**Unit 1: Number Readiness (September: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Sets and Operations; Fractions. Data and Chance > Data. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to recognise and understand what happens when quantities (sets) are partitioned and combined; explore, interpret and explain data in a variety of ways for a range of purposes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Same and Different:** Recognises, identifies and matches pairs (U&C); interprets and matches related data sets or collections of data (A&PS) |  | [D] [C] Reason & Respond, L1–6, 8–9  [C] What things are the same? L1  [C] Matching Socks and Gloves L1  [D] Notice & Wonder L2, 5  [C] Matching Pairs for One Criterion L2  [P] Story: *Hooray for Fish!* by Lucy Cousins L6  [C] Using Three Sorting Circles L7  [C] Sorting Random Collections L8  **Print resources**  Pupil’s Book pages 4–9 Home/School Links Book pages 6–7  PCMs 6, 7 | **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 6 |
| **2** | **Matching Pairs – One Criterion:** Matches objects and/or sets using one-to-one correspondence (U&C); Recognises, identifies and matches pairs (U&C) |  |
| **3** | **Matching Pairs – Two Criteria:** Matches objects and/or sets using one-to-one correspondence (U&C); Recognises, identifies and matches pairs (U&C) |  |
| **4** | **What is a Set?:** Sorts and classifies objects according to at least one attribute (R); Justifies classifications (R); Sorts and re-sorts a variety of materials (U&C) |  |
| **5** | **Sorting Sets – One Criterion:** Sorts and classifies objects according to at least one attribute (R); Justifies classifications of objects into sets; (R); Sorts a variety of random materials into a set according to a single attribute [property] each time (U&C) |  |
| **6** | **Sorting Sets – Two Criteria:** Sorts and classifies objects and sets according to two attributes (R); Classifies objects into sets (R); Sorts materials multiple times in different ways in an undirected manner (according to self-selected criteria) (R) |  |
| **7** | **Sorting Sets – Three Criteria:** Sorts and classifies objects and sets according to multiple attributes (R); Sorts materials multiple times in different ways in an undirected manner (according to self-selected criteria) (R); Describes and/or labels the attributes of different objects and sets (C) |  |
| **8** | **Sorting at School:** Describes the process of sorting and justifies selection criteria used in forming sets (C) |  |
| **9** | **Comparing Sets – One-to-one Correspondence:** Matches objects and/or sets, using one-to-one correspondence (U&C) |  |
| **10** | **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. |

**Unit 2: Measuring 1 (September: Weeks 3&4)**

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| **Strand(s) > Strand unit(s)** | Measures > Measuring. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Long and Short:** Explores how measures help us to make sense of our world (U&C); Explores and identifies the different attributes (e.g. length − long/short) of a single object that can be measured (U&C); Recognises that to be accurate, measurements must be fair (U&C) |  | [D] [C] [P] Reason & Respond L1–6, 8–9  [C] Measuring Hair L1  [C] Sorting Activities, L1–2, 6  [C] What Am I? L3  [C] Comparing Animal Structure Heights L5  [C] Measuring Height L4  [C] Think-Pair-Share L3  [C] Can You See …? L4  [C] [P] Notice & Wonder L1, 6–9  [C] Maths Eyes L6–9  [C] Sorting Heavy and Light Objects L6  [C] Weighing with Clothes Hangers L7  [C] At the Sweet Shop L7  [C] Big Bear Wins L8  [C] Maths Stations − Ordering Activities L9  **Print resources**  Pupil’s Book pages 10–15 Home/School Links Book pages 8–9  PCM 7 | **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 7–8 |
| **2** | **Comparative – Longer and Shorter:** Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C); Describes and discriminates between items, using appropriate comparative language (C); Recognises that to be accurate, measurements must be fair (U&C) |  |
| **3** | **Comparing Length, Using Manipulatives:** Uses appropriate vocabulary to describe and then compare measurable attributes (C); Predicts how measurable attributes of objects will compare to each other (R); Explores various materials used to compare the attributes of length, weight, capacity and area (A&PS) |  |
| **4** | **Tall and Short:** Explores how measures help us to make sense of our world (U&C); Explores and identifies the different attributes (e.g. height − tall/short) of a single object that can be measured (U&C) |  |
| **5** | **Comparative – Taller and Shorter:** Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C); Describes and discriminates between items, using appropriate comparative language (C); Listens and responds to a range of stories and rhymes involving concepts of measurement (C) |  |
| **6** | **Heavy and Light:** Explores and identifies the different attributes (e.g. weight − heavy/light) of a single object that can be measured (U&C); Informally records comparisons and measurement activities (C) |  |
| **7** | **Comparative – Heavier and Lighter:** Explores various materials used to compare the attributes of weight (A&PS); Predicts how measurable attributes of objects will compare to each other (R); Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C); Listens to and responds to a range of stories and rhymes involving concepts of measurement (C) |  |
| **8** | **Big, Bigger and Small, Smaller:** Listens and responds to a range of stories and rhymes involving concepts of measurement (C); Describes and discriminates between items, using appropriate comparative language (C); Selects and uses suitable materials for comparing (A&PS) |  |
| **9** | **Biggest and Smallest:** Chooses an object from a group of objects for a purpose based on a particular attribute (A&PS); Compares and orders objects, containers and surfaces according to appropriate measurable attributes (A&PS); Selects and uses suitable materials for comparing (A&PS) |  |
| **10** | **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. |

