**Unit 7: Numbers to 200 (December: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Numeration and Counting; Place Value and Base Ten; 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; 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:** Uses strategies to estimate and count quantities within at least 200 (R); Describes strategies used to count (C) |  | [D] Choral Counting L1–3  [D] Notice & Wonder L1  [D] Think-Pair-Share L1, 3, 5–6  [D][P] Three-Act Task L1  [D] Reason & Respond L1–7  [D] Write-Hide-Show L2, 4–7  [D][C] Would This Work? L3–5  [C] Estimating L2  [D] Build it; Sketch it; Write it L3–4  [D] Quick Images L4–5  [C] Games Bank L5  [D] Concept Cartoon L6  [C] I Do, We Do, You Do L6  [C] [P] Number Hunt in a Toy Catalogue L7  **Print resources**  Pupil’s Book pages 45–51 Home/School Links Book pages 18–19 PCM 25 | **Intuitive Assessment:** |
| responding to  emerging  misconceptions |
| **2** | **Counting Groups:** Practises repeated addition and group or skip counting (U&C)*;* Uses number lines, benchmark numbers (2s, 10s, 5s and 20s), and patterns to count forward and backwards (A&PS) |  |
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| **3** | **Representing Numbers:** Represents numbers using different models, illustrations and number expressions (C) |  |  |
| **Planned Interactions:** |
| responding to insights |
| gleaned from  children’s responses to learning experiences |
| **4** | **Hundreds, Tens and Ones:** Demonstrates an ability to estimate various arrangements or models of numbers to 199 (U&C); Composes and decomposes the structure of 3-digit whole numbers up to at least 199 (U&C)*;* Identifies place value in 3-digit whole numbers up to at least 199, including zero as a placeholder (U&C) |  |
| **5** | **Comparing and Order Numbers:** Compares two 3-digit numbers up to at least 199, and represents the relationship between these numbers using symbols and language (e.g. <, > and =) (U&C); Compares and records equivalent and non-equivalent sets up to 99 using <, > and = (U&C) (C); Orders 3-digit numbers up to at least 199 (R) |  |
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| **6** | **Estimating Numbers:** Rounds numbers to the nearest ten and/or hundred (R) |  | **Assessment Events:** |
| information gathered |
| from completion of the unit assessment in |
| **7** | **Number Hunts:** Identifies and recognises numbers up to 200 in the environment (U&C) |  |
| the Progress |
| Assessment Booklet  pages 15–16 |
| **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. |