**Unit 1: Numbers to 10 (September: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Numeration and Counting; Uses of Number; Sets and Operations. 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; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting:** Estimates the number of objects in a set up to 5 (R); Reads, writes and orders numerals (U&C); Recalls the number sequence forwards and backwards, from zero to at least 10 (U&C) |  | [D] Choral Counting L1, 3, 4  [D] Notice and Wonder L1, 5  [D] [C] Reason and Respond L1, 5  [C] Sorting Manipulatives L1  [D] Quick Images L1, 3  [D] Write-Hide-Show L1, 3, 5  [C] Number of the Day L1–4  [D] 1, 2, 3, 4, 5, Once I Caught a Fish Alive L2, 4  [C] [D] Think-Pair-Share L2, 3, 5  [D] Three-Act Task L2  [D] Concept Cartoon L3  [C] Build it, Sketch it, Write it L4, 5  [C] Sensory (‘Feely’) Bag L4  [D] Comparing Cubes L4  [C] Listening and Counting L4, 5  [P] [C] Number Cards L5  [P] Game: Can You Get in Order? L5  **Print resources**  Pupil’s Book pages 4–9  Home/School Links Book page 6–7  PCM 8 | **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 6–7 |
| **2** | **Number Bonds to 5:** Accurately counts and compares sets from 1 up to at least 5 and establishes which set has more or less (R); Partitions sets of 5 into two subsets and recognises that this does not affect the total (R) |  |
| **3** | **Numbers to 10:** Partitions sets of 10 into two subsets and recognises that this does not affect the total (R); Demonstrates an ability to subitise various arrangements or models of numbers to 10 (U&C) |  |
| **4** | **Comparing Numbers:** Orders and compares numerals 1−10 with each other (R); Reads, writes and orders numerals up to 10 (U&C) |  |
| **5** | **Ordering:** Establishes the number immediately before or after another number (R); Explains ordinality, using the language of after, before and in-between (C); Recognises the use of ordinal numbers first, second, third and last in everyday life contexts (U&C) |  |
| **6** | **Review and Reflection:** 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** | **Comparing Objects:** Explores and identifies the different attributes of a single object that can be measured (U&C); Compares and orders objects according to length (U&C) |  | [D] Notice & Wonder L1, 4 [D] Reason & Respond L1–6  [D] Comparing Objects L1  [C] Building Walls, Towers and Fences L1  [C] Creating a Measurement Area L1  [C] Sorting Toys L2, 3  [C] Sorting Toy Animals L2  [D] [C]Think-Pair-Share L2–6  [C] Draw It! L2  [D] Word Wall L3  [D] Concept Cartoon L3  [C] Sorting Jars and Spoons L3  [C] Sorting Toy Vehicles L3  [C] Frog Jumps L4  [C] Sorting Objects L5  [C] Write-Hide-Show L5  [C] Sorting Containers L6  [C] Build It! L6  **Print resources**  Pupil’s Book pages 10–15 Home/School Links Book pages 8–9 | **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 7–9 |
| **2** | **Size:** Describes and discriminates between items using appropriate comparative language (C); Explores the conservation of length through practical activities (U&C) |  |
| **3** | **Length:** Recognises that quantifying a measurement helps us describe and compare more precisely (U&C); Records estimates and measures concretely, pictorially and orally (C); Selects and uses appropriate materials to propose and estimate fair comparisons (A&PS) |  |
| **4** | **Let’s Measure:** Recognises that quantifying a measurement helps us describe and compare more precisely (U&C); Records estimates and measures concretely, pictorially and orally (C) |  |
| **5** | **Weight:** Explores and identifies the different attributes of a single object that can be measured (U&C); Recognises the need for units to measure weight (R) |  |
| **6** | **Capacity:** Recognises the need for units to measure capacity (R); Compares and orders containers according to appropriate measurable attributes (A&PS) |  |
| **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 3: Operations within 10 (October: Weeks 1&2)**

