**Unit 7: Consolidating Numbers 0 to 5 (December: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Uses of Number; Numeration and Counting; Sets and Operations. Algebra > Pattern, 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; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; recognise and understand what happens when quantities (sets) are partitioned and combined; explore, extend and create patterns and sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Exploring 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); Estimates and counts the number of objects in a set, up to 5 (R); Undertakes tasks involving counting in other areas of learning (A&PS) |  | [D] Choral Counting L1[C] Birthday Cards L1[D] Notice & Wonder L1[D] Reason & Respond L1, 3–8[D] Concept Cartoon L1, 5[D] Think-Pair-Share L1, 5[C] Exploring Counting 1 to 5 L1[C] Making a Pattern L2[C] Exploring Pattern-making L2[C] Making a Growing Pattern L2[C] Matching Numbers to Sets (0 to 5) L3[C] Ordinality of Number and Ordering Sets (0 to 5) L4[C] Number in Different Areas of the Classroom L5[C] Making Number Paths (1 to 5) L6 [C] Composition of Number (1 to 5) L7 [C] Rhyme: ‘Here Is the Beehive’ L8[C] Partitioning Sets L8**Print resources**Pupil Book pages 36–42 Home/School Link Book pages 18–20 PCMs 29–32 | **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 15 |
| **2** | **Patterns in Number Sequences:** Explores patterns in number sequences, noticing one more object being added each time (U&C); Identifies a unit of repeat within a repeating pattern (U&C) |  |
| **3** | **Introducing Zero:** Explores how counting can be used to solve problems related to everyday life (A&PS); Identifies the empty set and the numeral zero (U&C); Matches numerals to sets up to at least 5 (U&C); Establishes that zero, as a numeral, represents nothing/ none in terms of quantity (R) |  |
| **4** | **Ordering and Ordinality of Number – 0 to 5:** Displays 0, 1, 2, 3, 4, 5, to convey the different uses and application of numerals to represent ‘how many’, order/rank and label (C); Orders sets of objects according to their quantity, 0–5 (A&PS); 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) |  |
| **5** | **Real-life Numbers – 0 to 5:** Investigates the role of quantifying in real-life situations (A&PS); Explores the use of number and plays games to raise awareness of number in their environment (A&PS) |  |
| **6** | **Number Paths – 1 to 5:** Discusses, draws and writes representations of numbers 0–5, using manipulatives (C); Begins to use simple number paths for counting all, counting on and counting back, as appropriate (A&PS); 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) |  |
| **7** | **Composition of Number – 1 to 5:** Investigates 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) |  |
| **8** | **Partitioning:** Partitions sets of two or more objects (U&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. |