

## RAPID RECALL AT ROSSMERE ACADEMY

'Rapid Recall' is a fast-paced, taught session that supports children to retrieve and encode knowledge to help them embed mathematical facts into their long-term memory. This is to ensure all pupils become fluent in the fundamentals of mathematics through frequent practice.

'Rapid Recall' is the overarching title for the introduction to each learning episode. At Rossmere Academy, we expect every maths learning episode to start with: a number of the week, a daily count and a rapid revisit of year group specific number facts. These should all link and be applicable to the rest of the learning episode that is to follow.

### NUMBER OF THE WEEK

The purpose of 'Number of the Week' is to revisit, practice and embed prior learning and knowledge through the rapid recall of fundamental facts. The children focus on one number from their year group's number range per week. This number is then analysed using a different focus each day.

Year Group	Number Range	Automatically Recall
Sparkles/ Nursery	1-5	<ul style="list-style-type: none"> <li>Numerals 1 – 5</li> <li>Finger numbers</li> </ul>
Reception	1-10	<ul style="list-style-type: none"> <li>Understand and explain the place value</li> <li>Subitising</li> <li>Find one more and one less</li> <li>Create the number using base ten materials and other visual representations such as numicon, tens frames and part-whole models.</li> <li>Identify whether a number is odd or even</li> </ul>
Year 1	1-20	As reception and including: <ul style="list-style-type: none"> <li>Double and half the number (if even)</li> <li>Number words</li> </ul>
Year 2	1-100	As year 1 and including: <ul style="list-style-type: none"> <li>10 more and 10 less</li> <li>Bar modelling</li> </ul>
Year 3	1-1000	As year 2 and including: <ul style="list-style-type: none"> <li>100 more and 100 less</li> </ul>
Year 4	1-100,000 plus negative numbers	As year 3 and including: <ul style="list-style-type: none"> <li>1000 more and 1000 less</li> <li>Rounding to the nearest 10, 100 and 1000</li> </ul>
Year 5	1-100,000,000 plus negative numbers	As year 4 and including: <ul style="list-style-type: none"> <li>Common multiples</li> <li>Factors</li> </ul>
Year 6	All positive and negative numbers	As year 5 and including: <ul style="list-style-type: none"> <li>Squared numbers</li> <li>Cubed numbers</li> <li>Prime numbers</li> </ul>

## DAILY COUNT

At Rossmere Academy, all children are expected to count by rote every day. Counting includes counting forward and backward and starting from any given number within the year group range. These are linked to the Development Matters and National Curriculum expectations and are as follows:

<b>Sparkles</b>	1-5
<b>Nursery</b>	1-5 1-10
<b>Reception</b>	1-10 1-20 Multiples of 2 from 0 to 10.
<b>Year 1</b>	1-10 1-20 Multiples of 2 from 0-20 Multiples of 10 from 0-100
<b>Year 2</b>	1-100 Multiples of 2 from 0-24 Multiples of 5 from 0-60 Multiples of 10 from 0-120 Multiples of 3 from 0-36
<b>Year 3</b>	1-1000 Multiples of 2 from 0-24 Multiples of 5 from 0-60 Multiples of 10 from 0-120 Multiples of 3 from 0-36 Multiples of 4 from 0-48 Multiples of 8 from 0-96 Multiples of 50 from 0-1000 Multiples of 100 from 0-1000
<b>Year 4</b>	Count in multiples linked to all times tables from 2-12 Multiples of 25 Multiples of 1000
<b>Year 5</b>	Revisit all multiples Negative whole numbers Powers of 10
<b>Year 6</b>	Count in all ways from previous year groups where gaps seem to be present

## RAPID REVISIT

Rapid revisiting is when children use and apply the facts they learn through rote counting every day. This is to ensure the children are able to recall these facts when information is presented out of sequence.

At Rossmere Academy, children in Reception should become fluent in the following: number bonds to 5, subtraction facts within 5, some number bonds to 10, and doubling facts (1-5) rapid revisiting is taught and practiced using a different representation each day. These include numicon, tens frames, pictorial part-whole models, numerical part-whole models and finally standard numerals. These representations are sequential to help the children build a visual picture before moving on to abstract representations.

Children in Y1 follow the same format as Reception whilst embedding number bonds to 20 and subtraction facts within 20 and the move onto the format used by Y2-Y6.

Children from Y2-Y6 rapidly revisit their year specific number facts (see above) using the 'counting stick method.'