**Unit 2: Addition and Subtraction 1 (September: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting; Place Value and Base Ten. Algebra > Expressions and Equations; Patterns, Rules and Relationships. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to select, make use of and represent a range of addition and subtraction strategies; demonstrate proficiency in using and applying different counting strategies understand that digits have different values depending on their place or position in a number; use estimation to quickly determine number values and number calculations; identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences; interpret the meaning of symbols or pictures in number sentences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Bonds of 10:** Fluently recalls addition and subtraction facts [bonds] to at least 10 (C); Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  | [D] Give the Dog a Bone! L1, 5[C] Build it; Sketch it; Write it L1, 5, 7, 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 9–10 |
|  |  | [D] Notice & Wonder L1, 3, 6, 8[D] [C] Think-Pair-Share L1, 2, 3, 4, 5,[D] Reason & Respond L1, 3, 4, 5, 6, 8 |
| **2** | **Turnaround Facts:** Begins to explore the commutative property of addition (we can swap the order of the numbers being added and still get the same total) (U&C); Demonstrates, justifies, explains and argues the commutative property in relation to addition facts (R) |  |
|  |  | [C] The Sound of a Number: Bonds of 10 L2[D] Would This Work? L2 |
| **3** | **Doubles:** Explores doubles as an approach to support calculation strategies (U&C) |  |
|  |  | [C] Write-Hide-Show L3 |
| **4** | **Near Doubles:** Explores near doubles as an approach to support calculation strategies (U&C); Uses knowledge of simple fact groups (doubles and 10) to develop more calculation strategies (near doubling) (R) |  |
|  |  | [D] What Number Am I? L4, 7 |
| **5** | **Subtraction as Take Away:** Uses a range of strategies to subtract mentally up to at least 10 (A&PS); Uses the minus symbol (–) to convey subtraction (C) |  | [C] Game: Take Away L5[D] Move with Monty L6 |
|  |  | [C] Game: Towers Take Away L6 |
| **6** | **Adding and Subtracting 0, 1 and 2:** Explores and uses the zero property when performing calculations (U&C); Jumps forwards/backwards on a number line to begin to express addition and subtraction (C) |  | [C] Arrow Cards L7[C] I Do, We Do, You Do L7 |
| **7** | **Adding and Subtracting 10:** Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  | **Print resources**Pupil’s Book pages 13–19Home/School Links Book pages 8–9 PCMs 8, 9, 10, 11 |
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| **8** | **Adding Using Friendly Facts:** Uses knowledge of simple fact groups [doubles, bonds of 10] to develop more calculation strategies (adding three numbers) (R) |  |
| **9** | **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. |