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

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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; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; develop an awareness that numbers have a variety of uses; explore, extend and create patterns and sequences |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Bonds of 10:** Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number (R); Orders and compares numbers 1−10 with each other (R); Establishes the number immediately before or after another number without having to start at one (R) |  | [D] Think-Pair Share L1–6  [D] [C] [P] Notice & Wonder L1, 3  [D] [C] [P] Reason & Respond L1–6  [D]Comparing the Harvest L1  [D] Choral Counting L1, 6  [D] Quick Images L2, 5, 6  [D] Write-Hide-Show L2, 4–6  [C] Beanbag Throw L2  [D] [C] 10 Green Bottles L3, 4  [C] Paper Plate Sets L5  [D] Three-Act Task L5  [C] Combining Sets with Zero L6  **Print resources**  Pupil’s Book pages 16–21  Home/School Links Book pages 10–11  PCM 10 | **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** | **Number Bonds:** Demonstrates understanding of all possible partitions of number bonds up to at least 10 (R); Explores how the appearance of a set has no effect on the overall total (U&C) |  |
| **3** | **Sets:** Uses comparative language (more, less, same/equal) to compare sets to at least 10 (C); Orders sets of objects up to at least 10 (A&PS); Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10 (U&C) |  |
| **4** | **Partitioning Sets:** Partitions sets of objects into two or more subsets (U&C); Partitions sets 2−10 into two or more subsets and recognises that this does not affect the total (R) |  |
| **5** | **Addition:** Explores patterns in number sequences (U&C); Begins to explore the zero property (U&C); Describes similarities and differences between sets in terms of quantity (C); Jumps forwards on a number path to begin to express addition (C) |  |
| **6** | **Zero:** Begins to explore the zero property (adding zero to or subtracting zero from a number it does not change the number) (U&C); Describes simple growing and shrinking patterns (C); Explains and argues the zero property of addition facts (C); Combines sets of objects up to at least 10, including the empty set/zero (U&C); Recognises the zero property of an empty set (U&C) |  |
| **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 4: Time 1 (October: Week 3)**

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| **Strand(s) > Strand unit(s)** | Measures > Time |

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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 |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Using Time Language:** Articulates and shares prior understanding of time concepts and vocabulary (U&C); Recalls the sequence of the days of the week (C); Logically sequences daily events in real-life situations (R) |  | [C] Class Calendar and Weather Chart L1  [D] [C] Reason & Respond L1–4  [D] Notice & Wonder L2, 4  [C] Our School Day L2  [D] Reason & Respond L2, 4  [D] Think-Pair-Share L2–4  [D] Write-Hide-Show L2, 3  [P] Game: What Time of Day Is It? L3  **Print resources**  Pupil’s Book pages 22–24 Home/School Links Book page 12  PCM 11–12 | **Intuitive Assessment:**  responding to emerging  misconceptions |
| **2** | **Sequencing Events:** Uses the vocabulary of time to sequence events (C); Logically sequences daily events or stages in stories or real-life situations (R); Correctly sequences stages of development of an event or story (A&PS) |  | **Planned Interactions:**  responding to insights gleaned from children’s responses to learning experiences |
| **3** | **Daily Time Intervals:** Identifies meaningful intervals of time in daily routines (R); Logically sequences daily events in stories or real-life situations (R); Analyses and sorts events according to when they occur (A&PS); Identifies errors in chronological sequences of events (R) |  |  |
| **Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet page 10–11 |
| **4** | **Time Passing:** Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS); Describes and represents sequences of events (C); Logically sequences daily and weekly events or stages in stories or real-life situations (R); Correctly sequences stages of development of an event or story (A&PS) |  |
| **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 to 15 (November: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Place Value and Base Ten; Numeration and Counting; Uses of Number. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop a sense of ten as the foundation for place value and counting; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; develop an awareness that numbers have a variety of uses. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **More Numbers to 10:** Recalls the number sequence and counts forwards and backwards from 0 to at least 20, starting at any given number using verbal, concrete and pictorial supports (U&C); Establishes the number immediately before or after another number without having to start at 1 (R) |  | [D] Notice & Wonder L1–2  [D] Reason & Respond L1–2, 4–6  [D] Think-Pair-Share L1–3  [C] Show me! L1–4  [D] Choral Counting L2–3, 6 | **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 12–13 |
| **2** | **Numbers to 12:** Discusses the grouping and swapping of ten ones to ‘make a group of ten’ (C); Explores mathematical representation of tens and ones (C); Explores how the names of numerals reflect their relationships to 10 (R) |  |
|  |  | [P] Bigger than 10 L2  [C] Build It! L2–3  [D] Quick Images L3, 5 |
| **3** | **Numbers to 14:** Participates in grouping and swapping activities involving making tens (A&PS); Partitions sets of 2−10 into two or more subsets and recognises that this does not affect the total (R) |  |
|  |  | [D] Write-Hide-Show L3, 5  [D] Concept Cartoon L3  [C] Paper Plate Bonds L3 |
| **4** | **Numbers to 15:** Explores the relationship between the numbers 11−15 (U&C); Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS) |  |
|  |  | [D] Three-Act Task L4 |
| **5** | **Tens and Ones to 15:** Represents amounts of tens and ones as two-digit numbers (U&C); Describes observable changes in quantitative terms (C); Describes similarities and differences between sets in terms of quantity (C) |  | [D] Would This Work? L5  [D] Build it; Sketch it; Write it L5 |
|  |  | [C] Get in Line! L6 |
| **6** | **Ordering Numbers:** Recognises the use of ordinal numbers first, second, third, last in everyday life contexts (U&C); Explains ordinality, using the language of after, before and in-between (C) |  | [C] Ordering Toys L6 |
|  |  | **Print resources** |
| **7** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  | Pupil’s Book pages 25–30 |
|  |  | Home/School Links Book pages 14–15 |
|  |  | PCMs 13–14 |

