**Unit 1: Numbers to 100 (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:** Uses strategies to estimate and count quantities within at least 100 (R); Describes strategies used to count (C) |  | [D] Choral Counting L1–3  [D] Three-Act Task L1  [D] Notice & Wonder L2, 4 [D] Think-Pair-Share L2, 5–6 [D] Reason & Respond L2–7  [D] Would This Work? L3, 4, 5  [C] Build it; Sketch it; Write it L3, 4  [D] Quick Images L4, 5  [D] Write-Hide-Show L4–7  [D] Reason & Respond, with Think-Pair- Share L5  [C] Game: Win Big (or Less Is Best) L5  [C] Board activity: >, < or =? L6  [D] Concept Cartoon L6  [C] Rounding with Number Lines L6  [C] Number Hunts L7  **Print resources**  Pupil’s Book pages 6–12 Home/School Links Book pages 6–7 PCM 4 | **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 Groups:** Practises repeated addition and group or skip counting (U&C); Uses number lines, benchmark numbers (2s, 10s and 5s), and patterns to count forwards and backwards (A&PS) |  |
| **3** | **Representing Numbers:** Represents numbers up to 100 using different models, illustrations and number expressions (C) |  |
| **4** | **Tens and Ones:** Demonstrates an ability to estimate various arrangements or models of numbers to 99 (U&C); Composes and decomposes the structure of two-digit whole numbers (U&C) |  |
| **5** | **Comparing and Ordering Numbers:** Compares two 2-digit numbers and equivalent and non-equivalent sets and represents the relationship between these numbers/sets using symbols and language (For example: <, >, and =) (U&C) (C); Orders two-digit numbers (R) |  |
| **6** | **Estimating Numbers:** Rounds numbers to the nearest ten (R) |  |
| **7** | **Number Hunts:** Identifies and recognises two-digit numbers in the environment (U&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 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; 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; interpret the meaning of symbols or pictures in number sentences; identify and express relationships in patterns, including growing or shrinking shape patterns and number sequence. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Fact Families:** Translates verbal problems involving addition and subtraction into pictorial representations and/or written number sentences (and vice versa) (C); Constructs number sentences and number stories to solve problems involving addition and subtraction (A&PS); Begins to explore alternative ways of expressing number sentences (U&C) |  | [D] Notice and Wonder L1, 3  [D] Think-Pair-Share L1–4, 7  [D] Reason and Respond L1, 3–5  [D] Write-Hide-Show L1–8  [D] Would This Work? L1, 4–8  [C] Build it; Sketch it; Write it L1–8  [D] Quick Images L2–5  [D] Concept Cartoon L2, 4  [C] Turnaround and Inverse L2  [C] Branching Bonds and Number Sentences L2  [C] Game: Add Snap L4  [D] Number Strings L6–8  [C] Two Truths and a Lie L6  **Print resources**  Pupil’s Book pages 13–19 Home/School Links Book page 8–9 PCMs 5, 6 | **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 |
| **2** | **Turnaround and Inverse:** Demonstrates and justifies that addition is commutative (we can swap the order of the numbers being added and still get the same total), but subtraction is not (R); Explores and describes the inverse relationship between addition and subtraction (U&C) |  |
| **3** | **Doubles, Near Doubles and In-between Doubles:** Explores a range of approaches (e.g. doubles) to support calculation strategies (U&C); Recognises and describes patterns that emerge in the addition of odd/even numbers (C) |  |
| **4** | **Friendly Facts:** Identifies simpler fact groups (U&C); Applies and justifies the zero property to support calculations (R); Draws from patterns and properties to determine unknown number facts from core facts (A&PS) |  |
| **5** | **Different Types of Subtraction:** Begins to recognise and use different representations of subtraction, i.e. removal/take away, comparison/difference and complementary addition (U&C) |  |
| **6** | **Checking Calculations:** Checks addition and subtraction calculations, using a range of strategies, including inverse operations, reasonableness, and known facts (U&C) |  |
| **7** | **Adding Three One-Digit Numbers:** Applies and justifies the associative property to support calculations (R) Applies knowledge of ‘friendly’ facts (doubles, bonds of 10, etc.) to perform computations efficiently (R) |  |
