Maths Rapid Recall: Step 2	2.1
Target	Read the numbers 1 – 20 in numerals
Detail	This target is about recognizing the written numerals to 20 in sequence and at random. You could… ➢ Select the correct number to fill in a missing number line i.e 14, 15 , 16 , ?

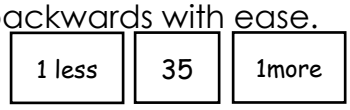
Maths Rapid Recall: Step 2	2.2
Target	Say 1 more than any number to 20
Detail	This target is about children showing that they can add one more onto a number. To start with children will need to see this being done visually, e.g. We have 15 dinosaurs. What if I add another dinosaur? Children may also want to use a number line to see the next number in the sequence. Eventually children will be able to say what is one more than each number with instant recall.

Maths Rapid Recall: Step 2	2.3
Target	Write 1 more than any number to 20
Detail	This target is about solving addition problems and writing the numerical answers to the calculations. Children may need a number line to help them add one more to a given value. You could… ➢ Ask your child how many digits are in their number? ➢ What would one more than 15 be? ➢ What happens to the number of digits, when you find one more than 9?

Maths Rapid Recall: Step 2	2.4
Target	Say 1 less than any number to 20
Detail	This target is about children showing that they can subtract one from a number. To start with children will need to see this being done visually, e.g. We have sixteen dinosaurs. What if I took one of them away? Children may recount the remaining amount or count backwards to find the number remaining. Eventually children will be able to use a number line to see the previous number in the sequence. Eventually children will be able to say what is one less or fewer than each number with instant recall.

Maths Rapid Recall: Step 2	2.5
Target	Write 1 less than any number to 20
Detail	This target is about solving subtraction problems and writing the numerical answers to the calculations. Children may need a number line to help them count backwards to find one less than a given value. You could… ➢ Ask your child how many digits are in their number? ➢ What would one less or fewer than 15 be? ➢ What happens to the number of digits, when you find one less than 10?

Maths Rapid Recall: Step 2	2.6
Target	**Say** 1 more and 1 less than any 2 digit number
Detail	This target is about children showing they can add and subtract one from any number with 2 digits verbally (10 – 100). At first children will need to see this being done visually with objects. E.g. using tens and units blocks or towers of objects. They may then prefer to use a number line or 100 square to see the numbers in a sequence. Children will eventually be able to switch between counting forwards and backwards with ease.

Maths Rapid Recall: Step 2	2.7
Target	**Write** 1 more and 1 less than any 2 digit number
Detail	This target is about children showing they can add and subtract one from any number with 2 digits (10 – 100). At first children will need to see this being done visually with objects. E.g. using tens and units blocks or towers of objects. They may then prefer to use a number line or 100 square to see the numbers in a sequence. Children will eventually be able to switch between counting forwards and backwards with ease.  

Maths Rapid Recall: Step 2	2.8
Target	Count in twos
Detail	This target is about being able to count in twos as a pattern. It is not the same as learning the two times table (which comes later). Being successful with counting in twos will help speed the progress of learning the two times table. You could: ➢ Ask: How far can you count in twos? ➢ Ask: What number would follow in this sequence: 6,8,10,12….? How far can you continue the sequence? ➢ Ask: What about this sequence? 18,16,14,… What would come next? Can you get back to 0?

Maths Rapid Recall: Step 2	2.9
Target	Count in fives
Detail	This target is about being able to count in fives as a pattern. It is not the same as learning the five times table (which comes later). Being successful with counting in fives will help speed the progress of learning the 5 times table. You could: ➢ Ask: How far can you count in fives? ➢ Ask: What number would follow in this sequence: 45,50,55,60, ….? How far can you continue the sequence? ➢ Ask: What about this sequence? 80,75,70,65,… What would come next? Can you get back to 0?

Maths Rapid Recall: Step 2	2.10
Target	Count in tens
Detail	This target is about being able to count in tens as a pattern. It is not the same as learning the ten times table (which comes later). Being successful with counting in tens will help speed the progress of learning the 10 times table. You could: ➢ Ask: How far can you count in tens? ➢ Ask: What number would follow in this sequence: 40,50,60, ….? How far can you continue the sequence? ➢ Ask: What about this sequence? 90,80,70,… What would come next? Can you get back to 0?

Maths Rapid Recall: Step 2	2.11
Target	Number bonds to 10
Detail	This target is about being able to recall and use all the number bonds to ten; these are all the pairs of numbers that go together to make 10, e.g. 3+7 = 10 4+6 = 10 5+5 = 10 6+4 = 10 etc. You could: ➢ Ask: What would you add to 7 to get a total of 10? ➢ Use number cards from 1 to 9 – can you pair the numbers which make 10? ➢ Ask: How many pairs of numbers can you remember that make a total of 10?

Maths Rapid Recall: Step 2	**2.12**
Target	Addition and subtraction facts to 5
Detail	This target is about being able to use the numbers 5, 4, 3, 2 and 1 to make addition and subtraction number sentences, e.g. 3 + 2 = 5 2 + 1 = 3 1+ 4 = 5 2 – 0 = 2 4 – 1 = 3 5 – 4 = 1 You could: ➢ Ask: What numbers could you add to give a total of 4? ➢ Ask: Are there any other ways to get a total of 4? ➢ Say: There are 5 biscuits on a plate – I hide some under a tin and write this to show what I have done: 5 – 3 = 2. Use the 5 biscuits to hide a different amount – can you write the subtraction sentence for what you have done? ➢ Look at this addition : 4 + 1 = 5. Can you make a subtraction sentence using these numbers?

Maths Rapid Recall: Step 2	**2.13**
Target	Doubles of all numbers to 10 and halves of even numbers to 10
Detail	This target is about being able to double any number from 1 – 10 and being able to halves any of the even numbers (2, 4, 6, 8, 10). You could: ➢ Roll a dice and double the number. ➢ Pick a number, and then double it. ➢ Ask: What is the largest number you can double? Explain how you know your answer is right… ➢ Say: I doubled a number and got 18… which number did I double?