**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. |