



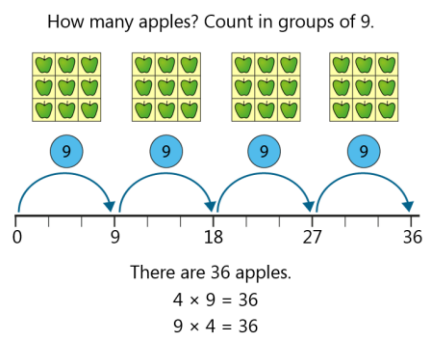
Key Instant Recall Facts

Year 4 – Summer

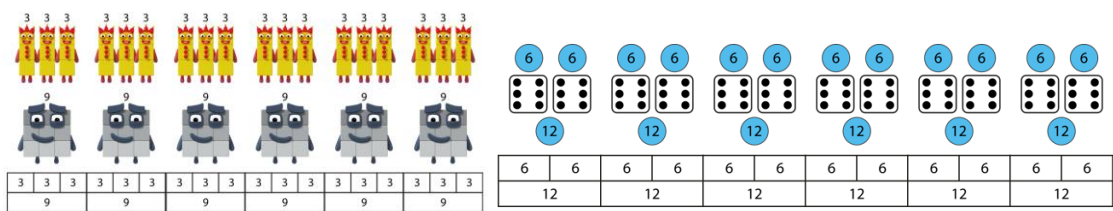
I know the nine times table and related division facts.
I know the eleven and twelve-times tables and related division facts.

New multiplication facts to learn:	New division facts to learn:	<u>Key Vocabulary</u>
7×9 11×11 9×9 12×12 11×9 12×9	$63 \div 9$ $121 \div 11$ $81 \div 9$ $144 \div 12$ $99 \div 9$ $108 \div 9$	What is 9 multiplied by 9? What is 11 times 9? What is 121 divided by 11? How many lots of 12 make 144?

Make links between the 3 and 9-times tables. $7 \times 3 = 21$ so 7×9 is three times this, 63.
Make links between the 6 and 12-times tables. $12 \times 6 = 72$ so 12×12 is double this, 144



Use items which have 9 things e.g. 9 items in a bag. Count in nines. The number line is a good way to represent the information.



Top tips to help with learning:

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 or focus on the facts which your child finds tricky.

Pattern spotting: There are lots of opportunities here to find links between the times tables that have been learnt so far.

Web links:

- [Times Tables Rock Stars \(trockstars.com\)](http://trockstars.com)
- [Daily 10 - Mental Maths Challenge - Topmarks](http://topmarks.com)
- [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)
- <http://nrich.maths.org/1252> - multiplication tables matching cards



Skill to be learnt:

To know by heart multiplication facts for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times-tables and the related division facts.

What you will need: 2 sets of 0-9 cards

How to play:

Shuffle 2 packs of 0 – 9 cards and choose the times table you are working on. Against the clock turn over a card and multiply it by your chosen times table, saying the answer to your partner.

Players go through the pack as fast as they can, trying to beat previous times.

Extension of this game:

Make number cards which have the answers to a given times table.

When shown a card your child can tell you the associated multiplication fact e.g. if shown 36, they may say 6 lots of 6 or 6×6 .

Fishy, fishy fingers

Skill to be learnt: To know by heart multiplication facts for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times-tables and the related division facts.

What you will need: Yourselves!

How to play: Two players face each other and both chant 'fishy, fishy, fingers (in the same way as you would if playing 'paper, scissors, stones)'. Both players show a number of fingers to each other. The first player to say the product (total when 2 numbers are multiplied together e.g. the product of 2 and 5 is 10) of the fingers shown scores a point. First player to 10 points wins.

Talk points: Try and think of tricks to help your child remember their times tables e.g. think of $\times 2$ as doubling. Encourage children to be thinking of the times tables they might need as they reveal their fingers for example if they know you are going to show 6 fingers have possible facts to the 6 times table in their head ready!



Key Instant Recall Facts

Year 4 – Summer

I know decimals pairs to total 1 or 10 (one-decimal place).

I know all multiples of 100 with a total to 10,000.

Facts to learn:

Decimal pairs to total 1.

$0.1 + 0.9$	$0.2 + 0.8$	$0.3 + 0.7$
$0.4 + 0.6$	$0.5 + 0.5$	$0.6 + 0.4$
$0.7 + 0.3$	$0.8 + 0.2$	$0.9 + 0.1$

Also $1 - 0.9 = 0.1$

Decimal pairs to total 10

$1.1 + 8.9$	$1.2 + 8.8$	$1.3 + 8.7$
$1.4 + 8.6$	$1.5 + 8.5$	$1.6 + 8.4$
$1.7 + 8.3$	$1.8 + 8.2$	$1.9 + 8.1$

Continue with $2.1 + 7.9$, $3.1 + 6.9$ etc

Multiples of 100 with a total of 10,000

$1,100 + 8,900$	$1,200 + 8,800$
$1,300 + 8,700$	$1,400 + 8,600$
$1,500 + 8,500$	$1,600 + 8,400$
$1,700 + 8,300$	$1,800 + 8,200$
$1,900 + 8,100$	$2,100 + 7,900$

Continue using this pattern.

Also learn in the form:

$$10,000 - 5,600 = 4,400$$

Top tips to help with learning:

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 or focus on the facts which your child finds tricky.

Make connections: $1 + 9 = 10$ so $0.1 + 0.9 = 1$ $11 + 89 = 100$ so $1.1 + 8.9 = 10$

$19 + 81 = 100$ so $190 + 810 = 1000$ and $1,900 + 8,100 = 10,000$

Fact families: If you know one fact can you find the other three? $3.5 + 6.5 = 10$ so $6.5 + 3.5 = 10$ and

$10 - 3.5 = 6.5$ also $10 = 6.5 + 3.5$

Pairs games: Make cards with the numbers on. Turn them over on the table. Each player turns over two. If they match to make 1 the player keeps them. Winner has the most cards at the end of the game.

Connect four: create a 6 by 5 grid containing the facts which your child is learning. Take it in turns to colour a grid square and give the answer. Winner has four correct squares in a row.