

Junior Infants *Maths and Me* Progression Continua Overview

This document outlines the Learning Experiences for each of the Strand Units for progression milestones (b) and (c), and where they are covered in *Maths and Me*. Note, progression milestone (c) has been split between Junior and Senior Infants in *Maths and Me*.

Algebra > Patterns, Rules and Relationships

Learning Experiences in Progression Continua (b) & (c)	<i>Maths and Me</i> Junior Infants
b. Participates in situations involving sequenced sounds, actions and movements. (U&C)	Unit 13 Patterns, Lesson 1, 2
b. Discovers patterns in the environment. (U&C)	Unit 13 Patterns, Lesson 1
b. Recites number word sequences forwards and backwards to 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 13 Patterns, Lesson 4
b. Investigates quantitative equivalence and non-equivalence. (For example: the same amount, the same as, as many as, more than, less than). (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons Unit 15 Fractions, Many lessons
b. Copies and extends repeated musical (song or instruments) verbal patterns. (U&C)	Unit 13 Patterns, Lesson 1
c. Identifies a unit of repeat within a repeating pattern. (U&C)	Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 13 Patterns, Lesson 2
c. Recognises simple shape, numerical, musical and verbal patterns. (U&C)	Unit 13 Patterns, Lesson 3
c. Recognises and sequences numbers to at least 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Explores patterns in number sequences. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Copies and extends repeated shape, numerical musical and verbal patterns. (U&C)	Unit 13 Patterns, Lesson 4

b. Participates in number rhymes, games and role-play situations involving number patterns and sequences. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Listens to and retells stories involving number patterns and sequences. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Identifies and conveys understanding of number patterns and sequences in pictures and stories. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Distinguishes between structured sequences (repeating or growing) and sequences or collections that include random elements, and are therefore not 'patterns'. (C)	Unit 13 Patterns, Lesson 3
c. Uses appropriate language to talk about patterns in school, home and the wider environment involving objects, colours, shapes and numbers. (C)	Unit 13 Patterns, Many lessons
c. Describes observable changes in quantitative terms. (C)	Unit 10 Numbers 9 and 10, Lesson 3 Unit 13 Patterns, Lesson 4
c. Describes similarities and differences between sets in terms of quantity. (C)	Unit 8 Numbers 6 to 8, Lesson 7 Unit 10 Numbers 9 and 10, Lesson 7 Unit 12 Operations within 10, Many lessons
b. Explores relationship between adding or taking one more to/from a set and the next number in the counting sequence. (R)	Unit 7 Consolidating Numbers 0 to 5, Lesson 1 Unit 10 Numbers 9 and 10, Many Lessons Unit 12 Operations within 10, Lesson 3
b. Explores the numbers that come before or after in a sequence. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
b. Makes predictions about what comes before/ next in a sequence of objects, sounds or movements? (R)	Unit 13 Patterns, Many lessons
b. Describes repeating patterns of at least two objects. (R)	Unit 13 Patterns, Many lessons
c. Recognises patterns and predict subsequent consecutive terms in a sequence. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 13 Patterns, Many lessons Unit 12 Operations within 10, Many lessons
b. Correctly sequences pictures of familiar events or steps in everyday routines. (A&PS)	Unit 4 Time 1, Lesson 2 and 3

b. Creates a repeating pattern beginning with at least two objects or images. (A&PS)	Unit 13 Patterns, Many lessons
c. Copies and extends increasingly complex patterns using a range of manipulatives and/or pictures/symbols. (A&PS)	Unit 13 Patterns, Lesson 3 and 4
c. Applies understanding of a routine to predict what will happen next, in stories, poems and everyday activities. (A&PS)	Unit 4 Time 1, Many lessons Unit 16 Time 2, Many lessons

