**Unit 3: Numbers 1 to 3 (October: Weeks 5&6)**

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

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop an awareness that numbers have a variety of uses; recognise and understand what happens when quantities (sets) are partitioned and combined; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; develop a sense of ten as the foundation for place value and counting; explore, extend and create patterns and sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Exploring and Counting Numbers:** Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games (U&C); Explores how numbers are used for quantifying and that the last number in the count indicates the quantity of objects in a set (U&C); Counts objects or people by touching, gesture or verbalisation from 1 (C) |  | [D] Choral Counting L1–8[D] [C] Reason & Respond L1–8[C] Class Clothesline L1[C] Counting Manipulatives L1[D] Notice & Wonder L2[C] Nature Walk Count L2[D] [C] Sorting Numbers and Letters L3[C] Matching Numerals to Sets L4[C] Game: After, Before and In-between L5[C] Think-Pair-Share L5, L6[D] Quick Images L6, 8[D] Order the Dots L6[C] Combining and Partitioning Manipulatives L7[C] Game: Domino Match L7[C] Game: Body Numerals L8[C] Maths Stations L8[D] Number Formation – 1 to 3 L8**Print resources**Pupil’s Book pages 16–22 Home/School Links Book pages 10–11 PCMs 9, 13, 15, 16 | **Intuitive Assessment:**responding to emergingmisconceptions**Planned Interactions:**responding to insights gleaned fromchildren’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 9–10 |
| **2** | **Real-life Counting:** Investigates and undertakes tasks involving counting in real-life situations and other areas of learning (A&PS); Engages in counting of concrete objects in their environment (U&C); Subitises amounts of 1, 2, 3 objects and checks the count (U&C); Demonstrates a growing understanding of the five principles of counting (one-one, stable order, cardinal, order relevance and abstraction) (U&C) |  |
| **3** | **Exploring Symbols:** Distinguishes numerals from letters and other symbols (R); Sorts sets of symbols into numerals and letters (A&PS); Recognises numerals in the immediate environment (U&C) |  |
| **4** | **Matching Numerals to Sets:** Matches numerals to sets and to other numerals in a variety of contexts (A&PS); Connects numbers to counted objects (U&C); Selects and uses appropriate materials to make a variety of sets for a given number (A&PS); Sorts items into sets by quantity (U&C); Uses appropriate strategies to find out how many (A&PS); Recognises that objects and symbols can represent number (U&C) |  |
| **5** | **Ordinality of Number:** Explains ordinality using the language of *after*, *before* and *in-between* (C) |  |
| **6** | **Ordering of Number:** Represents quantities, order and labels by numerals (R); Orders and distinguishes between sets without counting (subitising) and checks by counting (R); Engages in classifying, matching, sorting and ordering activities (A&PS) |  |
| **7** | **Composition of Number:** Attends to activities where quantities (1−3) are combined and partitioned (U&C); Combines and partitions sets of two or more objects (U&C); Focuses on the counting, cardinality and composition of numbers (1−3) (U&C) |  |
| **8** | **Making Numerals 1 to 3:** Focuses on the order, conservation and cardinality of numbers (1−3) (U&C); Makes numerals creatively (C); Represents numbers using informal symbols (e.g. fingers, tallies of marks and pictures), and begins to record such numbers (C); Explores numerals in 2-D and 3-D sensory form (e.g. tracing numbers on paper and in sand) (U&C); Discusses, draws and writes representations of numbers (1−3), using manipulatives (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. |