**The Learn Its Schedule**

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| Primary 1 | | | |
| Terms 1 and 2 | Term 3 | Term 4 | |
| Step 1 | Step 2 | Step 3 | |
| Doubles  1+1 2+2 | Doubles  3+3 4+4 5+5 | 1+2 2+3 | Switchers  2+1 3+2 |
| Nothing Else | Nothing Else | Multiples of 10  0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 | |

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| **Primary 1 – Parent Tips** | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 1 | Step 2 | Step 3 |
| Doubles  Get child to model the addition sums with one finger on each hand, two fingers on each hand etc. Eventually they should be able to do this without using fingers. Just learn the additions and multiples as if it was their name.  Ask - 1 add 1  Ask - double 1  Parent says 1 – child should say 2  Parent says 2 – child should say 4 | Doubles  Get child to model the addition sums with 3, 4, 5 fingers on each hand, two fingers on each hand etc. Eventually by the end of this term, they should be able to do this without using fingers. Just learn the additions and doubles as if it was their name.  Parent says 5 – child should say 10  Parent says 4 – child should say 8  Parent says 3 – child should say 6  Halves  Parent says 10 – child should say 5  Parent says 8 – child should say 4  Parent says 6 – child should say 3 | Non-Doubles  Fingers used again here to begin with – on one hand where possible. By the end of this step there is no need to use fingers.  We are swapping the thing for a ten i.e. 1,2,3, becomes 1 ten, 2 tens, 3 tens… and that becomes 10, 20, 30 etc. (This swapping is called the PIM Principle)  Multiples  Count out first ten multiples of 10 - Children can flash up their fingers for each multiple of 10. Start with arms stretched out low for 0, arms should be straight out for 50 at half way, and raised straight up for 100.  Begin to count out the first ten multiples of 5  Begin to count out the first ten multiples of 2. |

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| Primary 2 | | | | |
| Terms 1 and 2 | | Term 3 | | Term 4 |
| Step 4 | | Step 5 | | Step 6 |
| Jigsaw Numbers  1+9 2+8 3+7 4+6 | Switchers  9+1 8+2 7+3 6+4 | 4+2 5+2 6+2 7+2 9+2  4+3 5+3 6+3 | Switchers  2+4 2+5 2+6 2+7 2+9  3+4 3+5 3+6 | Doubles  6+6 7+7 8+8 9+9 |
| Multiples of 5  0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100 | |  | | Multiples of 2  0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 |

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| **Primary 2 – Parent Tips** | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 4 | Step 5 | Step 6 |
| **Jigsaw Numbers to 10**  Pairs of numbers that total 10. They  have already come across double 5.  The following should be lightning speed  Think of 10 as the total:  Parent says 1 - child should say 9  Parent says 2 – child should say 8  Parent says 3 - child should say 7  Parent says 4 – child should say 6  Parent says 5 – child should say 5  Parent says 9 – child should say 1  Parent says 8 – child should say 2  Parent says 7 – child should say 3  Parent says 6 – child should say 4  Fact Families  Linking addition and subtraction:  1 + 9 = 10  9 + 1 = 10  10 – 1 = 9  10 – 9 = 1  This should be done for all 9 facts above  Multiples of 5  Count out first ten multiples of 5 - Children can flash up their fingers for each multiple of 5. Start with arms stretched out low for 0, arms should be straight out for 25 at half way, and raised straight up for 50.  Then gradually slip in the word ‘multiple’. Let’s count the first 5 multiples of 5 in a (loud voice, whisper voice etc). | **Non-Doubles and Switchers**  The children already know 2+8 from Step 4.  Break this down to three facts for each three-week block. The first 6 facts are all ones where 2 is added to a one-digit number.  3 weeks of: 4 + 2 5 + 2 6 + 2  Remember to include the switchers too    3 weeks of: 7 + 2 8 + 2 9 + 2  Remember to include the switchers too  The remaining 3 facts extend this by adding on 3 to a one-digit number.  3 weeks of: 4 + 3 5 + 3 6 + 3  Remember to include the switchers too  Fact Families  Linking addition and subtraction  4 + 2 = 6  2 + 4 = 6  6 – 2 = 4  6 – 4 = 2  This should be done for all facts in this term.    Multiples  Recall multiples of 10 and 5 from previous Learn It steps. | **Doubles**  At this step there are 4 very simple links:  6 links to 12  7 links to 14  8 links to 16  9 links to 18  Parent says 6 – child should say 12  Parent says 7 – child should say 14  Parent says 8 – child should say 16  Parent says 9 – child should say 18  Halves  Parent says 12 – child should say 6  Parent says 14 – child should say 7  Parent says 16 – child should say 8  Parent says 18 – child should say 9  Multiplication  Chant first 4 multiples – “2, 4, 6, 8… who do we appreciate….. Kingcase” etc.  Then build on this to 10 and so on until 20. |