Data and Chance > Data

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Explores data displays found in the immediate environment and in other areas of the curriculum. (U&C)	Unit 17 Data, Lesson 2
b. Collects data of personal relevance. (U&C)	Unit 17 Data, Lesson 3
c. Reads and explains the information conveyed in various categorical and numerical displays. (U&C)	Unit 17 Data, Lesson 4
b. Describes and/or labels the attributes of different objects and sets. (C)	Unit 1 Number Readiness, Lesson 7
b. Poses and responds to questions and/or problems that relate to the attributes of data sets. (C)	Unit 1 Number Readiness, Many lessons Unit 17 Data, Lesson 4
c. Notice and discuss data in the direct environment. (C)	Unit 17 Data, Lesson 2
c. Asks questions and discusses opportunities for collecting data. (C)	Unit 17 Data, Many lessons
b. Sorts and classifies objects in a data set according to at least one attribute (For example: red shapes). (R)	Unit 1 Number Readiness, Lesson 4, 5
b. Justifies classifications. (R)	Unit 1 Number Readiness, Lesson 4, 5
c. Sorts and classifies objects and sets according to multiple attributes. (R)	Unit 1 Number Readiness, Lesson 6, 7
c. Re-sorts data sets according to different attributes and justifies. (R)	Unit 1 Number Readiness, Lesson 4
b. Interprets and matches related data sets or collections of data (For example: knives and forks, pairs of socks). (A&PS)	Unit 1 Number Readiness, Lesson 1
c. Collects data by asking simple questions of each other and gathering responses. (A&PS)	Unit 17 Data, Many lessons
c. Displays and contrasts data in personal ways. (A&PS)	Unit 17 Data, Lesson 4

Measures > Measuring

Learning Experiences in Progression Continua (b) & (c)	<i>Maths and Me</i> Junior Infants
b. Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same. (U&C)	Unit 2 Measuring 1, Lesson 2, 5, 7, 8 Unit 11 Measuring 2, Lesson 9
b. Explores how measures help us to make sense of our world. (U&C)	Unit 2 Measuring 1, Lesson 1, 4 Unit 11 Measuring 2, Lesson 1
b. Recognises that to be accurate, measurements must be fair. (U&C)	Unit 2 Measuring 1, Lesson 1, 2, 5 Unit 11 Measuring 2, Lesson 2, 7
c. Explores and identifies the different attributes (For example: Length: long/ short; Weight: heavy/ light; Capacity: full/ empty) of a single object that can be measured. (U&C)	Unit 2 Measuring 1, Lesson 1, 4, 6 Unit 11 Measuring 2, Lesson 1
c. Compares and orders objects according to length; Containers and volumes according to capacity; Surfaces and shapes according to area. (U&C)	Unit 2 Measuring 1, Lesson 9 Unit 11 Measuring 2, Lesson 4, 6, 8
b. Uses appropriate vocabulary to describe and then compare measurable attributes. (C)	Unit 2 Measuring 1, Lesson 3 Unit 11 Measuring 2, Lesson 2, 6
b. Listens to and responds to a range of stories and rhymes involving concepts of measurement. (C)	Unit 2 Measuring 1, Lesson 1, 2, 4, 5, 8 Unit 11 Measuring 2, Lesson 5
c. Describes and discriminates between items using appropriate comparative language. (C)	Unit 2 Measuring 1, Lesson 2, 5, 8 Unit 11 Measuring 2, Lesson 3, 8, 9
c. Informally records comparisons and measurement activities. (C)	Unit 2 Measuring 1, Lesson 6 Unit 11 Measuring 2, Lesson 5, 7
b. Predicts how measurable attributes of objects will compare to each other. (R)	Unit 2 Measuring 1, Lesson 3, 7 Unit 11 Measuring 2, Lesson 4, 7
c. Recognises that if different attributes are used to compare and order objects, the order may be different. Investigates and explains such cases. (R)	Senior Infants Unit 11 Measuring 2, Lesson 5
b. Explores various materials used to compare the attributes of length, weight, capacity and area. (A&PS)	Unit 2 Measuring 1, Lesson 3, 7 Unit 11 Measuring 2, Lesson 3, 7
b. Chooses an object from a group of objects for a purpose based on a particular attribute. (A&PS)	Unit 11 Measuring 2, Lesson 5, 9
c. Explores the procedures of measuring by making direct comparisons of measurements in meaningful contexts. (A&PS)	Unit 11 Measuring 2, Many lessons
c. Compares and orders objects, containers and surfaces according to appropriate measurable attributes. (A&PS)	Unit 2 Measuring 1, Lesson 9 Unit 11 Measuring 2, Lesson 4, 6, 8
c. Selects and uses suitable materials for comparing. (A&PS)	Unit 11 Measuring 2, Lesson 4, 8

