

# Key Instant Recall Facts

## Year 3 - Autumn 1a

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*.

### Number Bonds to 100.

Some examples:

$60 + 40 = 100$

$37 + 63 = 100$

$40 + 60 = 100$

$63 + 37 = 100$

$100 - 40 = 60$

$100 - 63 = 37$

$100 - 60 = 40$

$100 - 37 = 63$

$75 + 25 = 100$

$48 + 52 = 100$

$25 + 75 = 100$

$52 + 48 = 100$

$100 - 25 = 75$

$100 - 52 = 48$

$100 - 75 = 25$

$100 - 48 = 52$

### 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 don't 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.

Buy one get three free - If your child knows one fact (e.g.  $81 + 19 = 100$ ), can they tell you the other three facts in the same fact family?

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

Play games - There are missing number questions at

<http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html>

See how many questions you can answer in just 90 seconds.

There is also a number bond pair game to play.

Roll a number - Use 2 dice to create a 2 digit number - which number do you add to this to make 100?

# Key Instant Recall Facts

## Year 3 - Autumn 1b

I can count in 50s and 100s

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 50s

Counting in 50s is very similar to your 5 times table.

Let's count in 5s:

5, 10, 15, 20, 25, 30 ...

Now let's count in 50s:

50, 100, 150, 200, 250, 300 ...

What do you notice?

Counting in 50s is just like counting in 5s but with an extra zero.

This is because the numbers are ten times bigger.

### Example:

What numbers are missing from this sequence?

300, \_\_\_\_\_, 400, 450, \_\_\_\_\_

Use your knowledge of the 5 times table and reduce the size of each number by dividing by 10.

That sequence would go:

30, 35, 40, 45, 50

Now multiply the numbers by 10 again to find the answer.

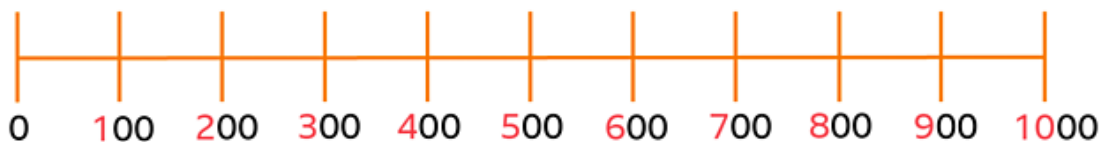
300, 350, 400, 450, 500

The missing numbers are 350 and 500.

## Counting in 100s

### Using a number line to count in 100s

When you count up and down in hundreds, it is just like when you count in tens. Only this time, you are changing the hundreds digit. The tens and ones stay the same. Look at this number line:



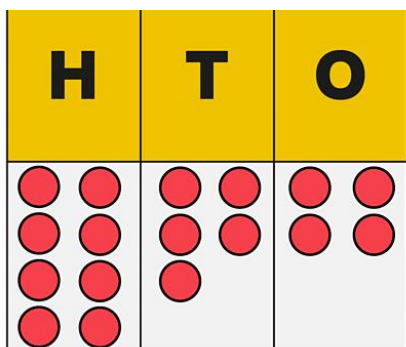
Can you see how only the hundreds column is changing each time?

When you reach 1000, you begin to use the thousands column.

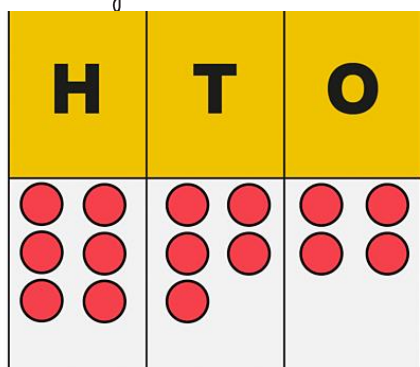
Remember, 1000 is the same as 10 hundreds.

### What is two-hundred less than 854?

Place value charts can also help you to count in hundreds. Here is 854 in a place value chart.



To find two hundred less, you take away two of the hundred counters in the hundreds column to find the answer.



Now you are left with 6 hundreds, 5 tens and 4 ones.

So the answer is: 654