Dear Parents,

To help develop your child's fluency in mathematics, we ask them to learn Key Instant Recall Facts each half term. We expect children to practise their KIRFs at least 3 times a week.

I can identify common factors of a pair of numbers

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

The factors of a number are all numbers which divide it with no remainder.

E.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12, and 24. The factors of 56 are 1, 2, 4, 7, 8, 14, 28 and 56.

The common factors of two numbers are the factors they share.

E.g. the common factors of 24 and 56 are 1, 2, 4 and 8.

The greatest common factor of 24 and 56 is 8.

Key Vocabulary

factor
common factor
multiple
greatest common factor

Children should be able to explain how they know that a number is a common factor. E.g. 8 is a common factor of 24 and 56 because 24 = 8 × 3 and 56 = 8 × 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 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.

There are many online games to practise finding the greatest common factor, for example:
http://www.fun4thebrain.com/beyondfacts/gcfsketch.html

Choose two numbers. Take it in turns to name factors. Who can find the most?

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I can convert between decimals, fractions and percentages.

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

1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/5	0.2	20%
1/10	0.1	10%
2/5	0.4	40%
1/100	0.01	1%
9/100	0.09	9%
21/100	0.21	21%
1/20	0.05	5%

Key Vocabulary

How many **tenths** is 0.8?
How many **hundredths** is 0.12?
Write 0.75 as a **fraction.**
Write ¼ as a **decimal**.

Top Tips

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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.

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I can identify prime numbers up to 50.

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

A prime number is a number with no factors other than itself and one.
The following numbers are prime numbers:
2, 3, 5, 7, 11, 13, 17, 19, 23,
27, 29, 31, 37, 41, 43, 47

A composite number is divisible by a number other than 1 or itself.
The following numbers are composite numbers:
4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20,
22, 24, 25, 26, 27, 28, 30, 32, 34, 35,
36, 38, 39, 40, 42, 44, 45, 46, 48, 49, 50

Key Vocabulary

Prime number
Composite number
Factor
multiple

Children should be able to explain how they know that a number is composite. E.g. 39 is composite because it is a multiple of 3 and 13.

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.

It's really important that your child uses mathematical vocabulary accurately. Choose a number between 2 and 50. How many correct statements can your child make about this number using the vocabulary above?

Make a set of cards for the numbers from 2 to 50. How quickly can your child sort these into prime and composite numbers? How many even prime numbers can they find? How many odd composite numbers?