Measures > Time

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Recognises personally meaningful times of the day and week. (U&C)	Unit 16 Time 2, Many lessons
b. Identifies the present time, things that happened in the [recent and distant] past, and events that will happen in the [near and distant] future. (U&C)	Unit 4 Time 1, Lesson 1 Unit 16 Time 2, Many lessons
c. Demonstrates understanding of days of the week. (U&C)	Unit 16 Time 2, Lesson 1
c. Explores different, non-standard devices available to demonstrate time passing. (U&C)	Unit 16 Time 2, Lesson 6
c. Connects amount of time passing with experience. (U&C)	Unit 16 Time 2, Lesson 4
b. Uses or responds to simple language associated with time. (C)	Unit 4 Time 1, Lesson 1 Unit 16 Time 2, Lesson 5
b. Describes and sequences events in their daily routine (C)	Unit 4 Time 1, Lesson 2
b. Actively measures passing of time using non-standard measures (For example: using claps, bounces or ticks) (C)	Unit 16 Time 2, Lesson 6
b. Considers the duration of tasks (For example: tidying one's desk; eating one's lunch).	Unit 16 Time 2, Lesson 6
c. Recalls the sequence of the days of the week. (C)	Unit 16 Time 2, Lesson 2
c. Describes and represents sequences of events. (C)	Unit 4 Time 1, Lesson 3 Unit 16 Time 2, Many lessons
c. Begins to recognise that there are standard universal ways of expressing time. (C)	Unit 16 Time 2, Lesson 7, 9
b. Recognises predictable patterns of time (For example: in daily routines). (R)	Unit 4 Time 1, Many lessons Unit 16 Time 2, Many lessons
b. Predicts events in the immediate future based on familiar patterns of events. (R)	Unit 4 Time 1, Lesson 4 Unit 16 Time 2, Many lessons
c. Logically sequences daily and weekly events or stages in stories or real-life situations. (R)	Unit 16 Time 2, Lesson 1
c. Identifies errors in chronological sequences of events. (R)	Unit 4 Time 1, Lesson 3
b. Recognises instruments which tell the time and acknowledges time passing throughout the day. (A&PS)	Unit 16 Time 2, Lesson 8, 9
b. Uses visual supports to convey and understand time sequences. (A&PS)	Unit 4 Time 1, Lesson 3
c. Asks questions that are useful to acquire a clearer understanding of time. (A&PS)	Unit 16 Time 2, Many lessons

c. Analyses and sorts events according to when they occur (For example: night time vs day time activities). (A&PS)	Unit 4 Time 1, Lesson 4
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Measures > Money

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Recognises that money has a purpose. (U&C)	Unit 14 Money, 6 and 7
b. Begins to develop an appreciation and value of money relative to different objects. (U&C)	Unit 14 Money, Many lessons
c. Recognises that coins hold different values. (U&C)	Unit 14 Money, Lesson 9
c. Recognises and demonstrates that lower value coins can be combined to equal the value of a higher value coin. (U&C)	Unit 14 Money, Lesson 9
b. Partakes in scenarios involving exchange of money. (C)	Unit 14 Money, Lesson 7
b. Discusses the different goods and services we can pay for with money. (C)	Unit 14 Money, Lesson 6, 7
c. Uses comparative language to discuss coin values. (C)	Unit 14 Money, Lesson 9
c. Communicates and records the number symbols on coins. (C)	Senior Infants Unit 14 Money, Lesson 4
c. Partakes in situations where items are bought and sold using cash and cashless methods. (C)	Senior Infants Unit 14 Money, Lesson 1, 8
b. Recognises that some items will cost more than other items; and that some coins are worth more than others. (R)	Unit 14 Money, Many lessons
b. Recognises that money is necessary to pay or exchange for goods and services. (R)	Unit 14 Money, Lesson 9
c. Identifies and justifies which coin or collection of coins has the greatest value. (R)	Senior Infants Unit 14 Money, Many lessons
c. Explains why having the most coins does not necessarily mean having the most money. (R)	Senior Infants Unit 14 Money, Lesson 6, 7
c. Recognises, sorts and matches coins. (R)	Unit 14 Money, Lesson 8, 9
b. Explores money transactions in role-play and/or everyday situations. (A&PS)	Unit 14 Money, Many lessons
c. Exchanges fairly based on relative value in real life or role play contexts. (A&PS)	Senior Infants Unit 14 Money, Lesson 2, 7

