Mathematical Super Powers

Year 1 - Autumn 1

I can add 0 or 1 to a number.
I can add 2 to a number.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

0 + 0 = 0 1 + 0 = 1 2 + 0 = 2 3 + 0 = 3 4 + 0 = 4 5 + 0 = 5 6 + 0 = 6 7 + 0 = 7 8 + 0 = 8 9 + 0 = 9 10 + 0 = 10 When you add zero to a number, the number stays the same.	0 + 1 = 1 1 + 1 = 2 2 + 1 = 3 3 + 1 = 4 4 + 1 = 5 5 + 1 = 6 6 + 1 = 7 7 + 1 = 8 8 + 1 = 9 9 + 1 = 10 10 + 1 = 11 When you add one to a number, the number increases by one.	0 + 2 = 2 1 + 2 = 3 2 + 2 = 4 3 + 2 = 5 4 + 2 = 6 5 + 2 = 7 6 + 2 = 8 7 + 2 = 9 8 + 2 = 10 9 + 2 = 11 10 + 2 = 12 When you add two to a number, the number increases by two.	They should also know the commutative calculations: 2 + 4 = 6 2 + 9 = 11 2 + 3 = 5 1 + 6 = 7 1 + 9 = 10

Key Vocabulary

8 **add** 2 **equals** 10

3 **plus** 2 **is the same as** 5

If I have 6, then I get 2 more, how many in total now?

Advice

The secret to success is practising little and often. Can you practise these Super Powers while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

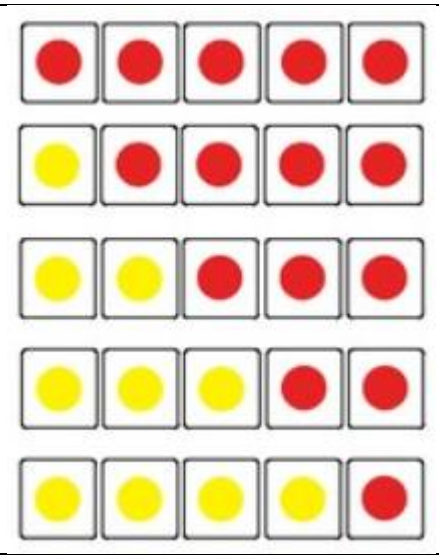
Play games such as https://www.topmarks.co.uk/maths-games/mental-maths-train to make it more fun!

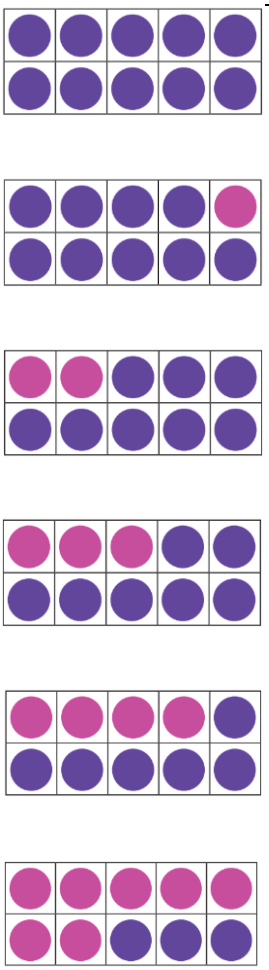
Mathematical Super Powers

Year 1 – Autumn 2

I know number bonds to 5 and 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly.**

0 + 5 = 5 5 + 0 = 5 1 + 4 = 5 4 + 1 = 5 2 + 3 = 5 3 + 2 = 5		5 – 5 = 0 5 – 0 = 5 5 – 1 = 4 5 – 4 = 1 5 – 2 = 3 5 – 3 = 2	**Key vocabulary** 2 **add** 3 **equals** 5 3 **plus** 2 **is the same as** 5 If I have 4, how many **more** to get to 5? What's the **difference** between 2 and 5? 5 **take away** 2 equals 3 5 **subtract** 3 makes 2

0 + 10 = 10 10 + 0 = 10 1 + 9 = 10 9 + 1 = 10 2 + 8 = 10 8 + 2 = 10 3 + 7 = 10 7 + 3 = 10 4 + 6 = 10 6 + 4 = 10 5 + 5 = 10		10 – 10 = 0 10 – 0 = 10 10 – 9 = 1 10 – 1 = 9 10 – 8 = 2 10 – 2 = 8 10 – 7 = 3 10 – 3 = 7 10 – 6 = 4 10 – 4 = 6 10 – 5 = 5	**Key vocabulary** 2 **add** 8 **equals** 10 8 **plus** 2 **is the same as** 10 If I have 4, how many **more** to get to 10? What's the **difference** between 7 and 10? 10 **take away** 7 equals 3 10 **subtract** 3 makes 7 10 **minus** 9 equals 1

Mathematical Super Powers

Year 1 – Spring 1

I can recite the number names in order to 50 and beyond.

