

Senior Infants *Maths and Me* Progression Continua Overview

This document outlines the Learning Experiences for each of the Strand Units for progression milestones (c) and (d), and where they are covered in *Maths and Me*. 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 (c) & (d)	<i>Maths and Me</i> Senior Infants
c. Identifies a unit of repeat within a repeating pattern. (U&C)	Unit 13 Patterns, Lesson 1
c. Recognises simple shape, numerical, musical and verbal patterns. (U&C)	Unit 13 Patterns, Many lessons
c. Recognises and sequences numbers to at least 10. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 13 Patterns, Lesson 3
c. Explores patterns in number sequences. (U&C)	Unit 3 Operations within 10, Lesson 5 Unit 13 Patterns, Lesson 3
c. Copies and extends repeated shape, numerical musical and verbal patterns. (U&C)	Unit 13 Patterns, Lesson 1
d. Counts forwards and backwards within 20, and beyond. (U&C)	Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons Unit 13 Patterns, Lesson 3
d. Notices patterns between number bonds to 10. (U&C)	Unit 3 Operations within 10, Lesson 1
d. Copies and extends repeated shape and numerical patterns of increasing complexity. (U&C)	Unit 13 Patterns, Lesson 1
d. Quantifies the jumps between units in simple growing and shrinking numerical patterns. (U&C)	Unit 10 Addition, Lesson 2 Unit 13 Patterns, Lesson 2, 3
d. Begins to explore the zero property (adding zero to or subtracting zero from a number it does not change the number). (U&C)	Unit 3 Operations within 10, Lesson 5, 6 Unit 10 Addition, Lesson 1 Unit 12 Subtraction, Many lessons
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 5 Numbers to 15, Lesson 5 Unit 13 Patterns, Lesson 2
c. Describes similarities and differences between sets in terms of quantity. (C)	Unit 3 Operations within 10, Lesson 5 Unit 5 Numbers to 15, Lesson 5 Unit 12 Subtraction, Many lessons

	Unit 13 Patterns, Lesson 2
d. Describes simple growing and shrinking patterns. (C)	Unit 3 Operations within 10, Lesson 6 Unit 13 Patterns, Lesson 2
d. Describes repeating patterns as repetitions of a unit. (C)	Unit 13 Patterns, Lesson 1
d. Explains and argues the zero property of addition, i.e. when you add zero to a number it does not change the number. (C)	Unit 3 Operations within 10, Lesson 6 Unit 10 Addition, Lesson 1
d. Draws illustrations and uses concrete manipulatives to explore the structure of patterns. (C)	Unit 13 Patterns, Many lessons
d. Describes and predicts future events (For example: Days of the week, months of the year). (C)	Unit 13 Patterns, Many lessons Unit 16 Time 2, Lesson 5
c. Recognises patterns and predict subsequent consecutive terms in a sequence. (R)	Unit 13 Patterns, Lesson 3
d. Justifies with proof(s) the zero property (adding zero to or subtracting zero from a number it does not change the number) and generalises for all numbers. (R)	Unit 10 Addition, Lesson 1 Unit 12 Subtraction, Many lessons
c. Copies and extends increasingly complex patterns using a range of manipulatives and/or pictures/ symbols. (A&PS)	Unit 13 Patterns, Many lessons
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 13 Patterns, Many lessons Unit 16 Time 2, Many lessons
d. Creates repeating and growing patterns through construction, drawing. (A&PS)	Unit 13 Patterns, Lesson 1, 2

Data and Chance > Data

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Reads and explains the information conveyed in various categorical and numerical displays. (U&C)	Unit 17 Data, Lesson 1
d. Explores and formulates possible research topics and questions for data collection relevant to themselves or their surroundings (For example: hair colour, pets). (U&C)	Unit 17 Data, Lesson 4
c. Notice and discuss data in the direct environment. (C)	Unit 17 Data, Many lessons
c. Asks questions and discusses opportunities for collecting data. (C)	Unit 17 Data, Lesson 2
d. Represents and displays data gathered using objects, pictures or simple graphs. (C)	Unit 17 Data, Lesson 3 Unit 10 Addition, Lesson 5 Unit 12 Subtraction, Lesson 4