Number > Uses of Number

Learning Experiences in Progression Continua (b) & (c)	<i>Maths and Me Junior Infants</i>
b. Recognises numerals in the immediate environment. (U&C)	Unit 3 Numbers 1 to 3, Lesson 3 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Attends to numerals of significance or importance to the child (For example: age or address). (U&C)	Unit 3 Numbers 1 to 3, Lesson 7 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 1 Unit 10 Numbers 9 and 10, Many lessons
b. Participates in activities that involve communicating about number. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
c. Recognises that objects and symbols can represent number. (U&C)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Orders numerals up to at least 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 8 Unit 10 Numbers 9 and 10, Lesson 2
c. Notices and recognises the use of numerals as labels in the context of home, the classroom and school environment. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Recognises the use of ordinal numbers first, second, third, last in everyday life contexts. (U&C)	Unit 4 Time 1, Many lessons Unit 5 Numbers 4 and 5, Lesson 3
b. Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 2 Unit 10 Numbers 9 and 10, Many lessons
c. Represents numbers using informal symbols (For example: fingers, tallies of marks and pictures), and begins to record such numbers. (C)	Unit 3 Numbers 1 to 3, Lesson 8 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Explains ordinality using the language of after, before and in-between. (C)	Unit 3 Numbers 1 to 3, Lesson 5 Unit 4 Time 1, Many lessons Unit 8 Numbers 6 to 8, Lesson 8 Unit 13 Patterns, Many lessons Unit 16 Time 2, Many lessons Unit 10 Numbers 9 and 10, Lesson 5
c. Displays 0, 1 2, 3, 4, 5, to convey the different uses and application of numerals to represent 'how many', order/rank, label. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons

	Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Distinguishes numerals from letters and other symbols. (R)	Unit 3 Numbers 1 to 3, Lesson 3 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Distinguishes the use of numbers in contexts of personal significance (For example: birthdays, addresses and phone numbers). (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Represents quantities, order and labels by numerals. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 4 Time 1, Lesson 2 Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
b. Explores the use of number and plays games to raise awareness of number in their environment. (A&PS)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Lesson 5 Unit 8 Numbers 6 to 8, Lesson 9 Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
b. Sorts sets of symbols into numerals and letters. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 3
c. Matches numerals to sets and to other numerals in a variety of contexts. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 4 Unit 12 Operations within 10, Many lessons

Number > Numeration and Counting

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Explores how numbers are used for counting and that the last number in the count indicates the quantity of objects in a set. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 2 Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
b. Recognises numbers, initially within 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 5
b. Recites forward to at least 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 1

