**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. |