



EYFS - Acorns

Maths recall facts



COUNTING FACTS	
I can say the number words in sequence to 5/10/15/20/beyond (recognising the pattern of the counting system)	
I can say the number words backwards in sequence from 5/10/15/20	
I can count out objects with 1-1 correspondence	
I understand the cardinal principle (knowing the last number counted gives the total so far)	
I can subitise (recognise quantities without counting) up to 5	
I understand conservation of number (knowing that the number does not change if things are rearranged (as long as none have been added or taken away)	
I can recognise numerals 0 to 5/ 10 /20/ beyond	
I can order numerals to 5/10/15/20/beyond	
COMPARISON FACTS	
I can identify and use language of more than and less than when comparing 2 amounts	
I can compare and reason why 2 numbers are different	
I can understand and talk about the 1 more than / 1 less than relationship	
COMPOSITION FACTS	
I can identify 2 smaller numbers within a number (conceptual subitising - seeing groups and combining to a total – part part whole	
I understand that a number can be partitioned into more than 2 numbers	
I can recall number bonds up to 5 (including subtraction facts)	
I can recall some number bonds to 10, including double/ halve facts	
I understand some of the patterns in numbers including odds and evens and doubling and halving	



Year 1 - Silver Birch

Maths recall facts



Activity	
I can add 1 to a 1-digit number (eg. $7 + 1$ and $1 + 7$)	
I know doubles of numbers to 10 (eg. $4 + 4$)	
I can add 2 to a 1-digit number (eg. $4 + 2$ and $2 + 4$)	
I know number bonds to 10 (eg. $8 + 2$ and $2 + 8$)	
I know number bonds to 20 (eg. $11 + 9$ and $9 + 11$)	
I can add 10 to a number (eg. $5 + 10$ and $10 + 5$)	
I can add 0 to a number (eg. $3 + 0$ and $0 + 3$)	
I can identify 1 more and 1 less than a given number	
I can add near doubles (eg. $3 + 4$ and $4 + 3$)	
I can add 1-digit numbers (eg. $5 + 3$, $3 + 5$, $6 + 3$, $3 + 6$)	
I can add a single digit to 10	
I can bridge through 10 when adding single digit (eg. $8 + 4$)	
I can add 9 two single digits by adding 10 and subtracting 1	
I can bridge through 20 when adding a single digit (eg. $17 + 5$)	
I can subtract a single digit from 10	
I can add a single digit to a teens number without crossing 20 (eg. $13 + 5$)	
I can subtract a single digit from a teens number without crossing 20 (eg. $17 - 4$)	



Year 1 - Silver Birch

Maths recall facts



Activity	☒
I know my 2 times table	
I know my 10 times table	
I know my 5 times table	



Year 2 - Maple

Maths recall facts



Activity	☒
I know all my number bonds to 20 (eg. $12 + 8$, $3 + 17$ etc.)	
I know the reverse facts of number bonds to 20 (eg. $20 - 19 = 1$, $20 = 11 = 9$)	
I know all pairs of multiples of 10 with total of 100 (eg. $10+90$, $20+80$ etc.)	
I know my 2 times table	
I know division facts related to my 2 times table (eg. $20 \div 4 = 5$)	
I know my 10 times table	
I know division facts related to my 10 times table (eg. $80 \div 10 = 8$)	
I know my 5 times table	
I know division facts related to my 5 times table (eg. $25 \div 5 = 5$)	
I know my 3 times table	
I know division facts related to my 3 times table (eg. $15 \div 5 = 3$)	
I know halves of all numbers from 20 (half of 20, half of 18 etc.)	
I can count on in tens from any 2-digit number	
I can count back in tens from any 2-digit number	
I can find the difference (count from the smaller number up to the larger)	
I can add 3 numbers by putting largest number first	
I can add 3 numbers by finding pair totalling 10, and then adding the third number	
I can add by partitioning into T and U and recombine	
I can add 11 to any number by adding 10 and then 1	



