



King's Wood School Non-Negotiables

2022





Non Negotiables – Nursery

Count/chant to 10

Recognise numerals to 5

Count 5 objects accurately

Make a repeating pattern

Know number rhymes

To have an understanding of more/less

Non Negotiables – Foundation

Write numbers to 10

Read numbers to 20

Identify more or less to 10

Subitise to 5

Know number bonds to 10 with a visual aid



Non Negotiables – Year 1

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Pairs with a total of 10

Count in 1s

Count in 10s

Count on 1 from any given 2-digit number

-

Pairs with a total of 10

Count back in 1s from 20 to 0

Count back in 10s from 100 to 0

Count back 1 from any given 2-digit number

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Begin to count in 2s and 10s

Double numbers to 5 using fingers

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Begin to count in 2s and 10s

Find half of even numbers by sharing



Non Negotiables – Year 2

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Know pairs of numbers which make each total up to 10

Add two 1-digit numbers

Add a 1-digit number to a 2-digit number by counting on in 1s

Add 10 and small multiples of 10 to a 2-digit number by counting on in 10s

-

Know pairs of numbers which make each total up to 10

Subtract a 1-digit number from a 2-digit number by counting back in 1s

Subtract 10 and small multiples of 10 from a 2-digit number
by counting back in 10s

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Count in 2s, 5s and 10s

Begin to use and understand simple arrays

e.g. 2×4 is two lots of four

Double numbers up to 10

Double multiples of 10 to 50

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Count in 2s, 5s and 10s

Say how many rows in a given array

*e.g. How many rows of 5 are in an array of 3
 $\times 5$?*

Halve numbers to 12

Find $\frac{1}{2}$ of amounts



Non Negotiables – Year 3

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Know pairs of numbers which make each total up to 10, and which total 20

Add two 2-digit numbers by counting on in 10s and 1s

e.g. $56 + 35$ is $56 + 30$ and then add the 5

Understand simple place-value additions

e.g. $200 + 40 + 5 = 245$

Use place value to add multiples of 10 or 100

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Know pairs of numbers which make each total up to 10, and which total 20

Count up to subtract 2-digit numbers

e.g. $72 - 47$

Subtract multiples of 5 from 100 by counting up

e.g. $100 - 35$

Subtract multiples of 10 and 100

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Know by heart the $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables

Double given tables facts

Double any number up to 25 and multiples of 5 to 50 (Mental/Written)

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Know by heart the division facts derived from the $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables Halve even numbers up to 50 and multiples of 10 to 100 (Mental) Perform divisions within the tables including those with remainders

e.g. $38 \div 5$



Non Negotiables – Year 4

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Add any 2-digit numbers by partitioning or counting on

Number bonds to 20

Know pairs of multiples of 10 with a total of 100

Add 'friendly' larger numbers using knowledge of place value and number facts

Use expanded column addition to add 3-digit numbers

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Use counting up/column method with confidence to solve most subtractions, including finding complements to multiples of 100

e.g. $512 - 287$

e.g. $67 + _ = 100$

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Know by heart multiplication tables up to $10 \times$

10

Multiply whole numbers by 10 and 100

Use the grid method/column method to multiply a 2-digit or a 3-digit number by a number ≤ 6

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Know by heart all the division facts up to

$100 \div 10$

Divide whole numbers by 10 and 100 to give whole number answers or answers with 1 decimal place

Perform divisions just above the 10th multiple using the written layout and understanding how to give a remainder as a whole number Find unit fractions of amounts



Non Negotiables – Year 5

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Add numbers with only 2 digits which are not zeros

e.g. $3 \cdot 4 + 5 \cdot 8$

Derive swiftly and without any difficulty number bonds to 100

Add 'friendly' large numbers using knowledge of place value and number facts

Use expanded column addition to add pairs of 4- and 5-digit numbers

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Derive swiftly and without difficulty number bonds to 100

Use counting up with confidence to solve most subtractions, including finding complements to multiples of 1000

e.g. $3000 - 2387$

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Know multiplication tables to 11×11

Multiply whole numbers and 1-place decimals by 10, 100 and 1000

Use knowledge of factors as aids to mental multiplication

e.g. 13×6 is double 13×3

e.g. 23×5 is $1/2$ of 23×10

Use the grid method to multiply numbers with up to 4 digits by 1-digit numbers

Use the grid method to multiply 2-digit numbers by 2-digit numbers

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Know by heart division facts up to $121 \div 11$

Divide whole numbers by 10, 100 or 1000 to give answers with up to 1 decimal place

Use doubling and halving as mental division strategies

Use an efficient written method to divide numbers ≤ 1000 by 1-digit numbers Find unit fractions of 2- and 3-digit numbers



Non Negotiables – Year 6

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Derive, swiftly and without difficulty, number bonds to 100

Use place value and number facts to add 'friendly' large or decimal numbers e.g.

$$3.4 + 6.6$$

$$\text{e.g. } 26\,000 + 54\,000$$

Use column addition to add numbers with up to 4-digits

Use column addition to add pairs of 2-place decimal numbers

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Use number bonds to 100 to perform mental subtraction of numbers up to 1000 by complementary addition

$$\text{e.g. } 1000 - 654 \text{ as } 46 + 300 \text{ in our heads}$$

Use complementary addition for subtraction of integers up to 10 000

$$\text{e.g. } 2504 - 1878$$

Use complementary addition for subtractions of 1-place decimal numbers and amounts of money e.g. £7.30 – £3.55

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Know by heart all the multiplication facts up to

$$12 \times 12$$

Multiply whole numbers and 1- and 2-place decimals by 10, 100 and 1000

Use an efficient written method to multiply a

1-digit or a teen number by a number with up to 4 digits by partitioning (grid method)

Multiply a 1-place decimal number up to 10 by a number ≤ 100 using the grid method

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Know by heart all the division facts up to

$$144 \div 12$$

Divide whole numbers by 10, 100, 1000 to give whole number answers or answers with up to 2 decimal places

Use an efficient written method, involving subtracting powers of 10 times the divisor, to divide any number of up to 1000 by a number ≤ 12

$$\text{e.g. } 836 \div 11 \text{ as } 836 - 770 (70 \times 11) \text{ leaving } 66 \text{ which is } 6 \times 11, \text{ giving the answer } 76$$