**Unit 5: Numbers 4 and 5 (November: Weeks 1&2)**

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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. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Understanding Counting − 1 to 5:** Demonstrates a growing understanding of the five principles of counting (one-one, stable order, cardinal, order relevance and abstraction) (U&C); Keeps track of counting acts by using numerical patterns such as tapping or fingers (C) |  | [D] Choral Counting L1  [C] Class Clothes Line L1, 3  [C] Counting Objects, 1 to 5 L1  [C] Making Sets and Matching Numerals, 1 to 5 L2  [D] Reason & Respond L2–6  [C] Ordering Numbers and Sets L3  [C] Maths Stations L4  [D] Quick Images L4  [D] Sorting Circles L5  [C] Combining and Partitioning L5  [C] Comparing Equivalent and Non- equivalent Sets L6  **Print resources**  Pupil’s Book pages 26–31 Home/School Links Book pages 14–15  PCMs 9, 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 page 11 |
| **2** | **Matching Numerals to Sets − 1 to 5:** Discusses cardinal numbers of personal significance, such as age, and compares with other familiar people (C); Sorts items into sets by quantity (U&C); Matches numerals to sets up to at least 5 (U&C); Subitises and counts the number of objects in sets up to at least 5 (R) Explores how the layout of or size of elements in a set has no effect on the overall total [conservation of number] (U&C) |  |
| **3** | **Ordinality of Number:** Represents quantities, order and labels by numerals (R); Recognises the use of ordinal numbers first, second, third, last in everyday life contexts (U&C); Orders and distinguishes between sets without counting (subitising) (R); Orders numerals up to at least 5 (U&C); Orders sets of objects according to their quantity, up to at least 5 (A&PS) |  |
| **4** | **Recording Numbers:** Represents numbers, using informal symbols and begins to record such numbers (C); Discusses, draws and writes representations of numbers 1−5, using manipulatives (C) |  |
| **5** | **Composition of Number − 1 to 5:** Explores various arrangements (e.g. on number frames) of manipulatives to prompt different mental images of numbers up to 5, while developing a sense of each number (R); Partitions sets of two or more objects (U&C) |  |
| **6** | **Equivalent and Non-equivalent Sets − 1 to 5:** Identifies, recognises and estimates ‘more’ or ‘less’ in the real-life contexts and/or play (R); 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) |  |
| **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. |