| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Number bonds to $\mathbf{2 0}$ |
| Detail | Number bonds to 20 means all the pairs of numbers which go together in order |
|  | to make 20, e.g. |
|  | $3+17=20$ |
|  | $5+15=20$ etc. |
|  | You could: |
|  | $>$ Ask: How many pairs of numbers which total 20 can you remember? |
|  | $>$ Ask: What would you add to 4 to get a total of 20? |
|  | $>$ Use number cards from 1 to 19. Can you pair the numbers which make 20? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Addition and subtraction facts for each number to $\mathbf{1 0}$ |
| Detail | This means knowing all the sums which go together forming a 'number family', |
|  | e.g. |
|  | $2+3=5$ |
|  | $3+2=5$ |
|  | $5-2=3$ |
|  | $5-3=2$ |


| Maths Rapid Recall: Step $\mathbf{3}$ |  |
| :--- | :--- |
| Target | Bonds of multiples of $\mathbf{1 0}$ up to $\mathbf{1 0 0}$ |
| Detail | This means all the pairs of 'ten numbers' which go together to make 100, e.g. |
|  | $0+100=100$ |
|  | $10+90=100$ |
|  | $20+80=100$ |
|  | $30+70=100$ |
|  | $40+60=100$ etc. |

Maths Rapid Recall: Step 3

| Target | Doubles and halves of all numbers to 20 |
| :---: | :---: |
| Detail | This is about knowing: <br> 1. How to double all the numbers up to 20 <br> 2. How to halve each even number up to 20 <br> You could: <br> > Say: I think of a number, then I halve it and get 15 , what number was I thinking of? <br> > Pick a number, and then double it. <br> > Ask: What is the largest number you can double? Explain how you know your answer is right... <br> $>$ Roll 2 numbers on a die, add them together, and then double it. <br> > Ask: What must I double to get 16 ? 22? 36? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Multiplication facts: $\mathbf{2}$ |
| Detail | This is about knowing all the multiplication facts in the two times table. It is <br> important that children can also use words other than 'times', e.g. lots of, <br> multiplied by, sets of... etc. |
|  | You could: <br>  <br>  <br>  <br>  <br>  <br> $>$ Ask: What number comes before 16 in the $2 x$ table? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Division facts: $\mathbf{2}$ |
| Detail | This is about knowing all the division facts associated with the two times table. <br> It is important that children can also use words other than 'divided by, e.g. <br> shared by... etc. |
|  | You could: <br>  <br>  <br>  <br>  <br> > Ask: What is the answer to 16 62 ? $8 \div 2$ ? 2 |

Maths Rapid Recall: Step 3

| Target | Multiplication facts: $\mathbf{5}$ |
| :--- | :--- |
| Detail | This is about knowing all the multiplication facts in the five times table. It is <br> important that children can also use words other than 'times', e.g. Iots of, <br>  <br>  <br>  <br> multiplied by, sets of... etc. <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br> $>$ You could: <br> $>$ Ask: Which is the number is the answer to $6 \times 5$ ? $8 \times 5$ ? |

Maths Rapid Recall: Step 3
3.8

| Target | Division facts: 5 |
| :--- | :--- |
| Detail | This is about knowing all the division facts associated with the five times table. It <br> is important that children can also use words other than 'divided by, e.g. <br> shared by... etc. <br>  <br>  <br>  <br>  <br>  <br>  <br> You could: <br> Ask: What is the answer to $35 \div 5$ ? $40 \div 5$ ? <br> Ask: What is the missing number: $\mathrm{x} 5=25$ ? How do you know? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Multiplication facts: $\mathbf{1 0}$ |
| Detail | This is about knowing all the multiplication facts in the ten times table. It is <br> important that children can also use words other than 'times', e.g. Iots of, <br> multiplied by, sets of... etc. |
|  | You could: <br> $>$ <br>  <br>  <br>  <br> $>$ Ask: What is the number before 80 in the 10x table? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Division facts: $\mathbf{1 0}$ |
| Detail | This is about knowing all the division facts associated with the ten times table. It <br> is important that children can also use words other than 'divided by, e.g. <br> shared by... etc. |
|  | You could: <br> $>$ <br> $>$ <br> $>$ Ask: What is the answer to $70 \div 10$ ? $40 \div 10$ ? |


| Maths Rapid Recall: Step 3 |  |
| :--- | :--- |
| Target | Mixed multiplication and division facts for 2, 5, 10 |
| Detail | This is about knowing the facts for the 2, 5 and 10 times tables when they are <br> mixed up - including multiplication and division facts. |

