**Unit 7: Operations within 15 (December: Weeks 1&2)**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |  |

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