Year 2 - Maple

Maths recall facts



Activity	
Subtract 11 from any number by subtracting 10 and then 1	
Add 9 to any number by adding 10 and subtracting 1	
I can subtract 9 from any number by subtracting 10 and adding 1	
I can identify near doubles and use in calculations (eg 8+9)	
I can use the relationship between addition and subtraction (eg, $9+4=13$ so $13-4=9$ and $13-9=4$)	
I can add a single digit to a two digit number without crossing tens boundary eg, $74+5$	
I can subtract a single digit from a two digit without crossing tens boundary eg, $38-5$	
I can add any single digit to a multiple of 10 eg, $60+5$	
I can subtract any single digit from a multiple of 10 eg, $80-7$	
I can add any teens number to any two digit number without crossing tens boundary eg, $23+14$	
I can subtract any teens number from any two digit number without crossing tens boundary eg, $49-14$	
I can find what must be added to any multiple of 10 to make 100 eg, $60+?=100$	
I can add any multiple of 10 to any 2 digit number without crossing 100 eg, $47+30$	
I can subtract any multiple of 10 from any 2 digit number without crossing 100 eg, $82-30$	
I can subtract any 2 digit number from any 2 digit number when the difference is less than 10 eg, $78-71$	
I can use doubles of all numbers to at least 15 eg, double 14	
I can double any multiple of 5 up to 50 eg, double 25	
I can halve any multiple of 10 up to 100 eg, halve 60	



Year 3 - Sycamore

Maths recall facts



Activity	
I know all pairs of multiples of 5 with a total of 100 (5+95, 15+85 etc.)	
I know all pairs of multiples of 10 with total of 100 (10+90, 20+80 etc.)	
I know my 4 x table	
I know my 8 x table	
I know my 11 x table	
I know all division facts of the 4 x table (eg. $32 \div 4 = 8$)	
I know all division facts of the 8 x table (eg. $72 \div 8 = 9$)	
I know all division facts of the 11 x table (eg. $55 \div 11 = 5$)	
I can add 3 or 4 numbers by putting largest number first and/or reordering	
I can add 3 numbers by finding pairs totalling 9, 10 or 11	
I can add by partitioning into T and O and recombine	
I can bridge through a multiple of 10 and adjust eg. $33+12 = 33+10+2$	
I can identify near doubles and use in calculations (eg $8+9$)	
I can say a subtraction statement corresponding to an addition statement (eg, $9+4=13$ so $13-4=9$ and $13-9=4$)	
I can divide by 2	
I can divide by 5	
I can divide by 10	
I can divide by 100	



Year 3 - Sycamore

Maths recall facts



Activity	
I can say a division statement corresponding to a multiplication statement (eg, $4 \times 3 = 12$ so $12 \div 4 = 3$ and $12 \div 3 = 4$)	
Add a single digit to a 2 digit number including crossing tens boundary eg, $78 + 5$	
Subtract a single digit from a 2 digit including crossing tens boundary eg, $33 - 7$	
Add a 2 digit number to a 2 digit number without crossing tens boundary or 100 eg, $33 + 45$	
Subtract a 2 digit from a 2 digit number without crossing tens boundary eg, $65 - 33$	
Find what must be added to any multiple of 100 to make 1000 eg, $600 + ? = 1000$	
Find what must be added to any 2 digit number to make the next higher multiple of 10 eg, $64 + ? = 70$	
Find what must be subtracted from any 2 digit number to make the next lower multiple of 10 eg, $56 - ? = 50$	
Subtract any 3 digit number from any 3 digit number when the difference is less than 10 eg, $458 - 451$	
Find what must be added to any 3 digit number to make the next higher multiple of 10 eg, $647 + ? = 650$	
Find what must be subtracted from any 3 digit number to make the next lower multiple of 10 eg, $564 - ? = 560$	
Double any number to at least double 20	
Know the corresponding halves of doubles to 20	
Double multiples of 10 and know corresponding half (double 60 halve 120)	
Double multiples of 5 and know corresponding half (double 35 halve 70)	
Double multiples of 50 and know corresponding half (double 350 halve 700)	
Multiply single digit numbers by 10 or 100 (eg, 6×100)	
Divide any multiple of 10 by 10	
Divide any multiple of 100 by 100	



Year 4 - Willow

Maths recall facts



Activity	☒
I know all division facts of the 2, 3, 4, 5 and 10 x tables	
I know my 6 x table, including all division facts	
I know my 7 x table, including all division facts	
I know my 8 x table, including all division facts	
I know my 9 x table, including all division facts	
I know my 12 x table, including all division facts	
I can count on in repeated steps of 1, 10, 100 or 1000 from any given number	
I can count back in repeated steps of 1, 10, 100 or 1000 from any given number	
I can add 3 or 4 numbers by putting largest number first and/or reordering	
I can add three 2-digit multiples of 10 (eg. $20 + 60 + 30$)	
I can add any pair of 2-digit numbers	
I can subtract any pair of 2-digit numbers	
I can add or subtract 9, 19, 29, 11, 21 or 31 by rounding to nearest 10 and compensating	
I can use the relationship between multiplication and division in calculations, (eg. $4 \times 6 = 24$; $24 \div 4 = 6$)	
I can double any 2 digit number by doubling tens first	
I can find what must be added to any 3 digit number to make the next higher multiple of 100 eg. $364 + ? = 400$	
I can find what must be subtracted from any 3 digit number to make the next lower multiple of 100 eg. $563 - ? = 500$	
I can subtract any 4 digit number from any 4 digit number when the difference is small eg. $3461 - 3449$, $6002 - 5991$	