| **8** | **Related Facts:** Draws from patterns and properties to derive unknown number facts from core facts (e.g. multiples of 10) (A&PS); Solves problems using known number and property facts and knowledge of mental strategies involving multiples of ten, up to 100 (A&PS) |  |
| **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; Numeration and Counting. |

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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 |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Whole and Parts:** Articulates and shares prior understanding of sharing and fractions (C); Recognises and identifies whole and parts, equal and unequal parts (U&C) |  | [D] Notice & Wonder L1, 3, 6  [D] Think-Pair-Share L1, 3, 4  [D] Reason & Respond L1–3, 6 [C] Equal Parts of Squares L1 **D** [D] Quick Images L3–5  [D] Write-Hide-Show L3–5  [C] Build it; Sketch it; Write it L3–6  [D] Concept Cartoon L4  [C] Game: Who Has More? L4  [D] Would This Work? L5  [C] Halving and Quartering Numbers to 20 L5  [D] Three-Act Task L6  [D] Choral Counting L6  **Print resources**  Pupil’s Book pages 20–25 Home/School Links Book pages 10–11 PCMs 7, 8, 9, 10, 11, 12 | **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 11 |
| **2** | **Halves and Quarters:** Establishes and identifies a half/quarter as one of two/four equal parts of a whole object, shape or length (U&C); Uses the appropriate fraction name and fractional notation (C) |  |
| **3** | **Same Value, Different Appearance:** Discusses and explains the relationship between ‘related fractions’ halves and quarters (fraction families) (C); Explores the concept of equivalence between halves and quarters (U&C); Explores different models to demonstrate understanding of simple equivalent fractions (C) |  |
| **4** | **Comparing and Ordering:** Compares and orders fractions (R); Justifies the ordering of fractions and whole numbers along a number line (R) |  |
| **5** | **Halves and Quarters of Sets:** Establishes and identifies halves and quarters of amounts/sets (U&C) |  |
| **6** | **Counting in Halves and Quarters:** Explains multiple fractions as more than one part of a whole (C); Counts combinations of wholes and parts (U&C); Counts with fractional parts forwards and backwards (U&C) |  |
| **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 4: Data 1 (October: Week 7)**

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| **Strand(s) > Strand Unit(s)** | Data and Chance > Data. Number > Numeration and Counting; Sets and Operations. Algebra > Expressions and Equations. |

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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** | **Odds and Evens:** Represents and displays data using tally charts, and interprets results and draws conclusions (C); Compares two data values and/or samples involving themselves (A&PS) |  | [D] Quick Images L1  [D] Write-Hide-Show L1  [D] Three-Act Task L1  [C] Walking Survey L2  [D] Notice & Wonder L2, 3  [D] Reason & Respond L2–4 [D] Choral Counting L3  [D] Think-Pair-Share L2–4  [D] Build it; Sketch it; Write it L4  **Print resources**  Pupil’s Book pages 26–29 Home/School Links Book page 12 PCMs 13, 14 | **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 |
| **2** | **Pictograms:** Represents and displays data, using pictograms, and interprets results and draws conclusions (C); Critically analyses the nature and objectivity of simple data sets (R) |  |
| **3** | **Multiple Values:** Recognises and identifies where data symbols represent multiple values (U&C); Designs symbols to represent multiple information or values on a data display (C) |  |
| **4** | **Data Investigation:** Applies an investigative cycle of problem-posing, planning, data gathering, representation, analysis and conclusion (A&PS); Checks and evaluates the accuracy and reasonableness  of own methods of data collection and representations (R); Refines own methods (R) |  |
| **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. |

**Unit 5: Time 1 (November: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Measures > Time. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to understand how time is measured, expressed and represented; explore equivalent expressions of time. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Units of Time:** Articulates and shares prior understanding of time concepts and vocabulary (U&C); Identifies, compares and sequences units of time (R); Identifies and matches equivalent units of time (R) |  | [D] Notice & Wonder L1–3, 5  [D] Think-Pair-Share L1–3, 5  [D] Reason & Respond L1–6  [D] Write-Hide-Show L1–6  [D] Would This Work? L2  [P][C] Create a Calendar L3  [P][C] Game: Calendar Game L3  [P] Game: Measures of Time Bingo L4  [D] Quick Images L5–6  **Print resources**  Pupil’s Book pages 32–37 Home/School Links Book pages 14–15  PCMs 15, 16, 17, 18, 19, 20, 21, 22 | **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 13–14 |
| **2** | **Measuring Time:** Estimates and compares lengths of elapsed time (R); Selects and uses appropriate timers for specific purposes (A&PS) |  |
