**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. |