**Unit 1: Number Readiness (September: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Sets and Operations; Fractions. Data and Chance > Data. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to recognise and understand what happens when quantities (sets) are partitioned and combined; develop an awareness of part-whole relationships using a variety of models (area, length and set); explore, interpret and explain data in a variety of ways for a range of purposes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Same and Different:** Recognises, identifies and matches pairs (U&C); interprets and matches related data sets or collections of data (A&PS) |  | [D] [C] Reason & Respond, L1–6, 8–9[C] What things are the same? L1[C] Matching Socks and Gloves L1[D] Notice & Wonder L2, 5[C] Matching Pairs for One Criterion L2[P] Story: *Hooray for Fish!* by Lucy Cousins L6[C] Using Three Sorting Circles L7[C] Sorting Random Collections L8**Print resources**Pupil’s Book pages 4–9 Home/School Links Book pages 6–7 PCMs 6, 7 | **Intuitive Assessment:**responding to emergingmisconceptions**Planned Interactions:**responding to insights gleaned fromchildren’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet page 6 |
| **2** | **Matching Pairs – One Criterion:** Matches objects and/or sets using one-to-one correspondence (U&C); Recognises, identifies and matches pairs (U&C) |  |
| **3** | **Matching Pairs – Two Criteria:** Matches objects and/or sets using one-to-one correspondence (U&C); Recognises, identifies and matches pairs (U&C) |  |
| **4** | **What is a Set?:** Sorts and classifies objects according to at least one attribute (R); Justifies classifications (R); Sorts and re-sorts a variety of materials (U&C) |  |
| **5** | **Sorting Sets – One Criterion:** Sorts and classifies objects according to at least one attribute (R); Justifies classifications of objects into sets; (R); Sorts a variety of random materials into a set according to a single attribute [property] each time (U&C) |  |
| **6** | **Sorting Sets – Two Criteria:** Sorts and classifies objects and sets according to two attributes (R); Classifies objects into sets (R); Sorts materials multiple times in different ways in an undirected manner (according to self-selected criteria) (R) |  |
| **7** | **Sorting Sets – Three Criteria:** Sorts and classifies objects and sets according to multiple attributes (R); Sorts materials multiple times in different ways in an undirected manner (according to self-selected criteria) (R); Describes and/or labels the attributes of different objects and sets (C) |  |
| **8** | **Sorting at School:** Describes the process of sorting and justifies selection criteria used in forming sets (C) |  |
| **9** | **Comparing Sets – One-to-one Correspondence:** Matches objects and/or sets, using one-to-one correspondence (U&C) |  |
| **10** | **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. |