| **3** | **Calendars:** Reads day, date and month, using a calendar, and identifies the season (C); Investigates and discusses calendar patterns and characteristics of months and seasons (R); Analyses and creates calendars (A&PS) |  |
| **4** | **O’Clock and Half Past:** Recognises and expresses time in hours and half hours on analogue and digital clocks (U&C); Reads and records time in one-hour and half-hour intervals on analogue and digital clocks (C); Recognises the significance of the hour hand (analogue) (U&C) |  |
| **5** | **Quarter Past:** Recognises and expresses time in quarter hours on analogue and digital clocks (U&C); Reads and records time in quarter-hour intervals on analogue and digital clocks (C) |  |
| **6** | **Quarter To:** Recognises and expresses time in quarter hours on analogue and digital clocks (U&C); Reads and records time in quarter-hour intervals on analogue and digital clocks (C) |  |
| **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 6 Shape (November: Weeks 3&4)**

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| **Strand(s) > Strand unit(s)** | Shape and Space > Shape. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to examine, categorise and model 3-D and 2-D shapes |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Shape Collections:** Creates collections or families of shapes based on common properties (U&C); Conjectures and justifies about whether an unfamiliar shape belongs to a certain category (R) |  | [D] Notice & Wonder L1  [D] Think-Pair-Share L1, 3, 5–8  [D] Reason & Respond L1–8  [D] Write-Hide-Show L1–2, 4, 6–7  [C] Build it; Sketch it; Write it L1  [C] Sorting Shapes L2  [C] Sensory (‘Feely’) Bag L2  [C] Making 2-D Shapes L3  [C] Making 2-D Shapes with  Geoboards L3  [C] Drawing 2-D Shapes L3  [C] Sorting 2-D Shapes L4  [D] Concept Cartoon L5, 7  [C] Quartering the Square L5  [D] Would This Work? L5  [C] Shape Stations L5, 8  [C] Sorting 3-D Shapes L6  [C] Roll, Stack or Slide? L6  [C] Drawing Around 3-D Shapes L7  [C] [P] Recording Faces, Edges and Vertices L7  **Print resources**  Pupil’s Book pages 38–44 Home/School Links Book pages 16–17 PCMs 23, 24 | **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 14–15 |
| **2** | **Properties of 2-D Shapes:** Recognises and names 2-D shapes, including hexagon, parallelogram (U&C); Describes the key differences and similarities of 2-D shapes according to their properties (C) |  |
| **3** | **2-D Shapes: Sides and Vertices (Corners):** Describes the key differences and similarities between 2-D shapes according to their sides and vertices (C); Models 2-D shapes using materials or through drawings (U&C) |  |
| **4** | **Classifying 2-D Shapes:** Represents classification of 2-D shapes according to common properties using tables or diagrams (C) |  |
| **5** | **Shapes in Shapes:** Combines and partitions 2-D shapes (A&PS); Solves problems requiring the greatest or least number of 2-D shapes needed to compose a larger 2-D shape in a variety of ways (A&PS); Solves tasks and problems involving technology/virtual manipulatives (A&PS) |  |
| **6** | **Classifying 3-D Shapes:** Recognises and names 3-D shapes, including pyramid (U&C); Analyses the relationships between properties and capabilities in families of shapes (U&C) |  |
| **7** | **3-D Shapes: Faces, Edges and Vertices:** Describes the key differences and similarities of 3-D shapes according to their faces, edges and vertices (C) |  |
| **8** | **Constructing and Deconstructing 3-D Shapes:** Dissects and/or constructs 3-D shapes using modelling materials (U&C) |  |
| **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 7: Numbers to 200 (December: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Numeration and Counting. |