	Unit 10 Numbers 9 and 10, Lesson 1
b. Engages in counting of concrete objects in their environment. (U&C)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Connects numbers to counted objects. (U&C)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Lesson 2 Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 1
c. Explores how the layout of or size of elements in a set has no effect on the overall total [conservation of number]. (U&C)	Unit 5 Numbers 4 and 5, Lesson 2 Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 4 Unit 12 Operations within 10, Many lessons
c. Identifies the empty set and the numeral zero. (U&C)	Unit 7 Consolidating Numbers 0 to 5, Lesson 3
b. Demonstrates a growing understanding of the five principles of counting [The five principles of counting are: one-one, stable order, cardinal, order relevance and abstraction]. (U&C)	Unit 3 Numbers 1 to 3, Lesson 2 Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Counts objects or people by touching, gesture or verbalisation from 1. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Uses ideas about number and quantity to communicate with others (For example: You have more cards than me). (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Demonstrates an awareness of and uses numerals in personally meaningful contexts. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 1 Unit 10 Numbers 9 and 10, Many lessons
c. Discusses, draws and writes representations of numbers 1-10, using manipulatives. (C)	Unit 3 Numbers 1 to 3, Lesson 8 Unit 5 Numbers 4 and 5, Lesson 4 Unit 7 Consolidating Numbers 0 to 5, Lesson 6 Unit 8 Numbers 6 to 8, Lesson 9 Unit 10 Numbers 9 and 10, Lesson 5
c. Keeps track of counting acts by using numerical patterns such as tapping or fingers. (C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 1
c. Makes numerals creatively. (C)	Unit 3 Numbers 1 to 3, Lesson 8 Unit 5 Numbers 4 and 5, Lesson 4 Unit 8 Numbers 6 to 8, Lesson 9 Unit 10 Numbers 9 and 10, Lesson 5

b. Establishes that zero, as a numeral, represents nothing/none in terms of quantity. (R)	Unit 7 Consolidating Numbers 0 to 5, Lesson 3 Unit 8 Numbers 6 to 8, Lesson 3
b. Identifies the empty set. (R)	Unit 7 Consolidating Numbers 0 to 5, Lesson 2 Unit 12 Operations within 10 Many lessons
b. Subitises and counts the number of objects in sets up to at least 5. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons
b. Orders and distinguishes between sets without counting (For example: through subitising). (R)	Unit 3 Numbers 1 to 3, Lesson 6 Unit 5 Numbers 4 and 5, Lesson 3 Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 2
c. Orders sets without counting and check by counting. (R)	Unit 3 Numbers 1 to 3, Lesson 6 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 8 Unit 10 Numbers 9 and 10, Lesson 2
c. Subitises and counts the number of objects in a set 0-10. (R)	Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 3
c. Recognises that each subsequent number in a sequence is one more than the one that precedes it and one smaller than the one that comes after it. (R)	Unit 3 Numbers 1 to 3, Lesson 6 Unit 5 Numbers 4 and 5, Lesson 3 Unit 7 Consolidating Numbers 0 to 5, Lesson 6 Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Estimates and counts the number of objects in a set, up to 10. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Investigates the role of quantifying in real-life situations. (A&PS)	Unit 7 Consolidating Numbers 0 to 5, Lesson 5 Unit 12 Operations within 10, Many lessons
b. Explores how counting can be used to solve problems related to everyday life. (A&PS)	Unit 7 Consolidating Numbers 0 to 5, Lesson 2 Unit 12 Operations within 10, Many lessons
b. Undertakes tasks involving counting in other areas of learning. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 2 Unit 7 Consolidating Numbers 0 to 5, Lesson 1
c. Begins to use simple number paths and/ or lines for counting all, counting on and counting back, as appropriate. (A&PS)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Lesson 6 Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Selects and uses appropriate materials to make a variety of sets for a given number. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Lesson 2 Unit 8 Numbers 6 to 8, Lesson 3 Unit 10 Numbers 9 and 10, Lesson 4