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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 explore and recognise properties of 3-D and 2-D shapes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Shapes:** Selects appropriate criteria for shape sorting (R); Explains how shapes have been sorted (R) |  | [D] Notice & Wonder L1, 3 | **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 14–15 |
|  |  | [D] Reason & Respond L1–7 |
|  |  | [D] Think-Pair-Share L1, 3  [C] Build it; Sketch it; Write it L1  [D] Write-Hide-Show L2, 4–7 |
| **2** | **Properties of 2-D Shapes:** Identifies and describes the properties of 2-D shapes, including the number of sides and corners (U&C); Sorts, compares and classifies 2-D shapes into logical categories according to their attributes, size and geometric properties (R) |  |
|  |  | [C] Shapes Are Everywhere L2  [C] Building a Tower with 3-D Shapes L4 |
| **3** | **Sorting 2-D Shapes:** Sorts using simple Venn and Carroll diagrams (C); Compares and sorts common 2-D shapes (C) |  |
|  |  | [D] Concept Cartoon L5 |
|  |  | [D] Three-Act Task L6  [C] Building Shapes L6 |
| **4** | **3-D Shapes:** Discusses similarities and differences between shapes (C); Recognises and names common 3-D and 2-D shapes in different orientation and sizes (U&C) |  |
|  |  | [C] Sensory (‘Feely’) Bag L6 |
| **5** | **Properties of 3-D Shapes:** Identifies and describes simple properties and capabilities of some regular shapes (U&C); Discusses similarities and differences between shapes (C) |  | [C] Shape Hunt L7  [P] Game: I Spy L7 |
| **6** | **Making 2-D and 3-D Shapes:** Selects appropriate materials to represent shapes (C); Solves tasks and problems involving shapes (A&PS) |  | **Print resources**  Pupil’s Book pages 4–9 |
| **7** | **Shapes Around Us:** Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes, size and geometric properties (R); Asks questions about the properties of shapes to determine their identity (C); Solves tasks and problems involving regular shapes (A&PS) | Home/School Links Book pages 16–17 |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  | PCMs 15–20 |
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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: Operations within 15 (December: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Place Value and Base Ten; 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 ten as the foundation for place value and counting; 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** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Comparing:** Establishes the number immediately before or after another number without having to start at 1 (R); Counts, individually and chorally, forwards and backwards within 20 starting at any given number using verbal, concrete and pictorial supports (U&C) |  | [D] Notice & Wonder L1  [D] Reason & Respond L1, 3–5  [D] Think-Pair-Share L1–5  [C] Comparing Toys L1  [D] Write-Hide-Show L1–3  [D] Quick Images L2–3  [D] Choral Counting L2–3  [D] Concept Cartoon L2, 5  [C] Build it; Sketch it; Write it L2  [D] Would This Work? L3  [C] Beanbag Toss L3  [C] Bar Model Comparison L3  [C] Number Paths L4  [D] Three-Act Task L5  [C] Number Paths L4  [C] Sorting Manipulatives L5  **Print resources**  Pupil’s Book pages 31–36  Home/School Links Book pages 18–19  PCMs 21–23 | **Intuitive Assessment:**  responding to emerging misconceptions |
| **2** | **Combining Sets:** Composes and decomposes the structure of numbers 11−15 in terms of tens and ones (U&C); Uses appropriate strategies to find out how many (A&PS); Compares equivalent and non-equivalent sets by value (1 to at least 10) and establishes how much more/less (R) |  | **Planned Interactions:** responding to insights gleaned from children’s responses to learning experiences |
| **3** | **Bar Models:** Demonstrates an ability to subitise various arrangements or models of numbers to 12 (U&C); Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 15, while developing a sense of each number (R) |  |
| **4** | **Number Paths:** Orders and compares numbers 1−15 with each other (R); Counts forwards in ones to demonstrate addition (C) |  |
|  |  | **Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 16–17 |
| **5** | **Addition:** Jumps forwards on a number line or path to begin to express addition (C); Demonstrates understanding of all possible partitions of number bonds up to at least 10 (R) |  |
| **6** | **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. |