



## Key Instant Recall Facts YEAR 4 – Autumn 1

### I know number bonds to 100

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

Some examples:

$60 + 40 = 100$

$37 + 63 = 100$

$40 + 60 = 100$

$63 + 37 = 100$

$100 - 40 = 60$

$100 - 37 = 63$

$100 - 60 = 40$

$100 - 63 = 37$

$75 + 25 = 100$

$48 + 52 = 100$

$25 + 75 = 100$

$52 + 48 = 100$

$100 - 25 = 75$

$100 - 52 = 48$

$100 - 75 = 25$

$100 - 48 = 52$

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions. e.g.  $49 + \square = 100$  or  $100 - \square = 72$

#### Key Vocabulary

What do I **add** to 65 to make 100?

What is 100 **take away** 6?

What is 13 **less than** 100?

**How many more** than 98 is 100?

Top Tips - 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 do not need to practise them all at once; perhaps you could have a fact of the day.

Buy one get three free - If your child knows one fact (e.g.  $85 + 15 = 100$ ), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can your number bonds to 10 help you work out number bonds to 100?

Play Games - There are missing number questions at [www.conkermaths.org](http://www.conkermaths.org) See how many questions you can answer in 90 seconds. There is also a number bond pair game to play.



## Key Instant Recall Facts YEAR 4 – Autumn 2

### I know the multiplication and division facts for the 6 times table

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

$6 \times 1 = 6$	$1 \times 6 = 6$	$6 \div 6 = 1$	$6 \div 1 = 6$
$6 \times 2 = 12$	$2 \times 6 = 12$	$12 \div 6 = 2$	$12 \div 2 = 6$
$6 \times 3 = 18$	$3 \times 6 = 18$	$18 \div 6 = 3$	$18 \div 3 = 6$
$6 \times 4 = 24$	$4 \times 6 = 24$	$24 \div 6 = 4$	$24 \div 4 = 6$
$6 \times 5 = 30$	$5 \times 6 = 30$	$30 \div 6 = 5$	$30 \div 5 = 6$
$6 \times 6 = 36$	$6 \times 6 = 36$	$36 \div 6 = 6$	$36 \div 6 = 6$
$6 \times 7 = 42$	$7 \times 6 = 42$	$42 \div 6 = 7$	$42 \div 7 = 6$
$6 \times 8 = 48$	$8 \times 6 = 48$	$48 \div 6 = 8$	$48 \div 8 = 6$
$6 \times 9 = 54$	$9 \times 6 = 54$	$54 \div 6 = 9$	$54 \div 9 = 6$
$6 \times 10 = 60$	$10 \times 6 = 60$	$60 \div 6 = 10$	$60 \div 10 = 6$
$6 \times 11 = 66$	$11 \times 6 = 66$	$66 \div 6 = 11$	$66 \div 11 = 6$
$6 \times 12 = 72$	$12 \times 6 = 72$	$72 \div 6 = 12$	$72 \div 12 = 6$

They should be able to answer these questions in any order, including missing number questions e.g.  $6 \times \square = 72$  or  $\square \div 6 = 4$

What is 8 **multiplied** by 6? What is 6 **times** 8? What is 24 **divided** by 6?

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. You can also use Education City songs and websites [www.timestables.co.uk](http://www.timestables.co.uk) and [www.timestables.me.uk](http://www.timestables.me.uk)

Double your threes – Multiplying a number by 6 is the same as multiplying by 3 then doubling the answer.  $7 \times 3 = 21$  and double 21 is 42, so  $7 \times 6 = 42$

Buy one get three free – If your child knows one fact (e.g.  $3 \times 6 = 18$ ), can they tell you the other three facts in the same fact family?

