



FLUENCY FACTS YEAR 2



Autumn 1

Revisiting facts learnt in Year 1:
Doubles to 20 and halves of even
numbers up to and including 20.

$$\begin{aligned}0 + 0 &= 0 \\1 + 1 &= 2 \\2 + 2 &= 4 \\3 + 3 &= 6 \\4 + 4 &= 8 \\5 + 5 &= 10 \\6 + 6 &= 12 \\7 + 7 &= 14 \\8 + 8 &= 16 \\9 + 9 &= 18 \\10 + 10 &= 20\end{aligned}$$

$$\begin{aligned}\frac{1}{2} \text{ of } 0 &= 0 \\ \frac{1}{2} \text{ of } 2 &= 1 \\ \frac{1}{2} \text{ of } 4 &= 2 \\ \frac{1}{2} \text{ of } 6 &= 3 \\ \frac{1}{2} \text{ of } 8 &= 4 \\ \frac{1}{2} \text{ of } 10 &= 5 \\ \frac{1}{2} \text{ of } 12 &= 6 \\ \frac{1}{2} \text{ of } 14 &= 7 \\ \frac{1}{2} \text{ of } 16 &= 8 \\ \frac{1}{2} \text{ of } 18 &= 9 \\ \frac{1}{2} \text{ of } 20 &= 10\end{aligned}$$



Autumn 2

Learn the 2 times table

$$\begin{aligned}0 \times 2 &= 0 \\1 \times 2 &= 2 \\2 \times 2 &= 4 \\3 \times 2 &= 6 \\4 \times 2 &= 8 \\5 \times 2 &= 10\end{aligned}$$

$$\begin{aligned}6 \times 2 &= 12 \\7 \times 2 &= 14 \\8 \times 2 &= 16 \\9 \times 2 &= 18 \\10 \times 2 &= 20 \\11 \times 2 &= 22 \\12 \times 2 &= 24\end{aligned}$$



Spring 1

Learn the 10 times table

$$\begin{aligned}0 \times 10 &= 0 \\1 \times 10 &= 10 \\2 \times 10 &= 20 \\3 \times 10 &= 30 \\4 \times 10 &= 40 \\5 \times 10 &= 50 \\6 \times 10 &= 60 \\7 \times 10 &= 70 \\8 \times 10 &= 80 \\9 \times 10 &= 90 \\10 \times 10 &= 100 \\11 \times 10 &= 110 \\12 \times 10 &= 120\end{aligned}$$

Count in multiples of 10 from any number to 100,
for example: 7, 17, 27, 37, 47



Spring 2

Learn the 5 times table

$$\begin{aligned}0 \times 5 &= 0 \\1 \times 5 &= 5 \\2 \times 5 &= 10 \\3 \times 5 &= 15 \\4 \times 5 &= 20 \\5 \times 5 &= 25 \\6 \times 5 &= 30 \\7 \times 5 &= 35 \\8 \times 5 &= 40 \\9 \times 5 &= 45 \\10 \times 5 &= 50 \\11 \times 5 &= 55 \\12 \times 5 &= 60\end{aligned}$$



Summer 1

Practice learning
2, 5 and 10 times tables.



Encouraging recall
of facts not
counting in groups.



Summer 2

Practice learning
2, 5 and 10 times tables.

Recognising that multiplication
can be done in any order

For example 2×6 is the same as
 6×2 . It can be answered even
though you can't yet count in 6s.

All times tables facts should be practiced as $? \times 3$ and $3 \times ?$ so children
learn that they can be done in any order.

How can you help your child?

We really value your support from home to reinforce the teaching at school. Little and often is the best way to help your child.

They can answer verbally, in written form (on paper, on your back, chalk) or using technology to support.

If you choose to recall verbally please make sure that your child is pronouncing the numbers correctly and not getting confused between similar sounding numbers, for example: thirteen and thirty.

If your child is confident in the skills on this fact sheet then please continue to practice them to support them becoming known recall facts.

You can look on your yeargroup overview to see the other areas in Maths they are covering if you would like to support them in these.

Websites

All children have a Numbot and TTRS account which they are familiar using in school.

On TTRS:

To practice a set times table you can use the game 'Jamming'. Playing the game 'Garage' will target questions that your child is finding challenging.

Top marks Hit the Button is a great game for practising fluency facts.

Topmarks Daily 10 is a game the children will become familiar with as it asks fluency questions and you can set a time. We use 7 seconds to ensure recall in school. Each level corresponds to a yeargroup so to find the facts to practice please select the level that matches their yeargroup.



Games

Pairs - draw out and cut out cards with the number sentence and answers to find and match

Timed matching - time your child at matching the answers to the questions

Times tables recall facts - have cards with the question and answers. Can they answer them? Can they quiz you?

Using TopTrump cards is very good at reinforcing number facts and understanding the value of number for example less than/greater than/equal to, value of each digit within a number and reading the names of the numbers.