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| Primary 3 | | | | |
| Terms 1 and 2 | | Term 3 | | Term 4 |
| Step 7 | | Step 8 | | Step 9 |
| 3+8 3+9 4+7 4+8 4+9 | Switchers  8+3 9+3 7+4 8+4 9+4 | 4+5 5+6 6+7 7+8 8+9 | Switchers  5+4 6+5 7+6 8+7 9+8 | 5+9 6+9 7+9  5+7 5+8 6+8 |
| X 10 Table  10 x 0 = 0 10 x 6 = 60  10 x 1 = 10 10 x 7 = 70  10 x 2 = 20 10 x 8 = 80  10 x 3 = 30 10 x 9 = 90  10 x 4 = 40 10 x 10 = 100  10 x 5 = 50 10 x 11 = 110  10 x 12 = 120 | | X 5 Table  5 x 0 = 0 5 x 6 = 30  5 x 1 = 5 5 x 7 = 35  5 x 2 = 10 5 x 8 = 40  5 x 3 = 15 5 x 9 = 45  5 x 4 = 20 5 x 10 = 50  5 x 5 = 25 5 x 11 = 55  5 x 12 = 60 | | X 2 Table  2 x 0 = 0 2 x 6 = 12  2 x 1 = 2 2 x 7 = 14  2 x 2 = 4 2 x 8 = 16  2 x 3 = 6 2 x 9 = 18  2 x 4 = 8 2 x 10 = 20  2 x 5 = 10 2 x 11 = 22  2 x 12 = 24 |

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| **Primary 3 – Parent Tips** | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 7 | Step 8 | Step 9 |
| **Non-Doubles and Switchers**  The 5 new Learn It facts at Step 7 come in two groups.  Group 1  Four is the number being added on.  7 + 4 8 + 4 9 + 4  Remember to include the switchers:  4 + 7 4 + 8 4 + 9  Group 2  Three is the number being added on:  8 + 3 9 + 3  Remember to include the switchers  3 + 8 3 + 9  Fact Families  Linking addition and subtraction  7 + 4 = 11  4 + 7 = 11  11 – 7 = 4  11 – 4 = 7  Remember to make the fact families for all of the calculations above:  Multiplication  X 10 Table  Children should be able to chant the full table (and jumbled table) quickly and also know the stations  Multiplication Facts  Parent asks:  What are 3 tens? – child says 30  What are 2 tens? – child says 20  Division Facts  Parent asks:  How many tens make 30? – child says 3  How many tens make 20? – child says 2 | **Near Doubles**  At Step 8 the 5 new Learn Its lean on the doubles concept. Children should be able to rapidly recall doubles and halves from previous Learn Its. Remember to include switchers.  The first 2 facts use 5 + 5 = 10 to recall 5 + 4 (1 less) and 5 + 6 (1 more)  5 + 4 is (1 more than 4 + 4 and 1 less than 5 + 5)  5 + 6 is (1 more than 5 + 5 and 1 less than 6 + 6)  6 + 7 is (1 more than 6 + 6 and 1 less than 7 + 7)  8 + 7 is (1 more than 7 + 7 and 1 less that 8 + 8)  8 + 9 is (1 more than 8 + 8 and 1 less than 9 + 9)  Fact Families  Linking addition and subtraction  5 + 4 = 9  4 + 5 = 9  9 – 5 = 4  9 – 4 = 5  Remember to make the fact families for all of the calculations above.  Multiplication  X 5 Table  Children should be able to chant the full table (and jumbled table) quickly and also know the stations  Multiplication Facts  Parent asks:  What are 3 fives? – child says 15  What are 2 fives? – child says 10  Division Facts  Parent asks:  How many fives make 15? – child says 3  How many fives make 10? – child says 2 | **Non-Doubles and Switchers**  At Step 9 the 6 new Learn Its are closely linked to knowledge of doubles once again.  6 + 8 can link to 6 + 6 = 12. Just add 2 more. Keep 12 in your head and add 2 more.  5 + 7 can link to 5 + 5 = 10. Just add 2 more. Keep 10 in your head and add 2 more. So, this can be thought of quickly as 10 + 2 = 12.  5 + 8 can link to 5 + 5 = 10. Just add 3 more. Keep 10 in your head and add 3 more. So, this can be thought of quickly as 10 + 3 = 13  The remaining three facts at this step work on the notion of adding 9 – so we add on 10 and take away 1.  5 + 9 = 5 + 10 = 15 – 1 = 14 Eventually 15 – 1 = 14  6 + 9 = 6 + 10 = 16 – 1 = 15 Eventually 16 – 1 = 15  7 + 9 = 7 + 10 = 17 – 1 = 16 Eventually 17 – 1 = 16  Fact Families  Linking addition and subtraction  5 + 9 = 14  9 + 5 = 14  14 – 5 = 9  14 – 9 = 5  Remember to make the fact families for all of the calculations above.  Multiplication  X 2 table also recall x10 and x5  Children should be able to chant the fully table(and jumbled table) and also know the stations  Multiplication and Division Facts  Parent asks:  What are 4 twos? Child says 8  How many twos make 8? Child says 4 |

