



Key Instant Recall Facts

Autumn 1

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

Recall the value of each digit in a 3-digit and 4-digit number.

E.g. When asked "What is the value of the digit 2 in the number 129?" the child can say, "The value of the digit 2 is two tens which is the number 20."

Children need to be confident with what each digit is worth and explaining how they know that.

Key Vocabulary

one

ten

hundred

thousand

Questions

What is the value of the ____ in the number ____?

How do you know?

Which number is bigger, 125 or 152?

How do you know?

PLACE VALUE CHART

THOUSANDS TO ONES

Thousands	Hundreds	Tens	Ones

Using equipment to practically build numbers is a good idea. E.g. Using pompoms to represent ones, sticks/dry spaghetti to represent tens, squares of paper to represent hundreds and tins to represent thousands.

So, if your child wants to make the number 3,152 then they would need 2 pom poms, 5 sticks, 1 square of paper and 3 tins.

Children need lots of practise with writing 3- and 4-digit numbers.

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Recall the number bonds for 100.

Children need to be able to know and understand which numbers pair up together to make 100. Using their knowledge of number bonds to 10 is key for this.

E.g.

$$99 + \underline{\quad} = 100$$

$$70 + \underline{\quad} = 100$$

Key Vocabulary

add

number bond

missing number

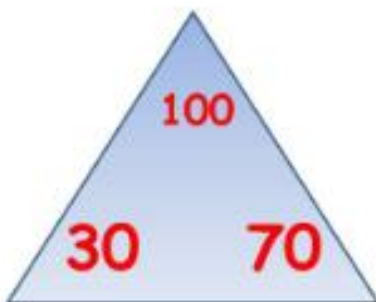
Questions

What do I need to add to make 100 if I have 73 sweets?

$92 + \underline{\quad} = 100$? How do you know?

If $2 + 8 = 10$, then $20 + \underline{\quad} = 100$?

$$30 + 70 = 100$$



$$\begin{aligned} 70 + 30 &= 100 \\ 100 - 70 &= 30 \\ 100 - 30 &= 70 \end{aligned}$$