d. Explores and devises questions and statements based on data displays. (C)	Unit 17 Data, Lesson 3
c. Sorts and classifies objects and sets according to multiple attributes. (R)	Unit 17 Data, Lesson 1
c. Re-sorts data sets according to different attributes and justifies. (R)	Unit 17 Data, Lesson 1
d. Explores the potential for data displays to convey large volumes of information. (R)	Unit 17 Data, Many lessons
d. Explains and makes simple inferences based on data gathered within an investigation. (R)	Unit 17 Data, Lesson 3
C. Collects data by asking simple questions of each other and gathering responses. (A&PS)	Unit 17 Data, Lesson 2 Unit 10 Addition, Lesson 5
c. Displays and contrasts data in personal ways. (A&PS)	Unit 17 Data, Lesson 3
d. Applies an investigation cycle of problem-posing, planning, data gathering, representation, analysis and conclusion. (A&PS)	Unit 17 Data, Many lessons
d. Works with information collected about themselves or peers as a data sample. (A&PS)	Unit 17 Data, Lesson 4

Measures > Measuring

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
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, 5
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, Many lessons Unit 11 Measuring 2, Many lessons
d. Recognises that quantifying a measurement helps us describe and compare more precisely. (U&C)	Unit 2 Measuring 1, Lesson 3, 4,
d. Explores the conservations of length, weight, capacity and area through practical activities. (U&C)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
c. Describes and discriminates between items using appropriate comparative language. (C)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
c. Informally records comparisons and measurement activities. (C)	Unit 2 Measuring 1, Many lessons
d. Records estimates and measures concretely, pictorially and orally. (C)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons

c. Recognises that if different attributes are used to compare and order objects, the order may be different. Investigates and explains such cases. (R)	Unit 11 Measuring 2, Lesson 5
d. Recognises the need for units to measure length, weight, capacity and area. (R)	Unit 2 Measuring 1, Lesson 5, 6 Unit 11 Measuring 2, Many lessons
d. Makes numerical estimates of measure based on units that can be seen or handled. (R)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
c. Explores the procedures of measuring by making direct comparisons of measurements in meaningful contexts. (A&PS)	Unit 2 Measuring 1, Many lessons 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, Many lessons Unit 11 Measuring 2, Many lessons
c. Selects and uses suitable materials for comparing. (A&PS)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
d. Selects and uses appropriate materials to propose and estimate fair comparisons. (A&PS)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
d. Estimates and measures the attributes of a range of items using appropriate repeated units of measurements in purposeful or problem-solving contexts. (A&PS)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons
d. Uses repetitions of the same size unit to make approximate measurements. (A&PS)	Unit 2 Measuring 1, Many lessons Unit 11 Measuring 2, Many lessons

Measures > Time

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Demonstrates understanding of days of the week. (U&C)	Unit 4 Time 1, Lesson 1 Unit 16 Time 2, Lesson 3, 4
c. Explores different, non-standard devices available to demonstrate time passing. (U&C)	Unit 4 Time 1, Lesson 4 Unit 16 Time 2, Lesson 1, 2
c. Connects amount of time passing with experience. (U&C)	Unit 16 Time 2, Lesson 1, 2
d. Becomes familiar with the clock as a tool for measuring time. (U&C)	Unit 16 Time 2, Many lessons
d. Demonstrates understanding that the hands of the analogue clock cover an area of space over time (For example: one full rotation of the minute hand represents an hour passing). (U&C)	Unit 16 Time 2, Many lessons
c. Recalls the sequence of the days of the week. (C)	Unit 4 Time 1, Lesson 1 Unit 16 Time 2, Lesson 3
c. Describes and represents sequences of events. (C)	Unit 4 Time 1, Lesson 4
c. Begins to recognise that there are standard universal ways of expressing time. (C)	Unit 16 Time 2, Lesson 3, 4

