Unit 7: Numbers to 100 (December: Weeks 1&2)

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

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to 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; interpret the meaning of symbols or pictures in number sentences; select, make use of and represent a range of addition and subtraction strategies. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting:** Counts to at least 100, counting fluently across decades (U&C); Explains and justifies choices of counting strategies used, and compares with the choices of others (C) |  | [D] Choral Counting L1–3  [D] Notice & Wonder L1, 5  [D] Think-Pair-Share L1, 5–7  [D] Three-Act Task L1  [D] Reason & Respond L2, 4–7  [D] Write-Hide-Show L2, 4–7  [D] [P] Counting Collections – Groups L2  [D] Would This Work? L3–5  [C] Build it; Sketch it; Write it L3–4  [D] Quick Images L4–5  [D] Maths Symbols =, <, > L5  [D] Concept Cartoon L6  [D] I Do, We Do, You Do L6  [C] Number Hunt in a Toy Catalogue L7  [C] [P] Number Hunt Outdoors L7  **Print resources**  Pupil’s Book pages 45–51  Home/School Links Book pages 18–19  PCMs 5, 27 | **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 15–16 |
| **2** | **Counting Groups:** Skip counts multiples of twos, fives and tens from a given multiple using verbal, concrete and pictorial supports (U&C); Uses skip counting to extend number patterns (A&PS) |  |
| **3** | **Representing Numbers:** Models 2-digit numbers (C) |  |
| **4** | **Tens and Ones:** Demonstrates an ability to estimate various arrangements or models of numbers to 99 (U&C); Models, represents and describes 2-digit numbers in terms of tens and ones (C); Composes and decomposes the structure of 2-digit whole numbers up to at least 99 (U&C) |  |
| **5** | **Comparing and Ordering Numbers:** Compares two 2-digit numbers and represents the relationship between these numbers using <, > and = (U&C); Orders 2-digit numbers (For example: from least to most, most to least) (R) |  |
| **6** | **Estimating Numbers:** Investigates the efficiency of different estimation strategies, including rounding numbers to the nearest ten (R) |  |
| **7** | **Number Hunts:** Identifies and recognises 2-digit numbers in the environment (U&C); Explores a range of tasks including games, puzzles and real-life contexts involving 2-digit numbers (A&PS) |  |
| **8** | **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. |