WARNING! – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra. E.g.  $6 \times 12 = 72$ . The answer to the multiplication is 72, so  $72 \div 6 = 12$  and  $72 \div 12 = 6$



## Key Instant Recall Facts YEAR 4 – Spring 1

### I know the multiplication and division facts for the 7 times table

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

$7 \times 1 = 7$	$1 \times 7 = 7$	$7 \div 7 = 1$	$7 \div 1 = 7$
$7 \times 2 = 14$	$2 \times 7 = 14$	$14 \div 7 = 2$	$14 \div 2 = 7$
$7 \times 3 = 21$	$3 \times 7 = 21$	$21 \div 7 = 3$	$21 \div 3 = 7$
$7 \times 4 = 28$	$4 \times 7 = 28$	$28 \div 7 = 4$	$28 \div 4 = 7$
$7 \times 5 = 35$	$5 \times 7 = 35$	$35 \div 7 = 5$	$35 \div 5 = 7$
$7 \times 6 = 42$	$6 \times 7 = 42$	$42 \div 7 = 6$	$42 \div 6 = 7$
$7 \times 7 = 49$	$7 \times 7 = 49$	$49 \div 7 = 7$	$49 \div 7 = 7$
$7 \times 8 = 56$	$8 \times 7 = 56$	$56 \div 7 = 8$	$56 \div 8 = 7$
$7 \times 9 = 63$	$9 \times 7 = 63$	$63 \div 7 = 9$	$63 \div 9 = 7$
$7 \times 10 = 70$	$10 \times 7 = 70$	$70 \div 7 = 10$	$70 \div 10 = 7$
$7 \times 11 = 77$	$11 \times 7 = 77$	$77 \div 7 = 11$	$77 \div 11 = 7$
$7 \times 12 = 84$	$12 \times 7 = 84$	$84 \div 7 = 12$	$84 \div 12 = 7$

They should be able to answer these questions in any order, including missing number questions e.g.  $7 \times \square = 28$  or  $\square \div 6 = 7$

What is 7 **multiplied** by 6? What is 7 **times** 8? What is 84 **divided** by 7?

Top Tips - 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 do not need to practise them all at once; perhaps you could have a fact of the day.

Songs and Chants - You can buy Times Tables CDs or find multiplication songs and chants online. You can also use Education City songs and websites [www.timestables.co.uk](http://www.timestables.co.uk) and [www.timestables.me.uk](http://www.timestables.me.uk)

Use memory tricks - For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.

WARNING! - When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra. E.g.  $7 \times 6 = 42$ . The answer to the multiplication is 42, so  $42 \div 6 = 7$  and  $42 \div 7 = 6$



## Key Instant Recall Facts YEAR 4 – Spring 2

### I know the multiplication and division facts for the 9 and 11 times tables

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

$9 \times 1 = 9$	$9 \div 9 = 1$	$11 \times 1 = 11$	$11 \div 11 = 1$
$9 \times 2 = 18$	$18 \div 9 = 2$	$11 \times 2 = 22$	$22 \div 11 = 2$
$9 \times 3 = 27$	$27 \div 9 = 3$	$11 \times 3 = 33$	$33 \div 11 = 3$
$9 \times 4 = 36$	$36 \div 9 = 4$	$11 \times 4 = 44$	$44 \div 11 = 4$
$9 \times 5 = 45$	$45 \div 9 = 5$	$11 \times 5 = 55$	$55 \div 11 = 5$
$9 \times 6 = 54$	$54 \div 9 = 6$	$11 \times 6 = 66$	$66 \div 11 = 6$
$9 \times 7 = 63$	$63 \div 9 = 7$	$11 \times 7 = 77$	$77 \div 11 = 7$
$9 \times 8 = 72$	$72 \div 9 = 8$	$11 \times 8 = 88$	$88 \div 11 = 8$
$9 \times 9 = 81$	$81 \div 9 = 9$	$11 \times 9 = 99$	$99 \div 11 = 9$
$9 \times 10 = 90$	$90 \div 9 = 10$	$11 \times 10 = 110$	$110 \div 11 = 10$
$9 \times 11 = 99$	$99 \div 9 = 11$	$11 \times 11 = 121$	$121 \div 11 = 11$
$9 \times 12 = 108$	$108 \div 9 = 12$	$11 \times 12 = 132$	$132 \div 11 = 12$

They should be able to answer these questions in any order, including missing number questions e.g.  $9 \times \square = 54$  or  $\square \div 11 = 7$

What is 9 **multiplied** by 6? What is 11 **times** 8? What is 81 **divided** by 9?