d. Uses the vocabulary of time to sequence events [first, last, next, before, after, early, late]. (C)	Unit 4 Time 1, Lesson 2
d. Begins to recognise and relate to the language of days, months and seasons. (C)	Unit 16 Time 2, Lesson 3, 5
d. Expresses a week as seven days and vice versa. (C)	Unit 16 Time 2, Lesson 4
d. Recalls current day, month and season. (C)	Unit 16 Time 2, Lesson 3, 5
c. Logically sequences daily and weekly events or stages in stories or real-life situations. (R)	Unit 4 Time 1, Many lessons Unit 16 Time 2, Lesson 4
c. Identifies errors in chronological sequences of events. (R)	Unit 4 Time 1, Lesson 3 Unit 16 Time 2, Lesson 5
d. Identifies things that happened in the recent past and shows an understanding that things and events will happen in the future. (R)	Unit 16 Time 2, Lesson 4
d. Identifies meaningful intervals of time in daily routines. (R)	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, Lesson 2
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 3
d. Recognises special times (lunch or home time) on the clock face. (A&PS)	Unit 16 Time 2, Lesson 8, 9
d. Attends to sequences of events, days of the week, months of the year and seasons. (A&PS)	Unit 16 Time 2, Lesson 4, 5
d. Correctly sequences stages of development of an event or story. (A&PS)	Unit 4 Time 1, Lesson 2, 4

Measures > Money

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Recognises that coins hold different values. (U&C)	Unit 14 Money, Lesson 5
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 6, 7

d. Recognises the relative value of coins, up to the value of at least 50c, using the cent [c] symbol. (U&C)	Unit 14 Money, Lesson 3
c. Uses comparative language to discuss coin values. (C)	Unit 14 Money, Lesson 5
c. Communicates and records the number symbols on coins. (C)	Unit 14 Money, Lesson 4
c. Partakes in situations where items are bought and sold using cash and cashless methods. (C)	Unit 14 Money, Lesson 8, 9
d. Sets relative monetary values to items in roleplay scenarios. (C)	Unit 14 Money, Lesson 5
d. Uses a range of strategies to mentally calculate sums of money. (C)	Unit 14 Money, Many lessons
c. Identifies and justifies which coin or collection of coins has the greatest value. (R)	Unit 14 Money, Many lessons
c. Explains why having the most coins does not necessarily mean having the most money. (R)	Unit 14 Money, Lesson 6
c. Recognises, sorts and matches coins. (R)	Unit 14 Money, Many lessons
d. Judges whether there is enough money to buy an item of a particular value and/ or whether change should be expected. (R)	Unit 14 Money, Lesson 8, 9
c. Exchanges fairly based on relative value in real life or role play contexts. (A&PS)	Unit 14 Money, Many lessons
d. Selects and uses suitable strategies to tender appropriate coins and calculates change. (A&PS)	Unit 14 Money, Lesson 6, 7
d. Investigates different ways to find a given value using a group of coins. (A&PS)	Unit 14 Money, Lesson 6, 7

Number > Uses of Number

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Recognises that objects and symbols can represent number. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons
c. Orders numerals up to at least 10. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons
c. Notices and recognises the use of numerals as labels in the context of home, the classroom and school environment. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Recognises the use of ordinal numbers first, second, third, last in everyday life contexts. (U&C)	Unit 1 Numbers to 10, Lesson 5 Unit 5 Numbers to 15, Lesson 6
d. Reads, writes and orders numerals up to at least 20. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons

d. Recalls the number sequence forwards and backwards, from zero to at least 20, from any given number. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Represents numbers using informal symbols (For example: fingers, tallies of marks and pictures), and begins to record such numbers. (C)	Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Explains ordinality using the language of after, before and in-between. (C)	Unit 1 Numbers to 10, Lesson 5 Unit 5 Numbers to 15, Lesson 6
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 1 Numbers to 10, Many lessons
d. Discusses and explores the use of number for a variety of purposes; to quantify [cardinality], to order/rank [ordinality] and to name or label [nominality]. (C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Represents 6, 7, 8, 9, 10 to convey the different uses and application of numerals to represent 'how many', order/rank, label. (C)	Unit 1 Numbers to 10, Many lessons
c. Distinguishes the use of numbers in contexts of personal significance (For example: birthdays, addresses and phone numbers). (R)	Junior Infants Unit 5 Numbers 4 and 5, Lesson 2
c. Represents quantities, order and labels by numerals. (R)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Distinguishes between quantity [cardinal], order/rank in a list [ordinal] and name/label not denoting value [nominal] using everyday examples. (R)	Unit 1 Numbers to 10, Lesson 5 Unit 5 Numbers to 15, Lesson 6
c. Matches numerals and number words to sets and to other numerals in a variety of contexts. (A&PS)	Unit 5 Numbers to 15, Lesson 4 Unit 8 Numbers to 20, Many lessons
d. Uses a simple calendar to apply ordinality of numbers to dates of upcoming events. (A&PS)	Unit 16 Time 2, Many lessons

