**Unit 8: Numbers 6 to 8** **(January: Weeks 1&2)**

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| **Strand(s)> Strand unit(s)** | Number> Uses of Number; Numeration and Counting; Sets and Operations; Algebra> Pattern, Rules and Relationships |
| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop an awareness that numbers have a variety of uses; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; recognise and understand what happens when quantities (sets) are partitioned and combined. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting 1 to 8:** Recites forward to at least 10 (U&C); Recognises numbers, initially within 10 (U&C); Demonstrates an awareness of and uses numerals in personally meaningful contexts (C); Attends to numerals of significance or importance to the child (U&C); Uses appropriate strategies to find out how many (A&PS) |  | [D] Reason & Respond L1, 3–9  [C] Counting Objects L1  [C] Number Table L1  [P] Story: ‘Snow White’ L1  [C] Sound of a Number L2  [C] Making Sets L2  [P] Book: *How to Catch a Rainbow* L2  [C] Making Sets and Matching Numerals (0−8) L3  [P] Number Bingo 3 L3  [P] Book: *Suzie the Eight-Legged Painter* L3  [D] Quick Images L4  [C] Consolidation of Number L4  [C] Composition of Number L5–6  [C] Making Equivalent and Non-equivalent Sets L7  [C] Ordering Numerals and Sets L8  [D] Jay’s Soccer Practice Game L8  [P] Book: *Six-Dinner Sid* L8  [D] Number Formation 0 to 8  [C] Making Numerals L9  [P] Book: *One Mole Digging a Hole* L9  **Print resources**  Pupil’s Book pages 43–48 Home/School Links Book page xx PCM xx | **Intuitive Assessment:**  responding to emerging misconceptions  **Planned Interactions:**  responding to insights gleaned from children’s responses to learning experiences  **Assessment Events**: information gathered from completion of the unit assessment in the Progress Assessment Booklet page xx |
| **2** | **Making Sets (0−8):** Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games (C); Participates in activities that involve communicating about number (U&C); Uses ideas about number and quantity to communicate with others (C); Explores how numbers are used for counting and that the last number in the count indicates the quantity of objects in a set (U&C) |  |
| **3** | **Matching Numerals to Sets (0−8):** Recognises that objects and symbols can represent numbers (U&C); Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS); Selects and uses appropriate materials to make a variety of sets for a given number (A&PS); Sorts, groups and arranges materials according to criteria (R); Establishes that zero, as a numeral, represents nothing/none in terms of quantity (R) |  |
| **4** | **Consolidation of Number (0−8):** Explores how the layout of or size of elements in a set has no effect on the overall total (conservation of number) (U&C); Subitises (looks at a group of objects and realises how many there are, without counting) number of objects in a set (U&C) |  |
| **5** | **Composition of Number (1−8):** Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 8, while developing a sense of each number (R) |  |
| **6** | **Extending Composition of Number (1−8):** Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number (R) |  |
| **7** | **Equivalent and Non-equivalent Sets (0−8):** Shows an understanding of differences in value (U&C); Uses comparative language (more, less, same) to compare sets to at least 10 (C); Uses appropriate gestures and words to convey and make comparisons (C); Identifies, recognises and estimates more or less in the real-life context and/or play (R) |  |
| **8** | **Ordering Numerals and Sets (1−8):** Orders numerals up to at least 10 (U&C); Orders sets without counting and checks by counting (R); Explains ordinality using the language of after, before and in-between (C) |  |
| **9** | **Writing Numbers 0 to 8:** Makes numerals creatively (C); Discusses, draws and writes representations of numbers 1−8, using manipulatives (C); Explores the use of number and plays games to raise awareness of number in their environment (A&PS); Notices and recognises the use of numerals as labels in the context of home, the classroom and the school environment (U&C) |  |
| **10** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |
|  | **Additional Notes:** |  |  |  |

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| **Key**: **Elements**: (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil**: please tick when you have completed the focus of learning. **Learning Experiences**: [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |