**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 20  2. Counting to 30  3. Counting in 2s and 5s  4. Representing Numbers  5. Tens and Ones  6. Comparing and Ordering  7. 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. |
| 2 |
| 3 | 2 | Addition and Subtraction 1 | 1. Bonds of 10  2. Turnaround Facts  3. Doubles  4. Near Doubles  5. Subtraction as Take Away  6. Adding and Subtracting 0, 1, and 2  7. Adding and Subtracting 10  8. Adding using Friendly Facts  9. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Number > Place Value and Base Ten  Algebra > Patterns, Rules and Relationships  Algebra > 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. |
| 4 |
| **October** | 5 | 3 | Fractions | 1. Whole and Parts  2. A Fair Share  3. Halves and Quarters  4. Fraction Stations  5. Halving Sets  6. Half Price  7. Quarter of Sets  8. 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. |
| 6 |
| 7 | 4 | Data 1 | 1. Tallies  2. Surveys  3. Symbols  4. Pictograms  5. 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. |
| 8 | Review | | | | |
| **November** | 9 | 5 | Time 1 | 1. Units of Time  2. Estimating and Measuring Time  3. Days, Months and Seasons  4. The Calendar  5. O’Clock  6. Half Past  7. Estimating Time  8. 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. |
| 10 |
| 11 | 6 | Shapes | 1. Exploring Shapes  2. Properties of 2-D Shapes  3. 2-D Shapes: Sides and Corners  4. Classifying 2-D Shapes  5. Shapes in Shapes  6. Naming and Sorting 3-D Shapes  7. 3-D Shapes: Faces, Surfaces, Edges and Corners  8. Building with 3-D Shapes  9. 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. |
| 12 |
| **December** | 13 | 7 | Numbers to 100 | 1. Counting  2. Conting Groups  3. Representing Numbers  4. Tens and Ones  5. Comparing and Ordering Numbers  6. Estimating Numbers  7. Number Hunts  8. Review and Reflect | **Number > Numeration and Counting**  **Number > Place Value and Base Ten**  Algebra > Expressions and Equations  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 * interpret the meaning of symbols or pictures in number sentences * select, make use of and represent a range of addition and subtraction strategies. |
| 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 9  3. Make Tens  4. Fact Families  5. Subtraction as Difference  6. Just Tens  7. Adding and Subtracting Tens with Two-digit Numbers  8. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Number > Place Value and Base Ten  Algebra > Patterns, Rules and Relationships  Algebra > 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. |
| 17 |
| 18 | 9 | Location and Transformation | 1. Left and Right  2. Turns  3. Directions  4. Symmetry  5. Moving Shapes  6. 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. |
| 19 |
| **February** | 20 | 10 | Measuring 1 | 1. Comparing and Ordering Lengths and Heights  2. Measuring Length  3. Metres  4. 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. |
| 21 | 11 | Patterns | 1. Finding Patterns  2. Describing and Making Patterns  3. Growing or Shrinking Patterns  4. Pattern Stations  5. 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. |
| 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 Tens  6. 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 Ten  Number > Numeration and Counting  Algebra > Patterns, Rules and Relationships  Algebra > 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. |
| 24 |
| 25 | 13 | Measuring 2 | 1. Comparing and Ordering Weight  2. Measuring Weight  3. Kilograms  4. Comparing and Ordering Capacity  5. Measuring Capacity  6. Litres  7. 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. |
| 26 |
| **April\*** | 27 | 14 | Time 2 | 1. Digital Time  2. A Day  3. TV Timetable  4. 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 Coins  2. Notes and Coins  3. More, Less or Equal?  4. Counting and Making Amounts  5. The Garden Shop  6. Finding Totals  7. Shopping  8. Review and Reflect | **Measures > Money**  Number > Numeration and Counting  Number > Sets and Operations  Algebra > 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. |
| 30 |
| 31 | 16 | Data 2 | 1. Pictograms  2. Block Graphs 1  3. Block Graphs 2  4. Let’s Find Out  5. 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. |
| 32 | 17 | Measuring 3 | 1. Comparing and Ordering Area  2. Measuring Area  3. Square Units  4. Measuring Investigations  5. 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. |
| **June** | 33 | 18 | Number Sentences | 1. Number Sentences  2. Subtraction Number Sentences  3. Review and Reflect | **Algebra > Expressions and Equations**  Number > Numeration and Counting  Number > 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. |
| 34 | 19 | Addition and Subtraction 4 | 1. Renaming Tens and Ones  2. 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 Ten  Number > Numeration and Counting  Algebra > Patterns, Rules and Relationships  Algebra > 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. |
| 35 | Review | | | | |
| 36 | Review | | | | |