**Unit 3: Fractions (October: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Fractions. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to recognise and name fractions according to their part-whole relationships; explore the concept of equivalence in terms of simple fractions; 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** | **Whole and Parts:** Makes explicit connections between the parts that make up one whole (U&C) |  | [C] Hokey Pokey L1 | **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 10–11 |
|  |  | [P][C] The Whole Pizza L1 |
|  |  | [C] Reason & Respond L2, 3, 6, 7  [C] Role Play L2  [C] Build it; Sketch it; Write it L2, 5, 7 |
| **2** | **A Fair Share:** Demonstrates understanding that the greater the number of portions of a whole, the smaller the size of each equal share (R) |  |
|  |  | [C] I Do, We Do, You Do L3  [D] Think-Pair-Share L3, 6, 7  [D] Notice & Wonder L6, 7 |
| **3** | **Halves and Quarters:** Investigates halves and quarters of different geometric shapes (A&PS); Represents and records understanding of halves and quarters using manipulatives, pictorially or by using symbols (C); Explains unit fractions as one part of a whole (C) |  |
|  |  | [C] What Shape Am I? L5  [C] Fraction Stations L5  [C] Huggy L5 |
| **4** | **Fraction Stations:** Represents and records understanding of halves and quarters using manipulatives, pictorially or by using symbols (C); Partitions an array of shapes into two and four equal parts (R) |  |
|  |  | [D] Three-Act Task L5 |
| **5** | **Halving Sets:** Establishes and identifies half of sets up to at least 20 (U&C) |  | [C] Choral Counting L6 |
|  |  | **Print resources** |
| **6** | **Half Price:** Establishes and identifies half of sets up to at least 20 (U&C) |  | Pupil’s Book pages 20–25 |
|  |  | Home/School Links Book pages 10–11 |
|  |  | PCMs 1, 8, 12, 13, 14, 15 |
| **7** | **Quarters of Sets:** Partitions an array of objects or a shape into four equal shares (R); Represents and records understanding of quarters using manipulatives, pictorially or by using symbols (C) |  |  |
| **8** | **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. |