**Unit 1: Numbers to 30 (September: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Numeration and Counting; Place Value and Base Ten; Sets and Operations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to demonstrate proficiency in using and applying different counting strategies; understand that digits have different values depending on their place or position in a number; use estimation to quickly determine number values and number calculations; select, make use of and represent a range of addition and subtraction strategies. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting to 20:** Estimates the number of objects in a set from 0–20 (R); Demonstrates an ability to estimate various arrangements or models of numbers to 20 (U&C); Counts to at least 20, counting fluently across decade (U&C); Explains and justifies choices of counting and calculation strategies used and compares with the choices of others (C) |  | [C][D] Digital activity: Give the Dog a Bone! L1[C] The Sound of a Number L1, 6[C] Think-Pair-Share L1, 4, 5 | **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 pages 8–9 |
| **2** | **Counting to 30:** Counts to at least 30, counting fluently across the decades (U&C) |  | [C] Game: Win 20! L1 |
|  |  | [C] Number Path Stacks L1–2 |
|  |  | [D] Quick Images L1–2 |
|  |  | [D] Write-Hide-Show L1–2[D] Choral Counting L2[C] Game: Win 30! L2 |
| **3** | **Counting in 2s and 5s:** Skip counts multiples of twos and fives from a given multiple using verbal, concrete and pictorial supports (U&C); Uses skip counting to extend number patterns (A&PS) |  |
|  |  | [D] [C] Game: Move with Monty L3, 5 |
| **4** | **Representing Numbers:** Models and represents numbers up to 30 using appropriate models (For example: diagrams or concrete materials) (C) |  | [D] Notice & Wonder L3–4, 6[D] Reason & Respond L3–5 |
|  |  | [C] I Have... Who Has... ? L4 |
|  |  | [C] Representing 2-digit numbers L4[D] [C] Secret Number L5[C] More and Less L6[C] Grab L6 |
| **5** | **Tens and Ones:** Composes and decomposes the structure of 2-digit whole numbers up to 30 (U&C); Identifies place value in 2-digit whole numbers up to at least 99, including zero as a placeholder (U&C); Models and represents 2-digit numbers in terms of tens and ones up to 30 (C) |  |
| **6** | **Comparing and Ordering:** Compares two 2-digit numbers and represents the relationship between these numbers by selecting and using relational symbols and language (U&C); Orders 2-digit numbers (For example: from least to most, most to least) (R) |  | **Print resources**Pupil’s Book pages 6–12 |
|  |  | Home/School Links Book pages 6–7PCMs 3, 4, 5, 6, 7 |
| **7** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |
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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. |