Top Tips - 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 do not need to practise them all at once; perhaps you could have a fact of the day.

Songs and Chants - You can buy Times Tables CDs or find multiplication songs and chants online. You can also use Education City songs and websites [www.timestables.co.uk](http://www.timestables.co.uk) and [www.timestables.me.uk](http://www.timestables.me.uk)

Look for patterns - These times tables are full of patterns for your child to find. How many can they spot?

Use your ten times table - Multiply a number by 10 and subtract the original number (e.g.  $7 \times 10 - 7 = 70 - 7 = 63$ ) What do you notice? What happens if you add your original number instead? (e.g.  $7 \times 10 + 7 = 70 + 7 = 77$ )

What do you already know? - Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It may be worth practising these again!



## Key Instant Recall Facts YEAR 4 – Summer 1

### I can multiply and divide single-digit numbers by 10 and 100

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

$7 \times 10 = 70$

$30 \times 10 = 300$

$0.8 \times 10 = 8$

$10 \times 7 = 70$

$10 \times 30 = 300$

$10 \times 0.8 = 8$

$70 \div 7 = 10$

$300 \div 30 = 10$

$8 \div 0.8 = 10$

$70 \div 10 = 7$

$300 \div 10 = 30$

$8 \div 10 = 0.8$

$6 \times 100 = 600$

$40 \times 100 = 4000$

$0.2 \times 10 = 2$

$100 \times 6 = 600$

$100 \times 40 = 4000$

$10 \times 0.2 = 2$

$600 \div 6 = 100$

$4000 \div 40 = 100$

$2 \div 0.2 = 10$

$600 \div 100 = 6$

$4000 \div 100 = 40$

$2 \div 10 = 0.2$

These are just examples of the facts for this term. They should be able to answer these questions in any order, including missing number questions

e.g.  $10 \times \square = 5$  or  $\square \div 10 = 60$

#### Key Vocabulary

What is 5  
**multiplied by 10?**

What is 10 **times**  
0.8?

What is 700  
**divided by 70?**

**Thousands,**  
**hundreds, tens,**  
**ones, tenths,**  
**hundredths**

Top Tips - 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 do not need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

It is tempting to tell children that to multiply by ten or one hundred it is just a case of adding zeroes to the end of a number. This way of thinking, however, can cause problems when they are trying to multiply and divide decimal numbers as the rule does not work for these numbers.

The best way to understand the process for multiplying by ten or one hundred is to show each digit moving in the place value table (place value shift). This rule also works for decimals.

Buy one get three free - If your child knows one fact (e.g.  $12 \times 4 = 48$ ), can they tell you the other three facts in the same fact family?



## Key Instant Recall Facts YEAR 4 – Summer 2

### I can recall decimal equivalents of fractions

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

$$\frac{1}{2} = 0.5$$

$$\frac{1}{4} = 0.25$$

$$\frac{3}{4} = 0.75$$

$$\frac{1}{10} = 0.1$$

$$\frac{2}{10} = 0.2$$

$$\frac{5}{10} = 0.5$$

$$\frac{6}{10} = 0.6$$

$$\frac{9}{10} = 0.9$$

$$\frac{1}{100} = 0.01$$

$$\frac{7}{100} = 0.07$$

$$\frac{21}{100} = 0.21$$

$$\frac{75}{100} = 0.75$$

$$\frac{99}{100} = 0.99$$

#### Key Vocabulary

How many **tenths** is 0.8?

How many **hundredths** is 0.12?

Write 0.75 as a **fraction**.

Write  $\frac{1}{4}$  as a **decimal**.

Children should be able to convert between decimals and fractions for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  and any number of tenths and hundredths.

Top Tips - 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 do not need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Play games - Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals on the other.