**First Class Yearly Overview**

**Term One**

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| **Month** | **Week** | **Unit No.** | **Unit Title** | **Lesson Titles** | **Strand(s) > Strand Unit(s)** | **Learning Outcomes(s)** |
| **September** | 1 | 1 | Numbers to 30 | 1. Counting to 202. Counting to 303. Counting in 2s and 5s4. Representing Numbers 5. Tens and Ones6. Comparing and Ordering7. Review and Reflect | **Number > Numeration and Counting****Number > Place Value and Base Ten**Number > Sets and Operations | 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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| 2 |
| 3 | 2 | Addition and Subtraction 1 | 1. Bonds of 102. Turnaround Facts3. Doubles4. Near Doubles5. Subtraction as Take Away6. Adding and Subtracting 0, 1, and 27. Adding and Subtracting 108. Adding using Friendly Facts9. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingNumber > Place Value and Base TenAlgebra > Patterns, Rules and RelationshipsAlgebra > Expressions and Equations | 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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| 4 |
| **October** | 5 | 3 | Fractions | 1. Whole and Parts2. A Fair Share3. Halves and Quarters 4. Fraction Stations5. Halving Sets6. Half Price7. Quarter of Sets8. Review and Reflect | **Number > Fractions** | Through appropriately playful and engaging learning experiences children should be able to* recognise and name fractions according to their part-whole relationships
* explore the concept of equivalence in terms of simple fractions.
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| 6 |
| 7 | 4 | Data 1 | 1. Tallies2. Surveys3. Symbols 4. Pictograms5. Review and Reflect | **Data and Chance > Data** | Through appropriately playful and engaging learning experiences children should be able to* pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.
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| 8 | Review |
| **November** | 9 | 5 | Time 1 | 1. Units of Time2. Estimating and Measuring Time3. Days, Months and Seasons4. The Calendar5. O’Clock6. Half Past7. Estimating Time8. Review and Reflect | **Measures > Time** | Through appropriately playful and engaging learning experiences children should be able to* understand how time is measured, expressed and represented
* explore equivalent expressions of time.
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| 10 |
| 11 | 6 | Shapes | 1. Exploring Shapes2. Properties of 2-D Shapes3. 2-D Shapes: Sides and Corners4. Classifying 2-D Shapes5. Shapes in Shapes6. Naming and Sorting 3-D Shapes7. 3-D Shapes: Faces, Surfaces, Edges and Corners8. Building with 3-D Shapes9. Review and Reflect | **Shape and Space > Shape** | Through appropriately playful and engaging learning experiences children should be able to* examine, categorise and model 3-D and 2-D shapes.
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| 12 |
| **December** | 13 | 7 | Numbers to 100 | 1. Counting2. Conting Groups3. Representing Numbers4. Tens and Ones5. Comparing and Ordering Numbers6. Estimating Numbers7. Number Hunts8. Review and Reflect | **Number > Numeration and Counting****Number > Place Value and Base Ten**Algebra > Expressions and EquationsNumber > Sets and Operations | 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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| 14 |
| 15 | Review |