Number > Numeration and Counting

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Connects numbers to counted objects. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Explores how the layout of or size of elements in a set has no effect on the overall total. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Lesson 2 Unit 7 Operations within 15, Many lessons Unit 10 Addition, Many lessons
c. Identifies the empty set and the numeral zero. (U&C)	Unit 3 Operations within 10, Lesson 6 Unit 10 Addition, Lesson 1

c. 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 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Develops an understanding of the conservation of number (11-20). (U&C)	Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons Unit 10 Addition, Many lessons
d. Counts, individually and chorally, forwards and backwards from 20 starting at any given number using verbal, concrete and pictorial supports. (U&C)	Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Discusses, draws and writes representations of numbers 1-10, using manipulatives. (C)	Unit 1 Numbers to 10, Many lessons
c. Keeps track of counting acts by using numerical patterns such as tapping or fingers. (C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Makes numerals creatively. (C)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Discusses, draws and writes representations of numbers up to at least 20. (C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons Unit 10 Addition, Many lessons Unit 12 Subtraction, Many lessons
d. Responds to questions by counting mentally 1, 2, and 3 more than/less than a given number. (C)	Unit 10 Addition, Lesson 4
d. Explains different strategies used to count arrays [items arranged in rows and columns]. (C)	Unit 10 Addition, Lesson 4
c. Orders sets without counting and check by counting. (R)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Subitises, and counts the number of objects in a set 0-10. (R)	Unit 1 Numbers to 10, Many lessons
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 10 Addition, Lesson 2 Unit 12 Subtraction, Many lessons
c. Estimates and counts the number of objects in a set, up to 10. (R)	Unit 1 Numbers to 10, Lesson 1
d. Estimates the number of objects in a set 0-20 and checks by counting. (R)	Unit 1 Numbers to 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons

d. Subitises 'how many' in various regular and irregular arrangements (For example: dot patterns, arrays, frames and dice) without having to count. (R)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Establishes the number immediately before or after another number without having to start at one. (R)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Begins to use simple number paths and/ or lines for counting all, counting on and counting back, as appropriate. (A&PS)	Unit 10 Addition, Lesson 2, 3
c. Selects and uses appropriate materials to make a variety of sets for a given number. (A&PS)	Unit 1 Numbers to 10, Many lessons Unit 8 Numbers to 20, Lesson 5
d. Selects and uses materials to make sets for a given number up to beyond 20. (A&PS)	Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Uses a range of counting strategies to determine quantities and justifies their efficiency. (A&PS)	Unit 8 Numbers to 20, Lesson 5 Unit 14 Money, Many lessons

Number > Place Value and Base Ten

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Explores the relationship between numbers 1-9 and also their relationship to 10. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons
c. Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10. (U&C)	Unit 3 Operations within 10, Lesson 3
c. Demonstrates an ability to subitise various arrangements or models of numbers to 10, e.g. using a ten frame. (U&C)	Unit 1 Numbers to 10, Lesson 3
d. Represents amounts of tens and ones as 2-digit numbers. (U&C)	Unit 5 Numbers to 15, Lesson 1, 5 Unit 8 Numbers to 20, Many lessons
d. Composes and decomposes the structure of numbers 11-20 in terms of tens and ones. (U&C)	Unit 7 Operations within 15, Lesson 2 Unit 8 Numbers to 20, Many lessons
d. In a numeral, appreciates that digits to the left have the greater value and digits to the right have the lesser value. and zero can have a placeholder role. (U&C)	First Class Unit 1 Numbers to 30, Many lessons First Class Unit 7 Numbers to 100, Many lessons
d. Demonstrates an ability to subitise various arrangements or models of numbers to 20. (U&C)	Unit 7 Operations within 15, Lesson 3 Unit 8 Numbers to 20, Lesson 4
c. Discusses the grouping and swapping of ten ones to 'make a group of ten'. (C)	Unit 3 Operations within 10, Lesson 2 Unit 5 Numbers to 15, Lesson 2