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| Primary 4 | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 10 | Step 11 | Step 12 |
| X 3 Table  3 x 0 = 0 3 x 6 = 18  3 x 1 = 3 3 x 7 = 21  3 x 2 = 6 3 x 8 = 24  3 x 3 = 9 3 x 9 = 27  3 x 4 = 12 3 x 10 = 30  3 x 5 = 15 3 x 11 = 33  3 x 12 = 36 | X 4 Table  4 x 0 = 0 4 x 6 = 24  4 x 1 = 4 4 x 7 = 28  4 x 2 = 8 4 x 8 = 32  4 x 3 = 12 4 x 9 = 36  4 x 4 = 16 4 x 10 = 40  4 x 5 = 20 4 x 11 = 44  4 x 12 = 48 | X 8 Table  8 x 0 = 0 8 x 6 = 48  8 x 1 = 8 8 x 7 = 56  8 x 2 = 16 8 x 8 = 64  8 x 3 = 24 8 x 9 = 72  8 x 4 = 32 8 x 10 = 80  8 x 5 = 40 8 x 11 = 88  8 x 12 = 96 |

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| **Primary 4 – Parent Tips** | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 10 | Step 11 | Step 12 |
| Counting in 3’s  Before starting the 3 times table, children should be able to confidently count up in 3’s.  0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36  Multiplication  X 3 Table  Children should be able to chant the full table quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 6 threes? – child says 18  What are 4 threes? – child says 12  Division Facts  Parent asks:  How many threes make 21? – child says 7  How many threes make 36? – child says 12  X 3 Table  3 x 0 = 0 3 x 6 = 18  3 x 1 = 3 3 x 7 = 21  3 x 2 = 6 3 x 8 = 24  3 x 3 = 9 3 x 9 = 27  3 x 4 = 12 3 x 10 = 30  3 x 5 = 15 3 x 11 = 33  3 x 12 = 36 | Counting in 4’s  Before starting the 4 times table, children should be able to confidently count up in 4’s.  0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48  Multiplication  X 4 Table  Children should be able to chant the full table quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 8 fours? – child says 32  What are 11 fours? – child says 44  Division Facts  Parent asks:  How many fours make 36? – child says 9  How many fours make 28? – child says 7  X 4 Table  4 x 0 = 0 4 x 6 = 24  4 x 1 = 4 4 x 7 = 28  4 x 2 = 8 4 x 8 = 32  4 x 3 = 12 4 x 9 = 36  4 x 4 = 16 4 x 10 = 40  4 x 5 = 20 4 x 11 = 44  4 x 12 = 48 | Counting in 8’s  Before starting the 8 times table, children should be able to confidently count up in 8’s.  0, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96  Multiplication  X 8 Table  Children should be able to chant the full table quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 8 eights? – child says 64  What are 3 eights? – child says 24  Division Facts  Parent asks:  How many eights make 56? – child says 7  How many eights make 96? – child says 12  X 8 Table  8 x 0 = 0 8 x 6 = 48  8 x 1 = 8 8 x 7 = 56  8 x 2 = 16 8 x 8 = 64  8 x 3 = 24 8 x 9 = 72  8 x 4 = 32 8 x 10 = 80  8 x 5 = 40 8 x 11 = 88  8 x 12 = 96 |

