St John's C of E Infant School
Medium Term Plan – Mathematical Understanding
Term: Spring 1

Subject Area	Objective (Programme of Study)	Success Criteria (Skills)
Maths Unit B2 **2 weeks**	Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples	I can make links between repeated addition and multiplication.
	Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100	I am able to make these calculations quickly in my head.
	Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence	I can use my knowledge of number to solve problems. I am able to look for the sum behind the question.
	Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10	I can write down and work out my 2, 5 and 10 times table.
	Read and write two-digit and three-digit numbers in figures describe and extend number sequences and recognise odd and even numbers.	I can write 2 and 3 digit numbers accurately. I can follow number sequences and find the missing numbers.

Subject Area	Objective (Programme of Study)	Success Criteria (Skills)
	Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties	I know the names of 2d and 3d shapes which ever way up they are.
	Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes	I can show the reflective symmetry in 2d shapes if it is there.
Unit C2 2 weeks	Estimate, compare and measure lengths, **weights and capacities, choosing and using standard units (m, cm, kg, litre)** and suitable measuring instruments	I can measure using a selection of equipment and standard units. I am beginning to know the names of each type of standard unit.
	Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data	I can show what I have found in an organised way. I use the computer to make graphs.
	Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'	I can find information from tables and diagrams.

Subject Area	Objective (Programme of Study)	Success Criteria (Skills)
	Read the numbered divisions on a scale and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre	I can read some scales and use a ruler to draw lines to the nearest centimetre.
	Ensure everyone contributes, allocate tasks, consider alternatives and reach agreement	I can follow my own tasks when working as a member of a team to find something out.
	Begin to recognise and understand how to use the division sign.	I know that the division sign means 'shared'.
Unit D2 2 weeks	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers	I can add and subtract small numbers from bigger numbers both in my head and on paper.
	Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments	I can compare different standard measures. I can use measuring instruments.

Subject Area	Objective (Programme of Study)	Success Criteria (Skills)
	Read the numbered divisions on a scale and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimeter	I can read numbered scales I can use a ruler correctly.
	Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour	I know the relationship between units of time. I can read time to the hour/half hour/quarter hour I can calculate how many hours have passed.
	Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; **know that a right angle represents a quarter turn.** **Relate this knowledge to understanding of fractional numbers**	I can show half and quarter turns. I know what a right angle is. I can write simple fractions. I know that a fraction is a part of a whole.
	Follow and give instructions involving position, direction and movement	I can give instructions to another person.