	Unit 8 Numbers to 20, Many lessons
c. Shows that ten ones is equivalent to one ten and exchanges one ten for ten ones. (C)	Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
c. Discusses cardinal numbers of personal significance such as age and compares with other familiar people. (C)	Junior Infants Unit 5 Numbers 4 and 5, Lesson 2
d. Explores mathematical representation (manipulatives and/ or pictorially) of tens and ones. (C)	Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Discusses the groupings of tens [and ones leftover]. (C)	Unit 5 Numbers to 15, Many lessons Unit 8 Numbers to 20, Lesson 3
d. Names multiples of ten. (C)	First Class Unit 7 Numbers to 100, Lesson 2
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 Operations within 10, Many lessons Unit 7 Operations within 15, Lesson 3 Unit 8 Numbers to 20, Lesson 4
c. Orders and compares numbers 1-10 with each other. (R)	Unit 1 Numbers to 10, Lesson 4 Unit 3 Operations within 10, Lesson 1
d. Investigates various arrangements (For example: on ten frames) of manipulatives to prompt different mental images of numbers up to 20, while developing a sense of each number. (R)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons
d. Orders and compares numbers 1-20 with each other. (R)	Unit 7 Operations within 15, Lesson 4 Unit 8 Numbers to 20, Lesson 4 Unit 12 Subtraction, Lesson 1
d. Explores how the names of numerals reflect their relationship to 10. (R)	Unit 5 Numbers to 15, Lesson 2 Unit 8 Numbers to 20, Many lessons
c. Participates in grouping and swapping activities that involve making tens. (A&PS)	Unit 5 Numbers to 15, Lesson 3 Unit 8 Numbers to 20, Many lessons
d. Participates in grouping and swapping activities involving making tens [and ones leftover]. (A&PS)	Unit 8 Numbers to 20, Many lessons

Number > Sets and Operations

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Sorts items into sets by quantity. (U&C)	Unit 1 Numbers to 10, Many lessons
c. Matches numerals to sets up to at least 10. (U&C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons
c. Combines sets of objects to make at least 10. (U&C)	Unit 3 Operations within 10, Many lessons Unit 10 Addition, Many lessons

c. Partitions sets of 2 or more objects. (U&C)	Unit 5 Numbers to 15, Many lessons
d. Combines sets of objects up to at least 10 including the empty set/ zero. (U&C)	Unit 3 Operations within 10, Lesson 6 Unit 10 Addition, Many lessons
d. Recognises the zero property of an empty set. (U&C)	Unit 3 Operations within 10, Lesson 6
d. Partitions sets of objects [2 to at least 10] into two or more subsets. References odd and even numbers in this context. (U&C)	Unit 3 Operations within 10, Lesson 4 Unit 13 Patterns, Lesson 3 Unit 15 Fractions, Many lessons
d. Uses knowledge of addition to develop understanding of subtraction (For example: $2+4=6$ so $6-4=2$). (U&C)	Unit 12 Subtraction, Many lessons
c. Uses comparative language, [more, less, same/equal] to compare sets to at least 10. (C)	Unit 3 Operations within 10, Lesson 3 Unit 12 Subtraction, Many lessons Unit 14 Money, Lesson 5, 8
c. Records a number sentence pictorially. (C)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Many lessons Unit 5 Numbers to 15, Many lessons Unit 7 Operations within 15, Many lessons Unit 8 Numbers to 20, Many lessons Unit 10 Addition, Many lessons Unit 12 Subtractions, Many lessons
c. Jumps forwards on a number line or path to begin to express addition. (C)	Unit 3 Operations within 10, Lesson 5 Unit 7 Operations within 15, Lesson 5 Unit 10 Addition, Lesson 5
d. Counts forwards and backwards in ones to demonstrate addition [how many more] and subtraction [how many less]. (C)	Unit 7 Operations within 15, Lesson 4 Unit 10 Addition, Many lessons Unit 12 Subtraction, Many lessons
d. Jumps forwards/ backwards on a number line or path to begin to express addition and subtraction. (C)	Unit 3 Operations within 10, Lesson 5 Unit 10 Addition, Lesson 5 Unit 12 Subtraction, 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 1 Numbers to 10, Lesson 2 Unit 12 Subtraction, Lesson 2 Unit 14 Money, Lesson 5, 8
d. Partitions sets 2-10 into two or more subsets and recognises that this does not affect the total (For example: $1+2+6=9$). (R)	Unit 1 Numbers to 10, Many lessons Unit 3 Operations within 10, Lesson 4 Unit 5 Numbers to 15, Lesson 3
d. Demonstrates understanding of all possible partitions of number bonds up to at least 10. (R)	Unit 3 Operations within 10, Many lessons Unit 7 Operations within 15, Lesson 5
d. Compares equivalent and non-equivalent sets by value [1 to at least 10] and establishes how much more/ less. (R)	Unit 7 Operations within 15, Lesson 2 Unit 12 Subtraction, Lesson 2 Unit 14 Money, Lesson 5, 8
c. Uses appropriate strategies to find out how many. (A&PS)	Unit 1 Numbers to 10, Many lessons Unit 7 Operations within 15, Lesson 2 Unit 14 Money, Many lessons