**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 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** | **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. |

**Unit 4: Time 1 (October: Week 3)**

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| **Strand(s) > Strand unit(s)** | Measures > Time. Number > Numeration and Counting; Sets and Operations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop a sense of time and its 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. |

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| **Lesson** |  | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Using the Language of Time:** 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); Uses or responds to simple language associated with time (C) |  | [C][D] Reason & Respond L1–4  [P] Story: *A Beach Tail* by Karen Lynn Williams L1  [P] Sequencing Three Images L2  [D] Sequence Dara’s Day L2  [D] Notice & Wonder L4  [D] Class Clothesline L4  **Print resources**  Pupil’s Book pages 23–25 Home/School Links Book pages 12–13  PCMs 1, 18, 19, 20 | **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 10 |
| **2** | **Making a Sequence:** Begins to recognise the order of daily routines at home and at school (U&C); Describes and sequences events in their daily routine (C) |  |
| **3** | **Sequencing Errors:** Describes and represents sequences of events (C); Uses visual supports to convey and understand time sequences (A&PS); Identifies errors in chronological sequences of events (R) |  |
| **4** | **Morning, Day, Night:** Analyses and sorts events according to when they occur (For example: night time vs day time activities) (A&PS); Predicts events in the immediate future based on familiar patterns of events (R) |  |
| **5** | **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. |

**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. |

Unit 6: Shape (November: Weeks 3&4)

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| **Strand(s) > Strand unit(s)** | Shape and Space > Shape. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to examine, categorise and model 3-D and 2-D shapes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Exploring 3-D Shapes:** Identifies and recognises shapes in the environment (U&C); Explores and uses language to describe shape properties (C) |  | [D] [C] Reason & Respond L1–4, 6–8  [C] Class discussion: Shapes All Around Us L1  [D] [C] Think-Pair-Share L1–2, 6  [D] Notice & Wonder L2  [D] Geometric Solids L2  [C] Playing with Geometric Solids L2  [C] Maths Stations: Exploring and Sorting Shapes L3  [C] Class discussion: Exploring 3-D Shapes L4  [C] Building with Shapes L4  [C] Game: Name that Shape! L5  [C] Game: Sensory (‘Feely’) Bag L5  [C] Constructing 3-D Shapes L5  [C] Introducing 2-D Shapes L6  [C] Class discussion: 2-D Shapes All Around Us L6  [C] Exploring 2-D Shapes L6  [C] Hidden Shape L7  [C] Game: What Shape Is it, Mr Wolf? L7  [C] Maths stations: Exploring 2-D Shapes L8  [D] Shape Train L9  [C] Class discussion: Revising 3-D Shapes L9  [C] Sorting 2-D and 3-D Shapes L9  **Print resources**  Pupil Book pages 32–35 Home/School Link Book pages 16–17  PCMs 2, 26–28 | **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 13–14 |
| **2** | **3-D Shapes All Around Us:** Discriminates between shapes, identifying when one shape is similar or different to another (R) |  |
| **3** | **Sorting 3-D Shapes:** Selects appropriate criteria for shape sorting (R); Identifies why an object or set of objects is different or does not belong to a familiar category (R); Explains how shapes have been sorted (R) |  |
| **4** | **Naming 3-D Shapes (1):** Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **5** | **Naming 3-D Shapes (2):** Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **6** | **Exploring 2-D Shapes:** Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **7** | **2-D Shapes All Around Us:** Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **8** | **Solving 2-D Shape Problems:** Represents shapes in various ways (C); Explores shape properties and functions, and describes |  |
|  | using everyday language (C) |
| **9** | **Sorting 2-D and 3-D Shapes:** 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); Solves problems involving 2-D shapes (A&PS) |  |
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| **10** | **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. |

**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. |