**Unit 3: Operations within 10 (October: Weeks 1&2)**

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 16–21Home/School Links Book pages 10–11PCM 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) |  |

|  |
| --- |
| **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. |