c. Orders sets of objects according to their quantity, up to at least 5. (A&PS)	Unit 1 Numbers to 10, Many lessons
d. Uses a range of strategies to add and subtract mentally to at least 10. (A&PS)	Unit 10 Addition, Many lessons Unit 12 Subtraction, Many lessons Unit 14 Money, Many lessons
d. Orders sets of objects up to at least 10. (A&PS)	Unit 3 Operations within 10, Lesson 3

Number > Fractions

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
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 1
d. Establishes and identifies half of sets up to at least 10. (U&C)	Unit 15 Fractions, Lesson 7
c. Represents parts of models [sets, areas or line segments] using concrete materials. (C)	Unit 15 Fractions, Lesson 5, 6
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 1
d. Recognises and names equal parts of a whole [halves]. (C)	Unit 15 Fractions, Lesson 4
d. Represents and records understanding of halves using manipulatives, pictorially or by using symbols. (C)	Unit 15 Fractions, Lesson 6, 7
c. Notices that some partitions lead to equal parts and some do not. (R)	Unit 15 Fractions, Lesson 1
c. Explores the partitioning of a whole and sets of items. (R)	Unit 15 Fractions, Lesson 1, 3
c. Visualises and represents understanding of a half. (R)	Unit 15 Fractions, Lesson 4
d. Partitions an array of objects or a shape into two equal shares. (R)	Unit 15 Fractions, Many lessons
d. Establishes that equal shares of identical wholes need not have the same shape. (R)	Unit 15 Fractions, Lesson 4
c. Divides whole sets of objects or space into subsets or parts [using real-life contexts where appropriate]. (A&PS)	Unit 15 Fractions, Lesson 2, 6
d. Splits a whole into smaller parts and explains that 'equal parts' are the same. (A&PS)	Unit 15 Fractions, Lesson 2, 5, 7
d. Divides or shares out groups of objects equally into smaller groups. (A&PS)	Unit 15 Fractions, Lesson 3
d. Investigates halves of different geometric shapes. (A&PS)	Unit 15 Fractions, Lesson 5, 6

