**Unit 5: Numbers to 15 (November: Weeks 1&2)**

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

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

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

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