**Unit 8: Addition and Subtraction 2 (January Weeks 1&2)**

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

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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** | **Adding 10 and 9:** Uses knowledge of simple fact groups to develop further calculation strategies (R) |  | [D] I Do, We Do, You Do L3[D] Think-Pair-Share L4–5[D] Notice & Wonder L4[C] Spinners (0–9) L4[D] Write-Hide-Show L5–6[C] Spinners and 1c Coins L5[D] Would This Work? L6[C] The Sound of a Number L7[D] Toolkit: 100 Square What’s My Number? L7[C] Stations L7**Print resources**Pupil’s Book pages 54–60Home/School Links Book pages 21–22PCMs 5, 8, 9, 32, 33, 34, 35, 36 | **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 page 17 |
| **2** | **Subtracting 10 and 9:** Explores a range of approaches to support calculation strategies (U&C); Uses knowledge of simple fact groups to develop further calculation strategies (R) |  |
| **3** | **Make Tens:** Explores a range of approaches to support calculation strategies (U&C) |  |
| **4** | **Fact Families:** Translates representations into written addition or subtraction number sentences or expressions (C); Demonstrates, justifies, explains and argues the commutative property in relation to addition facts (R); Begins to develop an understanding of addition and subtraction as being the inverse of each other (U&C) |  |
| **5** | **Subtraction as Difference:** Demonstrates subtraction as difference using a variety of models and strategies (U&C); Translates representations into written subtraction number sentences or expressions (C); Begins to use a number line to demonstrate difference and bridging through 10 (C) |  |
| **6** | **Just Tens:** Adds and subtracts multiples of tens within 100 (U&C); Counts multiples of tens from a given multiple using verbal, concrete and pictorial supports (U&C) |  |
| **7** | **Adding and Subtracting Tens with Two-digit Numbers:** Counts forwards and backwards in tens from any given number using verbal, concrete and pictorial supports (U&C); Explores patterns and numerical relationships in addition and subtraction of tens on a hundred square (U&C); Constructs number sentences and number stories to solve problems involving addition and subtraction within 99 (A&PS); Justifies the selection and use of operations [addition and subtraction] in a variety of contexts (R) |  |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |
| **Additional Notes:** |  |

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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. |