Number > Place Value and Base Ten

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Shows an understanding of differences in value (For example: 'one', 'a lot', 'some' and 'more'). (U&C)	Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8 Lesson 7 Unit 12 Operations within 10, Many lessons
c. Explores the relationship between numbers 1-9 and also their relationship to 10. (U&C)	Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Lesson 3
c. Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10. (U&C)	Unit 10 Numbers 9 and 10, Lesson 7 Unit 12 Operations within 10, Many lessons
c. Demonstrates an ability to subitise various arrangements or models of numbers to 10, e.g. using a ten frame. (U&C)	Unit 10 Numbers 9 and 10, Lesson 3 Unit 12 Operations within 10, Many lessons
b. Shows awareness of the concept of grouping in groups of different sizes and swapping/exchanging. Can refer to x objects as '1 group of x'. (C)	Unit 10 Numbers 9 and 10, Lesson 6
c. Discusses the grouping and swapping of ten ones to 'make a group of ten.' (C)	Unit 10 Numbers 9 and 10, Lesson 6
c. Shows that ten ones is equivalent to one ten and exchanges one ten for ten ones. (C)	Senior Infants Unit 5 Numbers to 15, Many lessons
c. Discusses cardinal numbers of personal significance such as number of pets or cousins and compares with other familiar people. (C)	Unit 5 Numbers 4 and 5, Lesson 2
b. Sorts, groups and arranges materials according to criteria (For example: 'one', 'some' or 'more'). (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Investigates various arrangements (For example: on ten frames) of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Lesson 5 Unit 7 Consolidating Numbers 0 to 5, Lesson 7 Unit 8 Numbers 6 to 8, Lesson 5, 6 Unit 10 Numbers 9 and 10, Lesson 3
c. Orders and compares numbers 1-10 with each other. (R)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Lesson 2
b. Engages in classifying, matching, sorting and ordering activities. (A&PS)	Unit 1 Number Readiness, Lesson 1, 4 Unit 3 Numbers 1 to 3, Lesson 6
c. Participates in grouping and swapping activities that involve making ten. (A&PS)	Unit 10 Numbers 9 and 10, Lesson 6

Number > Sets and Operations

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Chooses attributes for sorting materials. (U&C)	Unit 1 Number Readiness, Many lessons
b. Sorts and re-sorts a variety of materials (For example: structured materials, such as blocks and unstructured materials, such as shells) into sets according to a single attribute [property] each time. (U&C)	Unit 1 Number Readiness, Lesson 4
b. Subitises [look at a group of objects and realise how many there are, without counting] number of objects in a set. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
b. Matches objects and/or sets using one-to-one correspondence [assigning numbers to objects in correct order]. (U&C)	Unit 1 Number Readiness, Lesson 2, 3, 9 Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Lesson 1
c. Sorts items into sets by quantity. (U&C)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Matches numbers to sets up to at least 10. (U&C)	Unit 3 Numbers 1 to 3, Many lessons Unit 5 Numbers 4 and 5, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons
c. Combines sets of objects to make at least 10. (U&C)	Unit 12 Operations within 10, Lesson 6
c. Partitions sets of 2 or more objects. (U&C)	Unit 5 Numbers 4 and 5, Lesson 5 Unit 7 Consolidating Numbers 0 to 5, Lesson 8 Unit 12 Operations within 10, Lesson 4 Unit 15 Fractions, Many lessons
b. Describes the process of sorting and justifies selection criteria used in forming sets. (C)	Unit 1 Number Readiness, Lesson 8
b. Represents a verbal context or problem using concrete objects. (C)	Unit 7 Consolidating Numbers to 5, Many lessons Unit 12 Operations within 10, Lesson 4, 6 Unit 15 Fractions, Lesson 1
b. Uses appropriate gestures and words to convey and make comparisons. (C)	Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 7 Unit 12 Operations within 10, Many lessons
c. Uses comparative language, [more, less, same] to compare sets to at least 10. (C)	Unit 8 Numbers 6 to 8, Lesson 7 Unit 12 Operations within 10, Lesson 2
c. Records a number sentence pictorially. (C)	Unit 12 Operations within 10, Lesson 7, 8