By the end of this half term, children should be able to count to 50 **confidently, easily and quickly**.

Perhaps start off using part of a 100 square (see below) and as confidence grows try without any aides. Also try starting at different numbers and asking your child to continue counting on from e.g. 15.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Once they are confident to 50 try beyond 50.

Key Vocabulary

Sort
Count
How many
1-50
Numbers
Careful counting

Advice

The secret to success is practising little and often. Can you practise these Super Powers while walking to school or during a car journey? You don't need to practise them all at once.

Practical Maths

Use everyday opportunities to count – make it fun! At a park, count steps, jumps or swings. Use nature – count animals or listen for sounds (like birds) and count the sounds they make.

Use interactive resources such as Splat 100 square https://www.primarygames.co.uk/pg2/splat/splatsq100.html

Mathematical Super Powers

Year 1 – Spring 2

I know doubles and halves of numbers to 10.
I know near doubles to 5.

By the end of this half term, children should know the following facts. The aim is for them to recall these **facts instantly.**

Doubles	**Halves**	**Near doubles**
Double 1 is 2	Half of 20 is 10	If 1 + 1 = 2, then 1 + 2 = 3 because it's 1 more.
Double 2 is 4	Half of 18 is 9	If 2 + 2 = 4, then 2 + 3 = 5 because it's 1 more.
3 + 3 = 6	Half of 16 is 8	If 3 +3 = 6, then 3 + 4 = 7 because it's 1 more.
Double 4 is 8	Half of 14 = 7	If 4 + 4 = 8, then 4 + 5 = 9 because it's 1 more.
5 + 5 = 10	Half of 12 = 6	If 5 + 5 = 10, then 5 + 6 = 11 because it's 1 more.
6 + 6 = 12	½ of 10 = 5	
Double 7 is 14	½ of 8 is 4	
Double 8 is 16	Half of 6 is 3	
Double 9 is 18	Half of 4 = 2	
10 + 10 = 20	Half of 2 is 1	

Children should be able to answer these questions in any order, including missing number questions, e.g. double ◯ = 10 or half of ◯ = 3.

Advice

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Songs and Chants – The children should know a chant for doubles to ten or there are chants online.

https://www.youtube.com/watch?v=At0quRa90rs – doubles song

http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html - see how many questions you can answer in 90seconds. (Doubles and Halves to 10)

https://www.topmarks.co.uk/maths-games/daily10 Level 2 - Doubles and Halves

https://www.topmarks.co.uk/maths-games/hit-the-button - Doubles/Halves

https://www.bbc.com/bitesize/clips/z7svcdm - near double

Mathematical Super Powers

Year 1 – Summer 1

I can count in 2s to 20, count in 10s to 100 and count in 5s to 50.

By the end of this half term, children should know the following facts. The aim is for them to recall these **facts instantly.**

Counting in twos	Counting in tens	Counting in fives
0	0	0
2	10	5
4	20	10
6	30	15
8	40	20
10	50	25
12	60	30
14	70	35
16	80	40
18	90	45
20	100	50

They should be able to count in these patterns and may be able to say if a number will be in the counting in twos, fives or tens pattern.

Advice

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a week where you practise each pattern. When the children are confident with these facts can they count in 2s beyond 20 or in 5s beyond 50?

Counting games https://www.topmarks.co.uk/learning-to-count/paint-the-squares

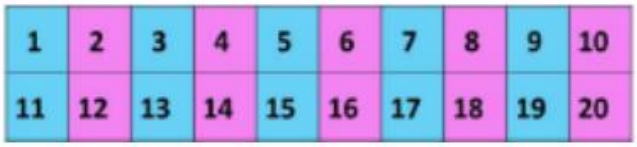
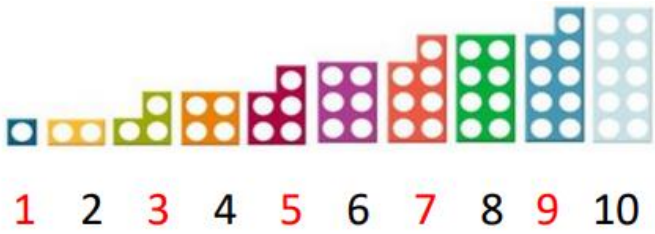
Practise looking for number patterns with https://www.primarygames.co.uk/pg2/splat/splatsq100.html

Mathematical Super Powers

Year 1 – Summer 2 2025

I know odd and even numbers to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly.**

Even numbers: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 Odd numbers: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19	Odd and even 
Odd, even, odd, even...  	Odd + Odd = Even Even + Even = Even Odd + Even = Odd Even + Odd = Odd

They should be able to say if a number is odd or even and also be able to recall even and odd numbers.

Advice

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Write a number and identify if it is odd or even.

When you see numbers out and about discuss whether they are odd or even. How do they know?

Odd/Even games: https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even
http://mathszone.co.uk/category/count-and-understand/odd-even/