**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 6–7  PCMs 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. |

**Unit 2: Addition and Subtraction 1 (September: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting; Place Value and Base Ten. Algebra > Expressions and Equations; Patterns, Rules and Relationships. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to 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** | **Bonds of 10:** Fluently recalls addition and subtraction facts [bonds] to at least 10 (C); Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  | [D] Give the Dog a Bone! L1, 5  [C] Build it; Sketch it; Write it L1, 5, 7, 8 | **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 9–10 |
|  |  | [D] Notice & Wonder L1, 3, 6, 8  [D] [C] Think-Pair-Share L1, 2, 3, 4, 5,  [D] Reason & Respond L1, 3, 4, 5, 6, 8 |
| **2** | **Turnaround Facts:** Begins to explore the commutative property of addition (we can swap the order of the numbers being added and still get the same total) (U&C); Demonstrates, justifies, explains and argues the commutative property in relation to addition facts (R) |  |
|  |  | [C] The Sound of a Number: Bonds of 10 L2  [D] Would This Work? L2 |
| **3** | **Doubles:** Explores doubles as an approach to support calculation strategies (U&C) |  |
|  |  | [D] Turnaround! L2 |
|  |  | [C] Write-Hide-Show L3 |
| **4** | **Near Doubles:** Explores near doubles as an approach to support calculation strategies (U&C); Uses knowledge of simple fact groups (doubles and 10) to develop more calculation strategies (near doubling) (R) |  |
|  |  | [D] What Number Am I? L4, 7 |
| **5** | **Subtraction as Take Away:** Uses a range of strategies to subtract mentally up to at least 10 (A&PS); Uses the minus symbol (–) to convey subtraction (C) |  | [C] Game: Take Away L5  [D] Move with Monty L6 |
|  |  | [C] Game: Towers Take Away L6 |
| **6** | **Adding and Subtracting 0, 1 and 2:** Explores and uses the zero property when performing calculations (U&C); Jumps forwards/backwards on a number line to begin to express addition and subtraction (C) |  | [C] Arrow Cards L7  [C] I Do, We Do, You Do L7 |
| **7** | **Adding and Subtracting 10:** Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  | **Print resources**  Pupil’s Book pages 13–19  Home/School Links Book pages 8–9 PCMs 8, 9, 10, 11 |
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| **8** | **Adding Using Friendly Facts:** Uses knowledge of simple fact groups [doubles, bonds of 10] to develop more calculation strategies (adding three numbers) (R) |  |
| **9** | **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. |

**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. |

**Unit 4: Data 1 (October: Week 3)**

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| **Strand(s) > Strand Unit(s)** | Data and Chance > Data. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to pose questions of interest, record and use data as evidence to answer those questions and communicate the findings. |

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| **Lesson** | **Focus of learning (with Elements)** | **CM** | **Learning experiences** | **Assessment** |
| **1** | **Tallies:** Explores and recognises different ways of collecting and representing data (U&C); Uses simple tallying for recording of data (U&C) |  | [D] Reason & Respond L1, L3  [D] Write-Hide-Show L1  [C] Maths Trail L1  [C] The Sound of a Number L2  [C] Think-Pair-Share L2, 3  [D] Quick Images L3  [D] Choral Counting L4  [D] Notice & Wonder L4 | **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 12 |
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| **2** | **Surveys:** Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (C) |  |
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| **3** | **Symbols:** Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) (C); Recognises that data symbols hold and/or represent information or numerical value (U&C) |  | **Print resources**  Pupil’s Book pages 26–29 |
|  |  | Home/School Links Book page 12 |
|  |  | PCMs 16, 17, 18 |
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| **4** | **Pictograms:** Recognises that data symbols hold and/or represent information or numerical value (U&C); Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) (C) |  |
| **5** | **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. |