Arithmetic fact fluency cards

Print at actual size. Choose a small set of items the pupil is ready to practise. Model and teach unfamiliar items before timed assessment.

For each probe, present items in a consistent format, record correct responses and errors separately, and convert totals to responses per minute when the probe is not 60 seconds. Keep accuracy and confidence in mind; never use timed practice to introduce untaught material.

Cut along the cell borders for individual cards, or use the full grid as a practice sheet. Reorder cards between sessions to reduce memorisation of positions.

Ask pupils to say the answer. Use only facts already understood and taught. These cards do not replace conceptual maths teaching.

Set 1 · Addition within 10

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

1 + 1	2 + 1	2 + 2	3 + 1
3 + 2	4 + 1	4 + 2	5 + 1
5 + 2	3 + 3	4 + 3	5 + 3
6 + 1	6 + 2	7 + 1	7 + 2
8 + 1	2 + 5	4 + 4	5 + 5

Set 2 · Subtraction within 10

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

2 – 1	3 – 1	3 – 2	4 – 1
4 – 2	5 – 1	5 – 2	5 – 3
6 – 1	6 – 2	6 – 3	7 – 1
7 – 2	7 – 3	8 – 1	8 – 2
8 – 4	9 – 1	9 – 3	10 – 5

Set 3 · 2, 5 and 10 multiplication facts

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

2 × 1	2 × 2	2 × 3	2 × 4
2 × 5	2 × 6	2 × 7	5 × 1
5 × 2	5 × 3	5 × 4	5 × 5
5 × 6	5 × 7	10 × 1	10 × 2
10 × 3	10 × 4	10 × 5	10 × 6