



## Foundation (Basic) Facts for Year 2 Students

By the **end** of Year 2, the expectation is that your child would know these foundation facts. They would begin learning these using equipment and objects, joining the sets together and counting them. Over the year and through lots of practice, the aim is for your child to know these facts so they can answer them when they see the equation written down, when they are asked verbally or when they need to solve a problem using these facts. Please note, your child will not be learning the facts in the order listed below, we jumble them up.

### Addition

Addition facts to 10. This means any single digit addition facts that have an answer that is no greater than 10. Below are the facts they will be working on which are building on from what they have learnt at Year 1.

6	7	8	9	10
1 + 5	1 + 6	1 + 7	1 + 8	1 + 9
2 + 4	2 + 5	2 + 6	2 + 7	2 + 8
<b>3 + 3</b>	3 + 4	3 + 5	3 + 6	3 + 7
4 + 2	4 + 3	<b>4 + 4</b>	4 + 5	4 + 6
5 + 1	5 + 2	5 + 3	5 + 4	<b>5 + 5</b>
	6 + 1	6 + 2	6 + 3	6 + 4
		7 + 1	7 + 2	7 + 3
			8 + 1	8 + 2
				9 + 1

+	1	2	3	4	5	6	7	8	9
1	<b>2</b>	3	4	5	6	7	8	9	10
2	3	<b>4</b>	5	6	7	8	9	10	
3	4	5	<b>6</b>	7	8	9	10		
4	5	6	7	<b>8</b>	9	10			
5	6	7	8	9	<b>10</b>				
6	7	8	9	10		<b>12</b>			
7	8	9	10				<b>14</b>		
8	9	10						<b>16</b>	
9	10								<b>18</b>

Help your child notice the patterns in the facts they are learning:

- doubles to 10. This means addition facts where the same number is added to itself (these are shown in bold in the tables above).
- the order of the numbers being added does not change the answer. For example:  $6 + 3$  and  $3 + 6$  both equal 9.
- the facts are a triplet (3, 4 and 7). Talk about the equations they can learn for the triplet and find the patterns. They are  $3 + 4 = 7$ ,  $4 + 3 = 7$  so  $7 - 3 = 4$ ,  $7 - 4 = 3$ .

### Subtraction

Subtraction from 5. This means any single digit subtraction facts where the answer is no less than 1.

### Multiplication and Division

No multiplication and division facts are learnt at this level. However, to help your child begin to think multiplicatively you can practice skip counting in twos and fives. Do this by counting physical objects such as pegs, buttons, Lego pieces, etc in groups and counting aloud:

- 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, ...
- 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, ...
- you could also introduce counting in threes and fours.

### Next Steps

When your child has fluency with addition facts, ask them a related subtraction fact. For example: if they know  $5 + 4 = 9$ , connect this to  $9 - 5 = 4$  and  $9 - 4 = 5$ . The above facts are crucial for success in Year 3. Resist the temptation to move on – ensure your child knows all the facts above.