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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 |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting:** Uses strategies to estimate and count quantities within at least 200 (R); Describes strategies used to count (C) |  | [D] Choral Counting L1–3  [D] Notice & Wonder L1  [D] Think-Pair-Share L1, 3, 5–6  [D][P] Three-Act Task L1  [D] Reason & Respond L1–7  [D] Write-Hide-Show L2, 4–7  [D][C] Would This Work? L3–5  [C] Estimating L2  [D] Build it; Sketch it; Write it L3–4  [D] Quick Images L4–5  [C] Games Bank L5  [D] Concept Cartoon L6  [C] I Do, We Do, You Do L6  [C] [P] Number Hunt in a Toy Catalogue L7  **Print resources**  Pupil’s Book pages 45–51 Home/School Links Book pages 18–19 PCM 25 | **Intuitive Assessment:** |
| responding to  emerging  misconceptions |
| **2** | **Counting Groups:** Practises repeated addition and group or skip counting (U&C)*;* Uses number lines, benchmark numbers (2s, 10s, 5s and 20s), and patterns to count forward and backwards (A&PS) |  |
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| **3** | **Representing Numbers:** Represents numbers using different models, illustrations and number expressions (C) |  |  |
| **Planned Interactions:** |
| responding to insights |
| gleaned from  children’s responses to learning experiences |
| **4** | **Hundreds, Tens and Ones:** Demonstrates an ability to estimate various arrangements or models of numbers to 199 (U&C); Composes and decomposes the structure of 3-digit whole numbers up to at least 199 (U&C)*;* Identifies place value in 3-digit whole numbers up to at least 199, including zero as a placeholder (U&C) |  |
| **5** | **Comparing and Order Numbers:** Compares two 3-digit numbers up to at least 199, and represents the relationship between these numbers using symbols and language (e.g. <, > and =) (U&C); Compares and records equivalent and non-equivalent sets up to 99 using <, > and = (U&C) (C); Orders 3-digit numbers up to at least 199 (R) |  |
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| **6** | **Estimating Numbers:** Rounds numbers to the nearest ten and/or hundred (R) |  | **Assessment Events:** |
| information gathered |
| from completion of the unit assessment in |
| **7** | **Number Hunts:** Identifies and recognises numbers up to 200 in the environment (U&C) |  |
| the Progress |
| Assessment Booklet  pages 15–16 |
| **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 8: Addition and Subtraction 2 (January Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting. Algebra > Expressions and Equations; Pattern, 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** | **Adding and Subtracting Ones:** Explores addition and subtraction of ones, without renaming, within 100 (U&C); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  | [C] Reason & Respond L1–3  [D] Notice & Wonder L1  [D] Think-Pair-Share L1, 7  [D] Write-Hide-Show L1–5, 7  [D] Would This Work? L1–6  [D][C]Build it; Sketch it; Write it L1–7  [C] Choral Counting L2–3  [C] Game: Ping-pong Number Bonds of 10 L4  [D]Number Strings L4–5, 7  [C] I Do, We Do, You Do L5, 7  [C] Game: Ping-pong Number Bonds of 100 L6  [D] Concept Cartoon L7  **Print resources**  Pupil’s Book pages 54–60 Home/School Links Book page 22 PCM 25 | **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 17 |
| **2** | **Adding and Subtracting Tens:** Explores addition and subtraction of tens, without renaming, within 100 (U&C); Establishes the relationship between numbers and their position in a 100 square (R); Applies the zero property to support calculations and justifies with proof(s) (R) |  |
| **3** | **Adding and Subtracting Two Two-digit Numbers:** Explores addition and subtraction of two two-digit numbers (without renaming, within 100) (U&C); Develops strategies for efficient computation of addition and subtraction of two two-digit numbers (R) |  |
| **4** | **Adding − Making Tens:** Uses 10 (and/or multiples of 10) as a base when adding through ten (U&C); Uses number lines and benchmark numbers to add (A&PS); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **5** | **Adding with Renaming Ones as Tens:** Explores addition, with renaming ones as tens, within 100 (U&C); Develops strategies for efficient computation of addition of ones (R) |  |
| **6** | **Adding with Renaming Tens as Hundreds:** Explores addition with renaming tens as hundreds (U&C); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **7** | **Adding Three Numbers:** Applies the associative property to support calculations and justifies with proof(s) (R) |  |
| **8** | **Review and Reflection:** 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. |