East Stour Primary School

Reception Mental Maths Non-Negotiables Ladder

These targets should be worked on in each term. Any child who has gaps in their learning should be picked up by precision teaching or through planning. Children should be extended in each strand through practical examples or different examples to embed knowledge if they are secure of the basic concept.

Term	Mental Maths Strand Reception	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Counting in 10's, 5's and 2's			
	Know doubles to 10			
	Add and subtract two single digit numbers			
Spring	Order numbers 1-20			
	Say 1 more/1 less to 20			
	Count forwards and backwards from any number below 20.			
Autumn	Count reliably to 20.			
	Count back from 20			

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Year 1 Mental Maths Non-Negotiables Ladder

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Term	Mental Maths Strand Year One	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Number bonds to 20			
	Subtract any 1 digit number from any 2 digit number			
	Add any 1 digit number to any 2 digit number			
	Finding how many 'sets of' a smaller number make a bigger number			
	Recognise half and quarter of an object, shape or quantity			
Spring	Counting in 10's, 5's and 2's			
	Know halves of even numbers to 20			
	Know doubles to 10			
	Add and subtract 10 to a 2 digit number			
	Add 3 single digit number together			
	Use language of day, week, month and year. Tell time to hour and half past.			
Autumn	Add and subtract 1 to a 2 digit number			
	Subtract within 10			
	Adding within 10			
	Number bonds to 10			
	Add and subtract within 5			
	Subtract within 5			
	Add within 5			

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Year 2 Mental Maths Non-Negotiables Ladder

These targets should be worked on in each term. Any child who has gaps in their learning should be picked up by the precision teaching or through planning. Children should be extended in each strand through practical examples or different examples to embed knowledge if they are secure of the basic concept.

Term	Mental Maths Strand Year Two	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Begin to double two-digit numbers less than 50 with digits of 1,2,3,4 or 5			
	Double and begin to halve numbers to 40 and multiples of 10 and 100			
	Halve/Double numbers to 20			
	Relate division to grouping (how many groups of five in fifteen)			
	Tell time to five minutes, including quarter past/to			
	Recognise half, 1/3, 2/4, $\frac{3}{4}$ of a shape, quantity or object			
	Begin to count in 3's and learn the 3x table.			
Spring	Learn 2x, 5x, and 10x table (looking at lots of)			
	Double numbers up to 20			
	Using fingers, say where a given number is in the 2s, 5s or 10s count (e.g. 8 is the fourth number when I count in twos			
	Count in 2s, 5s, and 10s			
	Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up			
Autumn	Add any pair of 2 digit numbers			
	Add and subtract multiples of 10 to any give 2-digit number			
	Say 10 more/less than any number to 100			
	Add two or three single digit numbers			
	Know all the pairs of numbers to 10, 12 and pairs with total of 20			
	Count on and back in ones and tens from any given 2 – digit number			

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Year 3 Mental Maths Non-Negotiables Ladder

These targets should be worked on in each term. Any child who has gaps in their learning should be picked up by precision teaching or through planning. Children should be extended in each strand through practical examples or different examples to embed knowledge if they are secure of the basic concept.

Term	Mental Maths Strand Year Three	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Recognise fractions that add to 1. (e.g. $\frac{1}{4}$ +3/4)			
	Halve even numbers up to 100, halve add numbers to 20.			
	Double numbers up to 50			
	Partition teen numbers to multiply by a single digit number (3 x 14 as 3 x10 and (3x4)			
	Begin to learn to count in 6's, 7's and 8's. Begin to know the 6x, 7x and 8x tables			
Spring	Find 10 or 100 more/less than a given number. Count on in 50's from 0			
	Tell the time to the nearest minute using 12 and 24 hour clocks, know the number of days in a month.			
	Subtract, when appropriate, by counting back or taking away, using place value and number facts			
	Learn to count in 9's and 8's and begin to learn 9x and 8x table			
	Add and subtract pairs of 'friendly' 3 digit numbers, e.g. 230 +450			
Autumn	Use place value and number facts to add and subtract numbers			
	Subtract by counting up			
	Learn to count in 3's and 4's and know the 3x and 4x table.			
	Add and subtract any two digit numbers by counting on in 10s and 1s or by using partitioning			
	Perform place value subtractions without a struggle (536-30=506)			
	Know multiples of 10 with a total of 100			
	Know pairs with each total to 20			

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Year 4 Mental Maths Non-Negotiables Ladder

These targets should be worked on in each term. Any child who has gaps in their learning should be picked up by precision teaching or through planning. Children should be extended in each strand through practical examples or different examples to embed knowledge if they are secure of the basic concept.

Term	Mental Maths Strand Year Four	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Begin to double and halve amounts of money (£35.60 doubles = £71.20)			
	Read Roman numerals to 100			
	Count up/down in hundredths			
	Count in 7s and 9's. Know 6x and 8x tables and relevant division facts			
	Partition 2-digit numbers to multiply by a single –digit number mentally (4 x 24 as 4 x 20 and 4 x 4)			
	Use understanding of place value and number facts in mental multi and division (36 x 5 is half of 36 x 10 and 50 x 60 = 3000 or 245 ÷20 is double 245 ÷ 10)			
	Divide multiples of 100 by 1-digit numbers using division facts (3200 ÷ 8= 400)			
Spring	Read and compare and convert between analogue/digital 12/24 hr clocks.			
	Multiply mentally one digit by two digit numbers			
	Count in 6's and 8's. Know 6x and 8x tables and relevant division facts			
	Find change from £10, £20 and £50			
	Count in multiples of 25			
Autumn	Find 1000 more/less than a given number.			
	Add and subtract £1, 10p and 1p to amounts of money.			
	Know the 3x and 4x table. Apply and investigate. Know associated division facts.			
	Know by heart, quickly derive number bonds to 100 and £1			
	Add and subtract any two 2 digit numbers by partitioning or counting on			

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Year 5 Mental Maths Non-Negotiables Ladder

These targets should be worked on in each term. Any child who has gaps in their learning should be picked up by the precision teaching or through planning. Children should be extended in each strand through practical examples or different examples to embed knowledge if they are secure of the basic concept.

Term	Mental Maths Strand Year Four	Emerging (Initials)	Expected (numbers)	Exceeding (Initials)
Summer	Count up/down in thousands			
	Read Roman numerals to 1000.			
	Use knowledge of multiples and factors, test for divisibility (246 ÷ 6 = 123 ÷ 3)			
	Double and halve money by partitioning (Half of £75.40 = Half of £75 (37.50) plus half of 40p)			
	Know 7x and 9x table. Apply and extend			
Spring	Use doubling and halving as mental division/multi strategies (58 x 5 = half of 58 x 10)			
	Use knowledge of factors and multiples in multiplication e.g (43 x 6 is double 43 x 3 and 28 x 50 is half of 28 x 100 = 1400)			
	Identify all multiples and factors including finding all factor pairs.			
	Know 3x,4x,6x,8x table. Apply and extend			
	Know square numbers and square roots up to 144.			
	Recall prime numbers upto 19			
Autumn	Use place value and number facts to add two or more friendly numbers including money and decimals (e.g. 3+4+8+6+7, 0.6+0.4+0.7)			
	Add and subtract decimal numbers which are near multiples of 1 or 10 including money (e.g £6.34-1.99 or £34.59-£19.95)			
	Count in 11's and 12's and learn the 11x and 12x table			
	Add to the next 10 from a decimal number (e.g 13.6 + 6.4 =20).			
	Know number bonds to 1 and to the next whole number			