Year 4 - Willow

Maths recall facts



Activity	☒
I can double any number from 1 - 100 and find corresponding half	
I can double multiples of 10 to 500 and know corresponding half (double 360 halve 720)	
I can multiply any 2 or 3-digit number by 10	
I can divide any multiple of 100 by 10 (eg. $600 \div 100$)	
I can multiply any 2 digit multiple of 10 by 2,3,4,or 5 (eg. 60×4 , 80×3)	
I can multiply or divide a number by 10 using knowledge of place value	
I can multiply or divide a number by 100 using knowledge of place value	
I can partition to carry out multiplication	



Year 5 - Beech

Maths recall facts



Activity	
I know all my times tables up to 12×12	
I know all division facts for times tables up to 12×12	
I can apply my times table knowledge to related tables, eg. $\times 40$, $\times 0.5$	
I know all division facts for related times tables, eg. $480 \div 8 = 60$	
I can count up through the next multiple of 10, 100 or 1000	
I can count back through the previous multiples of 10, 100 or 1000	
I can reorder numbers in a calculation	
I can partition into H, T, U adding the most significant digit first	
I can add pairs of 3-digit multiples of 10 (eg. $450 + 560$)	
I can add pairs of 2-digit numbers with one decimal place (eg. $35.3 + 16.2$)	
I can add the nearest multiple of 10 or 100 then adjust	
I can identify near doubles and use in calculations (eg. $18+19$)	
I can add several numbers accurately	
I can use factors	
I can partition to carry out multiplication	
I can use the relationship between multiplication and division in calculations	



Year 5 - Beech

Maths recall facts



Activity	
I can add any pair of 3 digit multiples of 10 eg, $520 + 250$	
I can subtract any pair of 3 digit multiples of 10 eg, $570 - 250$	
I can find what must be added to a decimal fraction with units and tenths to make the next highest whole number eg, $4.3 + ? = 5$	
I can add any pair of decimal fractions each with units and tenth, or each with tenths and hundredths eg, $0.63 - 0.48$	
I can subtract a 4 digit number just less than a multiple of 1000 from a 4 digit number just more than a multiple of 1000 eg, $5001 - 1997$	
I can multiply any 2 digit number by 10 or 100	
I can multiply any 3 digit number by 10 or 100	
I can divide a multiple of 100 by 10 eg, $4000 \div 10$	
I can divide a multiple of 100 by 100 eg, $3600 \div 100$	
I can multiply any 2 digit multiple of 10 by a single digit eg, 90×6	
I can find 50% of a small whole number or quantities eg, 50% of 120g	
I can find 25% of a small whole number or quantities eg, 25% of £8	
I can find 10% of a small whole number or quantities eg, 10% of 90	



Year 6 - Oak

Maths recall facts



Activity	
I know all multiplication and division facts for times tables up to 12×12 including missing numbers and decimals	
I know the prime numbers up to 100	
I can add pairs of 3 digit multiples of 10 and 2 digit numbers with 1 decimal place	
I can subtract pairs of 3 digit multiples of 10 and 2 digit numbers with 1 decimal place	
I can add the nearest multiple of 10, 100 or 1000 then adjust	
I can subtract the nearest multiple of 10, 100 or 1000 then adjust	
I can identify factor pairs and use them	
I can partition to carry out multiplication	
I can use doubling effectively of all numbers, including decimals	
I can use halving effectively of all numbers, including decimals	
I can use the inverse relationship between multiplication and division in calculations	
I can multiply any 2-digit number by a single digit eg. 34×6	
I can multiply any 2-digit number by a multiple of 10 or 5, eg. 23×50 or 47×25	
I can multiply any whole number by 10 or 100	
I can divide any whole number by 10 or 100, giving remainder as decimal eg, $47 \div 10 = 4.7$	
I can find square numbers up to 144	



Year 6 - Oak

Maths recall facts



Activity	
I can work out cube numbers and know the first 5 cube numbers	
I can convert between common decimals, fractions and percentages, (eg. $\frac{1}{4}$ = 0.25 = 25%)	
I can find any multiple of 10% of a whole number or quantity eg, 70% of £20, 50% of 5kg, 20% of 2 metres	
I know the formulae for finding the area of different shapes	
I can recall all facts from Year 1 - Year 6 with confidence and apply them to a range of problem solving	