c. Jumps forwards on a number line or path to begin to express addition. (C)	Senior Infants Unit 7 Operations within 15, Lesson 4
b. Justifies classification of objects into sets. (R)	Unit 1 Number Readiness, Lesson 5
b. Combines and partitions sets of objects. (R)	Unit 3 Numbers 1 to 3, Lesson 7 Unit 7 Consolidating Numbers 0 to 5, Lesson 9 Unit 12 Operations within 10, Lesson 6
b. Identifies, recognises and estimates 'more' or 'less' in the real-life context and/or play. (R)	Unit 5 Numbers 4 and 5, Lesson 6 Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 7 Unit 12 Operations within 10, Many lessons
c. Accurately counts and compares equivalent and non-equivalent sets from 1 up to at least 5 and establishes which set has more or less. (R)	Unit 5 Numbers 4 and 5, Lesson 6 Unit 7 Consolidating Numbers 0 to 5, Lesson 4
b. Plays games and participates in singing, actions, games and rhymes where objects are added or taken away. (A&PS)	Unit 3 Numbers 1 to 3, Many lessons Unit 8 Numbers 6 to 8, Many lessons Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Lesson 6, 7, 8
c. Uses appropriate strategies to find out how many. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 4 Unit 5 Numbers 4 and 5, Many lessons Unit 7 Consolidating Numbers 0 to 5, Many lessons Unit 8 Numbers 6 to 8, Lesson 1 Unit 10 Numbers 9 and 10, Many lessons Unit 12 Operations within 10, Many lessons
c. Orders sets of objects according to their quantity, up to at least 5. (A&PS)	Unit 3 Numbers 1 to 3, Lesson 6 Unit 5 Numbers 4 and 5, Lesson 3 Unit 7 Consolidating Numbers 0 to 5, Lesson 4

Number > Fractions

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Recognises, identifies and matches pairs. (U&C)	Unit 1 Number Readiness, Lesson 1, 2, 3
b. Explores how a whole object, 2-D shape or set can be shared often in different ways. (U&C)	Unit 12 Operations within 10, Lesson 5 Unit 15 Fractions, Lesson 4, 6
c. Partitions objects and shapes into two equal shares and describes the whole and parts by the number of shares/parts. (U&C)	Unit 15 Fractions, Lesson 2
b. Describes scenarios where sharing, combining or partitioning takes place. (C)	Unit 15 Fractions, Lesson 3
c. Represents parts of models [sets, areas or line segments] using concrete materials. (C)	Unit 15 Fractions, Lesson 4, 5, 7
c. Compares and describes parts of sets in terms of quantity (For example: bigger, more, smaller, less than, the same as). (C)	Unit 15 Fractions, Lesson 4

b. Shares real objects and justifies the share. (R)	Unit 15 Fractions, Lesson 1
b. Sorts materials multiple times in different ways in an undirected manner [according to self-selected criteria]. (R)	Unit 1 Number Readiness, Lesson 6, 7
c. Notices that some partitions lead to equal parts and some do not. (R)	Unit 15 Fractions, Lesson 4
c. Explores the partitioning of a whole unit and sets of items. (R)	Unit 15 Fractions, Many lessons
c. Visualises and represents understanding of a half. (R)	Unit 15 Fractions, Many lessons
b. Applies idea of equal sharing among peers by partitioning whole sets of objects or spaces [using real-life contexts where appropriate]. (A&PS)	Unit 15 Fractions, Lesson 7
c. Divides whole sets of objects or space into subsets or parts [using real-life contexts where appropriate]. (A&PS)	Unit 15 Fractions, Many lessons

Shape and Space > Spatial Awareness and Location

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Explores the environment of the classroom, school and other familiar settings, and describes the position or location of objects using everyday language. (U&C)	Unit 9 Location and Transformation, Many lessons
c. Describes the relative location [over, under, above, below] and proximity [near, far, further] of objects. (U&C)	Unit 9 Location and Transformation, Many lessons
b. Gives and follows simple instructions related to movement and positioning. (C)	Unit 9 Location and Transformation, Lesson 1
b. Describes the movement and positioning of objects, people and self. (C)	Unit 9 Location and Transformation, Lesson 1
c. Use simple directional language and countable units to give directions (For example: take 5 steps forward). (C)	Unit 9 Location and Transformation, Lesson 2
c. Creates simple drawings, or uses materials to represent familiar or fictional journeys. (C)	Senior Infants Unit 9 Location and Transformation, Many lessons
b. Deduces the location of an object from descriptions of position or location. (R)	Unit 9 Location and Transformation, Lesson 3
c. Visualises and makes predictions about location based on spatial understanding. (R)	Unit 9 Location and Transformation, Lesson 4
c. Adjusts instructions to give more precise directions. (R)	Senior Infants Unit 9 Location and Transformation, Lesson 2
b. Moves and repositions objects for a purpose. (A&PS)	Unit 9 Location and Transformation, Lesson 5

