Margaret Wix Primary School

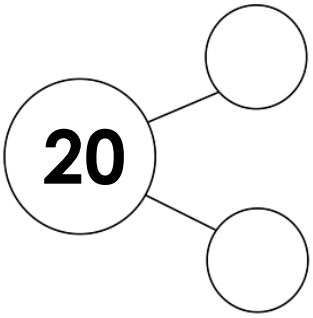
Year 2

Basic Number Facts
Practice Ideas

Stage one Maths Magicians involves understanding and recalling addition facts to 20. This is knowing what numbers add together to make 20 without needing to count on fingers. You could practise this by:

ask your parent/carer to choose a number under 20 and saying the matching number needed to make the total of 20 – draw part whole models or cherry models with 20 in the whole section – use your number bonds to 10 to help you (if you know the 2+8=10 then you know that 2+18=20).

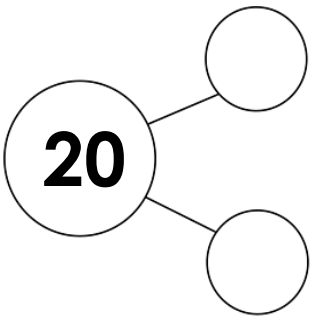
1 + ? = 20 3 + ? = 20 20 = 4 + ? ? + 2 = 20



Stage two Maths Magicians involves understanding and recalling subtraction facts to 20. You could practise this by:

ask your parent/carer to choose a number under 20 and taking that number away to find the answer – draw part whole models or cherry models with 20 in the whole section – use your number bonds to 10 to help you (if you know the 10 – 8 = 2 then you know that 20 – 8 = 12).

20 - ? = 1 ? – 0 = 20 4 = 20 - ? 0 = 20 - ?

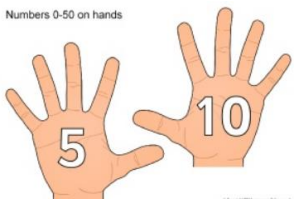


Stage three Maths Magicians involves counting in 2s. You could practise this by:

grouping small objects together into pairs and counting in 2s as you go – helping pair socks while counting in 2s – recite the 2 timestable up to 20 out loud – grouping small objects like marble/counters/figures into pairs.

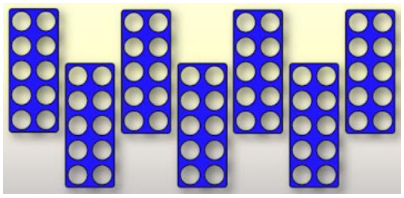
Stage four Maths Magicians involves counting in 5s. You could practise this by:

grouping small objects together into groups of 5 and counting in 5s as you go – recite the 5 timestable up to 50 out loud – grouping small objects like marble/counters/figures into groups of 5 – discussing the patterns of 5s ending with either a 0 or 5 – use fingers on hands to count in 5s.



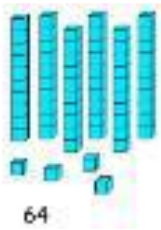
Stage five Maths Magicians involves counting in 10s. You could practise this by:

grouping small objects together into groups of 10 and counting in 10s as you go – recite the 10 timestable up to 100 out loud – grouping small objects like marble/counters/figures into groups of 10 – discussing the patterns of 10s ending with a 0 – find the link to count to 10 (1,2,3,4…10,20,30,40…)

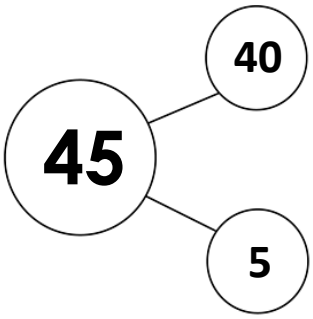


Stage six Maths Magicians involves identifying a number given its tens and ones. You could practise this by:

choosing a 2-digit number and splitting it into tens and ones – use cherry models to partition 2-digit numbers into tens and ones – practise counting in 10s to understand multiples of 10.



$57 = 50 + 7$



Stage seven Maths Magicians involves identifying numbers that add together to make 100. You could practise this by:

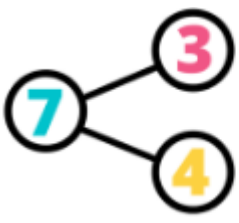
finding the link to number bonds to 10 (1+9 = 10 → 10 + 90 = 100) – counting up and back in 10s – use fingers on both hands with each finger representing 10.

$10 + ? = 100$ $30 + ? = 100$ $100 = 40 + ?$ $? + 20 = 100$

80 + 20 = 100 20 + 80 = 100

Stage eight Maths Magicians involves knowing simple fact families (if I know one calculation, what else do I know?). You could practise this by:

making one calculation and finding the other matching three – using the template of two addition (+) and two subtraction (-) questions but rearranging the same numbers into the correct places.

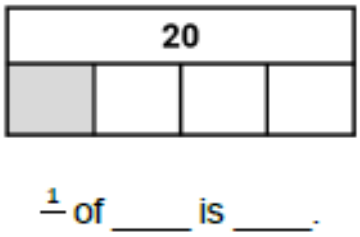


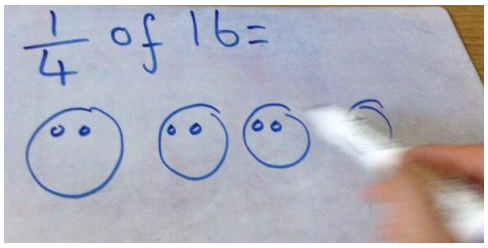
Stage nine Maths Magicians involves finding half of an amount. You could practise this by:

sharing objects into two equal groups - doubling numbers and then halving again to see the link between the two (double 3 is 6 so half of 6 is 3).

Stage ten Maths Magicians involves finding a quarter of an amount. You could practise this by:

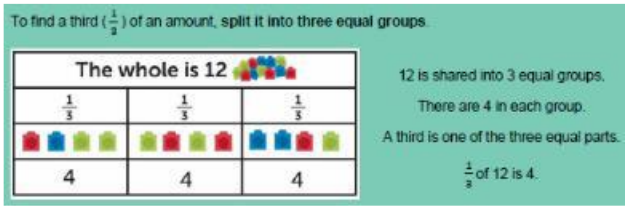
sharing objects into four equal groups – halving an amount and then halving it again (half 12 = 6, half 6 = 3…so…quarter of 12 = 3) – drawing bar model of amount spilt into 4 equal parts.

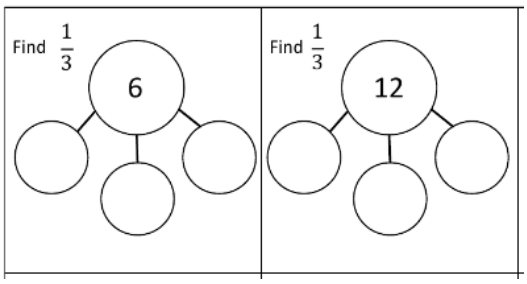




Stage eleven Maths Magicians involves finding a third of an amount. You could practise this by:

sharing objects into three equal groups – use three part cherry models to equally share a number.





Stage twelve Maths Magicians involves finding three quarters of an amount. You could practise this by:

sharing objects into four equal groups, then highlight three of the groups – drawing bar model of amount spilt into 4 equal parts, then highlight three parts.