers that are close (1 more or less) than doubles. For example 5 + 6, 3 + 4... up to 10 + 9. • **Bridging within 20** This means adding by "bridging through 10." For example 8 + 5 would be added as 8 + 2 + 3 Before the children are ready to learn bridging as a strategy, they need to be able to partition all single digit numbers. Adding 8 + 5, for example, by bridging through ten requires children to partition 5 into 2 and 3. • **Multiply & Divide by 2** • **Multiply & Divide by 10** • **Multiply & Divide by 5**