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| Primary 5 | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 13 | Step 14 | Step 15 |
| The 6 Fact Challenge  6 x 6 = 36  6 x 7 = 42  7 x 7 = 49  9 x 6 = 54  9 x 7 = 63  9 x 9 = 81 | X 11 Table  11 x 0 = 0 11 x 6 = 66  11 x 1 = 11 11 x 7 = 77  11 x 2 = 22 11 x 8 = 88  11 x 3 = 33 11 x 9 = 99  11 x 4 = 44 11 x 10 = 110  11 x 5 = 55 11 x 11 = 121  11 x 12 = 132 | X 12 Table  12 x 0 = 0 12 x 6 = 72  12 x 1 = 12 12 x 7 = 84  12 x 2 = 24 12 x 8 = 96  12 x 3 = 36 12 x 9 = 108  12 x 4 = 48 12 x 10 = 120  12 x 5 = 60 12 x 11 = 132  12 x 12 = 144 |

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| **Primary 5 – Parent Tips** | | |
| Terms 1 and 2 | Term 3 | Term 4 |
| Step 13 | Step 14 | Step 15 |
| Revision  Please revise all of the addition Learn Its.  Revision – Multiplication  Children should be able to chant the multiplication facts (and jumbled tables) from the 2, 3, 4, 5, 8 and 10 times tables and know the stations off by heart.  Although we have not yet covered the 6, 7, and 9 times table, once we get to this Step, there are actually only 6 new multiplication ‘Learn It’ facts to be learnt. This is because the other facts have been covered when the children were learning the 2, 3, 4, 5, 8 and 10 times tables.  The 6 Fact Challenge  3 new facts in 6 times table  2 new facts in the 7 times table  1 new fact in the 9 times table  The 6 Facts  6 x 6 = 36  6 x 7 = 42  7 x 7 = 49  9 x 6 = 54  9 x 7 = 63  9 x 9 = 81  Multiplication  Children should be able to chant these facts and then all of the tables from 1 – 10 quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 6 sixes? – child says 36  What are 9 sevens? – child says 63  Division Facts  Parent asks:  How many sevens make 49? – child says 7  How many sixes make 54? – child says 9 | Revision  Please continue to revise all of the addition Learn Its.  Revision - Multiplication  Children should be able to chant all the tables from 1 – 10 quickly (and jumbled table) and also know the stations off by heart.  Multiplication  X 11 Table  Children should be able to chant the full table quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 9 elevens? – child says 99  What are 4 elevens? – child says 44  Division Facts  Parent asks:  How many elevens make 121? – child says 11  How many elevens make 55? – child says 5  X 11 Table  11 x 0 = 0 11 x 6 = 66  11 x 1 = 11 11 x 7 = 77  11 x 2 = 22 11 x 8 = 88  11 x 3 = 33 11 x 9 = 99  11 x 4 = 44 11 x 10 = 110  11 x 5 = 55 11 x 11 = 121  11 x 12 = 132 | Revision  Please continue to revise all of the addition Learn Its.  Revision - Multiplication  Children should be able to chant all the tables from 1 – 11 quickly (and jumbled tables) and also know the stations off by heart.  Multiplication  X 12 Table  Children should be able to chant the full table quickly (and jumbled table) and also know the stations  Multiplication Facts  Parent asks:  What are 5 twelves? – child says 60  What are 7 twelves? – child says 84  Division Facts  Parent asks:  How many twelves make 132? – child says 11  How many twelves make 60? – child says 5  X 12 Table  12 x 0 = 0 12 x 6 = 72  12 x 1 = 12 12 x 7 = 84  12 x 2 = 24 12 x 8 = 96  12 x 3 = 36 12 x 9 = 108  12 x 4 = 48 12 x 10 = 120  12 x 5 = 60 12 x 11 = 132  12 x 12 = 144 |