**Term Two**

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| **Month** | **Week** | **Unit No.** | **Unit Title** | **Lesson Titles** | **Strand(s) > Strand Unit(s)** | **Learning Outcomes(s) in Focus** |
| **January** | 16 | 8 | Addition and Subtraction 2 | 1. Adding 10 and 9 2. Subtracting 10 and 93. Make Tens4. Fact Families5. Subtraction as Difference6. Just Tens7. Adding and Subtracting Tens with Two-digit Numbers8. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingNumber > Place Value and Base TenAlgebra > Patterns, Rules and RelationshipsAlgebra > Expressions and Equations | 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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| 17 |
| 18 | 9 | Location and Transformation | 1. Left and Right2. Turns3. Directions4. Symmetry 5. Moving Shapes6. Tessellations 7. Review and Reflect | **Shape and Space > Spatial Awareness and Location****Shape and Space > Transformation** | Through appropriately playful and engaging learning experiences children should be able to * use spatial knowledge for the purposes of orientation and navigation
* visualise and model location using symbolic co-ordinates
* understand that shapes and line segments can be reflected, rotated and translated.
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| 19 |
| **February** | 20 | 10 | Measuring 1 | 1. Comparing and Ordering Lengths and Heights2. Measuring Length3. Metres4. Review and Reflect | **Measures > Measuring** | Through appropriately playful and engaging learning experiences children should be able to* compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.
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| 21 | 11 | Patterns | 1. Finding Patterns2. Describing and Making Patterns3. Growing or Shrinking Patterns4. Pattern Stations5. Review and Reflect | **Algebra > Patterns, Rules and Relationships** | Through appropriately playful and engaging learning experiences children should be able to* identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.
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| 22 | Review |
| **March** | 23 | 12 | Addition and Subtraction 3 | 1. Adding without Renaming 1 (2-digit + 1-digit)2. Subtracting without Renaming 1 (2-digit – 1-digit)3. Adding without Renaming 2 (2-digit + 2-digit)4. Subtracting without Renaming 2 (2-digit – 2-digit)5. Renaming Ones as Tens6. Adding with Renaming 1 (2-digit + 1-digit)7. Adding with Renaming 2 (2-digit + 2-digit)8. Review and Reflect | **Number > Sets and Operations**Number > Place Value and Base TenNumber > Numeration and CountingAlgebra > Patterns, Rules and RelationshipsAlgebra > Expressions and Equations | 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
* 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
* demonstrate proficiency in using and applying different counting strategies
* 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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| 24 |
| 25 | 13 | Measuring 2 | 1. Comparing and Ordering Weight2. Measuring Weight3. Kilograms4. Comparing and Ordering Capacity5. Measuring Capacity 6. Litres7. Review and Reflect | **Measures > Measuring** | Through appropriately playful and engaging learning experiences children should be able to* compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.
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| 26 |
| **April\*** | 27 | 14 | Time 2 | 1. Digital Time2. A Day3. TV Timetable4. Review and Reflect | **Measures > Time** | Through appropriately playful and engaging learning experiences children should be able to* understand how time is measured, expressed and represented
* explore equivalent expressions of time.
 |
| 28 | Review |

**\*** Depending on when Easter falls, April may be wholly or partly in Term Three.

**Term Three**

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| **Month** | **Week** | **Unit No.** | **Unit Title** | **Lesson Titles** | **Strand(s) > Strand Unit(s)** | **Learning Outcomes(s) in Focus** |
| **May** | 29 | 15 | Money | 1. Euro Coins2. Notes and Coins3. More, Less or Equal? 4. Counting and Making Amounts5. The Garden Shop6. Finding Totals7. Shopping8. Review and Reflect | **Measures > Money**Number > Numeration and CountingNumber > Sets and OperationsAlgebra > Expressions and Equations | Through appropriately playful and engaging learning experiences children should be able to* recognise the value of money and use euro and cent in a range of meaningful contexts
* demonstrate proficiency in using and applying different counting strategies
* select, make use of and represent a range of addition and subtraction strategies
* interpret the meaning of symbols or pictures in number sentences.
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| 30 |
| 31 | 16 | Data 2 | 1. Pictograms2. Block Graphs 13. Block Graphs 24. Let’s Find Out5. Review and Reflect | **Data and Chance > Data** | Through appropriately playful and engaging learning experiences children should be able to* pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.
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| 32 | 17 | Measuring 3 | 1. Comparing and Ordering Area2. Measuring Area3. Square Units4. Measuring Investigations5. Review and Reflect | **Measures > Measuring** | Through appropriately playful and engaging learning experiences children should be able to* compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.
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| **June** | 33 | 18 | Number Sentences | 1. Number Sentences2. Subtraction Number Sentences3. Review and Reflect | **Algebra > Expressions and Equations**Number > Numeration and CountingNumber > Sets and Operations | Through appropriately playful and engaging learning experiences children should be able to* interpret the meaning of symbols or pictures in number sentences
* demonstrate proficiency in using and applying different counting strategies
* select, make use of and represent a range of addition and subtraction strategies.
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| 34 | 19 | Addition and Subtraction 4 | 1. Renaming Tens and Ones2. Subtracting with Renaming (2 Digits – 1 Digit)3. Subtracting with Renaming (2 Digits – 2 Digit)4. Review and Reflect | **Number > Sets and Operations**Number > Place Value and Base TenNumber > Numeration and CountingAlgebra > Patterns, Rules and RelationshipsAlgebra > Expressions and Equations | 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
* 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
* demonstrate proficiency in using and applying different counting strategies
* 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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| 35 | Review |
| 36 | Review |