Shape and Space > Spatial Awareness and Location

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
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
d. Gives and follows simple directions including directions for turning [full and half turns]. (U&C)	Unit 9 Location and Transformation, Many lessons
c. Use simple directional language and countable units to give directions (For example: take 5 steps forward). (C)	Unit 9 Location and Transformation, Lesson 1
c. Creates simple drawings, or uses materials to represent familiar or fictional journeys. (C)	Unit 9 Location and Transformation, Many lessons
d. Describes the relative locations and movement of objects on picture maps and simple plans using appropriate language. (C)	Unit 9 Location and Transformation, Lesson 3
d. Identifies and models turns using arms, legs, whole body movements or straws. (C)	Unit 9 Location and Transformation, Many lessons
c. Adjusts instructions to give more precise directions. (R)	Unit 9 Location and Transformation, Many lessons
c. Visualises and makes predictions about location based on spatial understanding. (R)	Unit 9 Location and Transformation, Lesson 4
c. Use spatial relations and visualisation to reason about other areas of mathematics (For example: predicting location of numbers on number line; estimating length). (R)	Unit 2 Measuring 1, Many lessons Unit 7 Operations within 15, Lesson 4
d, Interprets simple maps and plans which represents familiar locations and real-life or fictional journeys. (R)	Unit 9 Location and Transformation, Lesson 2, Many lessons
d. Uses understandings of relative position and size to make decisions about how to represent key features on self-drawn maps. (R)	Unit 9 Location and Transformation, Lesson 4
c. Identifies objects and specific locations using knowledge of spatial relations. (A&PS)	Unit 9 Location and Transformation, Lesson 2
d. Creates simple maps or drawings of familiar settings and indicates the positionality of objects. (A&PS)	Unit 9 Location and Transformation, Lesson 4
d. Programmes simple digital devices to navigate appropriate maps or grids. (A&PS)	Unit 9 Location and Transformation, Lesson 3
d. Navigate simple paths through familiar environments. (A&PS)	Unit 9 Location and Transformation, Lesson 4

Shape and Space > Shape

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
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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, Lesson 4, Many lessons
d. Identifies 2-D shapes as the faces of 3-D solids. (U&C)	Unit 6 Shape, Lesson 5, 7
d. Explores the combinations of shapes to create 2-D and 3-D models [taking into consideration their unique properties]. (U&C)	Unit 6 Shape, Lesson 6
c. Discusses similarities and differences between shapes. (C)	Unit 6 Shape, Lesson 4, 5
c. Selects appropriate materials/ digital tools to explore and represent shape. (A&PS)	Unit 6 Shape, Lesson 6, 7
d. Asks questions about the properties of shapes to determine their identity. (C)	Unit 6 Shape, Lesson 7
c. Selects appropriate criteria for shape sorting. (R)	Unit 6 Shape, Many lessons
c. Explains how shapes have been sorted. (R)	Unit 6 Shape, Many lessons
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 geometric properties. (R)	Unit 6 Shape, Many lessons
d. Compares and sorts common 2-D and 3-D shapes and everyday objects. (R)	Unit 6 Shape, Lesson 3, 5
d. Explains and justifies why shapes belong or do not belong to certain sets. (R)	Unit 6 Shape, Many lessons
c. Combines shapes to create more complex images and structures, taking into consideration their unique properties. (A&PS)	Unit 6 Shape, Lesson 6
d. Selects materials and/or uses technology to construct or represent shapes. (A&PS)	Unit 6 Shape, Lesson 6
d. Solves tasks and problems involving shapes [2-D and 3-D shapes] (For example: identifies the properties of 3-D shapes that make them suitable for particular real-life purposes). (A&PS)	Unit 6 Shape, Lesson 6, 7

Shape and Space > Transformation

Learning Experiences in Progression Continua (c) & (d)	Maths and Me Senior Infants
c. Identifies shapes in a variety of different orientations. (U&C)	Unit 9 Location and Transformation, Lesson 5
d. Recognises and identifies the component parts of composite [combination of] shapes. (U&C)	Unit 9 Location and Transformation, Lesson 6

d. Identifies line symmetry of simple shapes and images. (U&C)	Unit 9 Location and Transformation, Lesson 7
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 5
c. Selects appropriate materials/ digital tools to explore and represent shape movements. (C)	Unit 9 Location and Transformation, Lesson 5, 6
d. Makes and describes composite shapes. (C)	Unit 9 Location and Transformation, Lesson 6
d. Gives and follows instructions relating to the movement of shapes. (C)	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 6
d. Makes predictions and justifies why some shapes have/ do not have line symmetry with reference to shape properties. (R)	Unit 9 Location and Transformation, Lesson 7
d. Visualises how shapes can be combined or dissected to make new shapes. (R)	Unit 9 Location and Transformation, Lesson 6
c. Selects and manipulates shapes to copy a model or structure. (A&PS)	Unit 9 Location and Transformation, Lesson 8
d. Engages in spatial puzzles or construction activities (For example: tangrams puzzles, block play) which involve moving, comparing, dissecting or combining shapes. (A&PS)	Unit 9 Location and Transformation, Lesson 8