b. Responds to obstacles in familiar environments by adjusting paths and/or types of movements. (A&PS)	Unit 9 Location and Transformation, Lesson 5
c. Traces paths on simple maps or mazes. (A&PS)	Unit 9 Location and Transformation, Lesson 3
c. Identifies objects and specific locations using knowledge of spatial relations. (A&PS)	Unit 9 Location and Transformation, Lesson 3

Shape and Space > Shape

Learning Experiences in Progression Continua (b) & (c)	Maths and Me Junior Infants
b. Identifies and recognises shapes in the environment. (U&C)	Unit 6 Shape, Lesson 1
c. Identifies and describes simple geometrical properties of some shapes [number of sides, corners, faces; straight/ curved sides; ability to roll, stack or slide]. (U&C)	Unit 6 Shape, Many lessons
c. Recognises and names common 3-D and 2-D shapes in different orientation and sizes. (U&C)	Unit 6 Shape, Many lessons
b. Explores shape properties and functions, and describes using everyday language. (C)	Unit 6 Shape, Many lessons
c. Discusses similarities and differences between shapes. (C)	Unit 6 Shape, Many lessons
c. Selects appropriate materials/ digital tools to explore and represent shape. (C)	Unit 6 Shape, Many lessons
b. Discriminates between shapes, identifying when one shape is similar or different to another. (R)	Unit 6 Shape, Lesson 2
b. Identifies why an object or set of objects is different or does not belong to a familiar category. (R)	Unit 6 Shape, Lesson 3
c. Selects appropriate criteria for shape sorting. (R)	Unit 6 Shape, Lesson 3
c. Explains how shapes have been sorted. (R)	Unit 6 Shape, Lesson 3
c. Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes. For example: non-geometrical properties such as colour, size and geometrical properties. (R)	Unit 6 Shape, Lesson 9
b. Selects appropriate shapes for a purpose. (A&PS)	Unit 6 Shape, Lesson 3
b. Combines 2-D shapes to create simple images and 3-D shapes to create structures. (A&PS)	Unit 6 Shape, Lesson 8 Senior Infants Unit 6 Shape, Lesson 4
c. Combines shapes to create more complex images and structures, taking into consideration their unique properties. (A&PS)	Senior Infants Unit 6 Shape, Lesson 4, 8

Shape and Space > Transformation

Learning Experiences in Progression Continua (b) & (c)	<i>Maths and Me</i> Junior Infants
b. Recognises that a shape may appear different when moved in some way. (U&C)	Unit 9 Location and Transformation, Lesson 6
c. Identifies shapes in a variety of different orientations. (U&C)	Unit 9 Location and Transformation, Lesson 7
b. Follows instructions relating to the movement of shapes. (C)	Unit 9 Location and Transformation, Lesson 6
c. Uses appropriate language (For example: turn, flip, slide, match, and fit) to describe movement and comparison of shapes. (C)	Unit 9 Location and Transformation, Lesson 8
c. Selects appropriate materials/ digital tools to explore and represent shape movements. (C)	Senior Infants Unit 9 Location and Transformation, Lesson 5
b. Visualises how a shape will look when moved. (R)	Unit 9 Location and Transformation, Lesson 9
b. Recognises that changes in a shape's orientation do not change the shape itself. (R)	Unit 6 Shape, Lesson 7 Unit 9 Location and Transformation, Lesson 7
c. Makes predictions about shape movements and shape matching (For example: Will it fit if I turn it this way? Will it match if I turn it over?). (R)	Unit 9 Location and Transformation, Lesson 9
b. Solves and discusses simple spatial puzzles such as jigsaws or shape sorters. (A&PS)	Unit 9 Location and Transformation, Lesson 9
c. Selects and manipulates shapes to copy a model or structure. (A&PS)	Unit 9 Location and Transformation, Lesson 7