**Basic Skills and Non-Negotiables in Maths**

**Non-negotiables in a nutshell**

The non-negotiables are designed to:

1. Identify the essential skills that children need to become confident with, i.e. be able to demonstrate in independent tasks and be able to apply in other contexts.

2. Unblock learning, i.e. to keep teachers focused on the essential skills rather than coverage at the expense of progress.

3. Unlock learning and progress.

**Aims of the Non-Negotiables**

• To provide a simple, no-nonsense digest of key information for teachers.

• To share basic expectations.

• To provide a framework for pitching the content of interventions to ‘unblock’ learning.

• To help maintain a keen focus on those basics which most decisively influence children’s

progress and outcomes.

• To help teachers interweave basic skills through all areas of the curriculum

• To ensure it is clear about the basic skills which need to permeate all aspects

of the classroom, i.e. to spread through language, modelling, interactions, display, etc.

• To help assess how ‘on-track’ children are to hit their aspirational targets

**Summary**

1. You are aiming for the vast majority of the children in each cohort to show evidence of secure basic skills in order to unblock learning and accelerate progress.

2. With these building blocks in place the children will be in a strong position to apply these in a range of exciting contexts.

**How to use the non-negotiables**

Each child will have a copy of the non-negotiables to be kept in class assessment folders. This non-negotiable document will follow through each year group with the child.

 The non-negotiable objectives will be assessed half termly by pupil (where appropriate) and teacher. Along with summative assessments, this will form teacher judgement as to whether a child is ‘on track’ and highlight gaps.

When an objective has been achieved, please identify the half term in which it was reached e.g AU1 (Autumn 1), SP2 (Spring 2), SU1 (Summer 1)

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Reception Maths Non-Negotiables

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| **I can…** |
| Count to 10 |
| Order numbers 10 |
| Give 1 more than numbers up to 10 |
| Give 1 less than numbers up to 10 |
| Add single digit numbers within 10  |
| Subtract single digit numbers within 10 |
| Subitize (recognise numbers without counting) up to 5 |
| Automatically recognise number bonds to 5 and some number bonds to 10 including double facts |
| Verbally count beyond 20, recognising the pattern of the counting system |



Year 1 Maths Non-Negotiables

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| **I can…** |
| Count both forwards and backwards within 100  |
| Read and write numerals up to 100 |
| Give 1 more and 1 less  |
| Compare and order numbers to 20 using < (less than), > (greater than) and = (equal to) |
| Recall number bonds to 10  |
| Recall odd and even numbers |
| Count in 2s, 5s and 10s |
| Know the symbols + - and = and add and subtract numbers within 20.  |
| Recognise 2d and 3d shapes |
| Find ½ and ¼ of an object, shape or number |

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Year 2 Maths Non-Negotiables

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| **I can…** |
| Read and write numbers up to 100 |
| Recognise the place value of any two-digit numbers and be able to partition using standard and non-standard partitioning |
| Compare and order numbers up to 100 using < (less than), > (greater than) and = (equal to) |
| Give 10 more and 10 less than any number within 100 |
| Know my 2, 5 and 10 times tables and related division facts |
| \*Read scales with intervals of 2, 5 and 10 when all numbers are given |
| Add and subtract two digit numbers within 10 |
| Describe and compare 2d and 3d shapes |
| \*I know the value of coins and can make a given amount |
| \*I can find, name and write 1/3 ¼ 2/4 and ¾ of an object, shape or number |
| \*I can tell the time to the nearest 15 minutes |

\*Included due to TAF

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Year 3 Maths Non-Negotiables

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| **I can…** |
| Read and write numbers up to 1000  |
| Recognise the place value of any three-digit numbers and be able to partition using standard and non-standard partitioning |
| Give 10 more/less and 100 more/less than any 3 digit number |
| Compare and order numbers up to 1000 using < (less than), > (greater than) and = (equal to) |
| Identify the previous and next multiple of 10 and 100 |
| Read scales / number lines marked in multiples of 100 |
| Recall 2, 5, 10, 4 and 8 times tables including division facts |
| Add and subtract 3-digit numbers including bridging tens.  |
| Multiply and divide whole numbers by 10, 100 and 1000 |
| Find unit fractions using known division facts (2,5,10,4 and 8)  |
| Compare, order and add fractions with the same denominator |
| Recognise right angles as a property of shape, a description of a turn and identify right angles in 2d shapes presented in different orientations |
| Identify parallel and perpendicular lines |
| Draw polygons by joining marked points |

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Year 4 Maths Non-Negotiables

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| **I can…** |
| Recognise the place value of any four-digit numbers and be able to partition using standard and non-standard partitioning |
| Compare and order four-digit numbers using < (less than), > (greater than) and = (equal to) |
| Give 10, 100 and 1000 more or less than any four digit numbers |
| Multiply and divide numbers by 10 and 100 |
| Round any number to the nearest 10, 100 and 1000 |
| Recall all times table facts up to 12 x 12 and related division facts |
| Divide two digit numbers by one digit and use remainders where required |
| Add and subtract fractions with the same denominator including bridging whole |
| Order and compare mixed number fractions |
| Covert mixed number fractions and improper fractions and vice versa. |
| I can count in hundredths  |
| Draw polygons specified by co ordinates and translate within first quadrant |
| Identify lines of symmetry in 2d shapes presented in different orientations and reflect shapes in a line of symmetry |
| Identify regular polygons and be able to find perimeter of regular and irregular polygons.  |
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Year 5 Maths Non-Negotiables

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| **I can…** |
| Recognise the place value of any numbers up to one million and be able to partition these numbers using standard and non standard partitioning. |
| Compare and order any numbers up to two decimal places  |
| To know prime numbers. |
| Be able to round decimal numbers to the nearest whole and nearest 0.1 |
| Convert between units of measure including using common decimals and fractions |
| Multiply and divide numbers with two decimal places by 10,100 and 1000. |
| Multiply and divide four digit numbers by one digit number and use remainders. |
| Know all times tables up to 12 x 12 (as from year 4 onwards. Do we need to include?). |
| To identify all factors and multiples. |
| Find non-unit fractions of quantities and find equivalent fractions |
| Recall decimal fraction equivalents of half, quarter, fifth and tenths and multiples of these. |
| Compare angles, estimate and measure in degrees and draw angles of a given size. |
| Compare areas and calculate the areas of rectangles. |
| Recognise the place value of any numbers up to one million and be able to partition these numbers using standard and non standard partitioning. |
| Compare and order any numbers up to two decimal places (not 3) |
| Be able to round decimal numbers to the nearest whole and nearest 0.1 |

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Year 6 Maths Non-Negotiables

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| **I can…** |
| Recognise the place value of any numbers up to 10 million and be able to partition these numbers using standard and non standard partitioning. |
| Order and compare numbers up to 10 million |
| Round numbers to the nearest 10,100,1000, 10,000, 100,000 and 1,000,000. |
| Multiply and divide numbers with three decimal places by 10,100 and 1000. |
| To be able to use inverse calculations. |
| Solve problems with two unknowns. |
| Solve problems including ratio relationships. |
| Recognise when fractions can be simplified and use common factors to do so. |
| To identify prime numbers.  |
| Compare fractions of different denominators including fractions greater than 1. |
| Express fractions in common denomination and use this to compare fractions. |
| Multiply four digit numbers by two digit numbers |
| Divide four digit numbers by two digit numbers with remainders when needed. |
| Know all times tables up to 12 x 12 |
| Draw, compose and decompose shapes according to given properties including dimensions, angles and area. |
| Find 10%, 25%, 50% and 75% of an amount.  |