**Junior Infants 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 | Number Readiness | 1. Same and Different  2. Matching Pairs – One Criterion  3. Matching Pairs – Two Criteria  4. What is a Set?  5. Sorting Sets – One Criterion  6. Sorting Sets – Two Criteria  7. Sorting Sets – Three Criteria  8. Sorting at School  9. Comparing Sets – One -to- one Correspondence  10. Review and Reflect | **Number > Sets and Operations**  Number > Fractions  Data and Chance > Data | 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. |
| 2 |
| 3 | 2 | Measuring 1 | 1. Long and Short  2. Comparative – Longer and Shorter  3. Comparing Length, Using Manipulatives  4. Tall and Short  5. Comparative – Taller and Shorter  6. Heavy and Light  7. Comparative – Heavier and Lighter  8. Big, Bigger and Small, Smaller  9. Biggest and Smallest  10. Review and Reflect | **Measures > Measuring** | Through appropriately playful and engaging learning experiences children should be able to   * demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared. |
| 4 |
| **October** | 5 | 3 | Numbers 1–3 | 1. Exploring and Counting Numbers  2. Real-life Counting  3. Exploring Symbols  4. Matching Numerals to Sets  5. Ordinality of Number  6. Ordering of Number  7. Composition of Number  8. Making Numerals 1 to 3  9. Review and Reflect | **Number > Uses of Number**  **Number > Sets and Operations**  **Number > Numeration and Counting**  **Number > Place Value and Base Ten**  Algebra > Patterns, Rules and Relationships | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * recognise and understand what happens when quantities (sets) are partitioned and combined * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * develop a sense of ten as the foundation for place value and counting * explore, extend and create patterns and sequences. |
| 6 |
| 7 | 4 | Time 1 | 1. Using the Language of Time  2. Making a Sequence  3. Sequencing Errors  4. Morning, Day, Night  5. Review and Reflect | **Measures > Time**  Number > Numeration and Counting  Number > Sets and Operations | Through appropriately playful and engaging learning experiences children should be able to   * develop a sense of time and its uses * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * recognise and understand what happens when quantities (sets) are partitioned and combined. |
| 8 | Review | | | | |
| **November** | 9 | 5 | Numbers 4 and 5 | 1. Understanding Counting – 1 to 5  2. Matching Numerals to Sets – 1 to 5  3. Ordinality of Number  4. Recording Numbers  5. Composition of Number – 1 to 5  6. Equivalent and Non-equivalent Sets – 1 to 5  7. Review and Reflect | **Number > Uses of Number**  **Number > Sets and Operations**  **Number > Numeration and Counting**  **Number > Place Value and Base Ten**  Algebra > Patterns, Rules and Relationships | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * recognise and understand what happens when quantities (sets) are partitioned and combined * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * develop a sense of ten as the foundation for place value and counting. |
| 10 |
| 11 | 6 | Shape | 1. Exploring 3-D Shapes  2. 3-D Shapes All Around Us  3. Sorting 3-D Shapes (1)  4. Naming 3-D (1)  5. Naming 3-D Shapes (2)  6. Exploring 2-D Shapes  7. 2-D Shapes All Around Us  8. Solving 2-D Shape Problems  9. Sorting 2-D and 3-D Shapes  10. Review and Reflect | **Shape and Space > Shape** | Through appropriately playful and engaging learning experiences children should be able to   * explore and recognise properties of 3-D and 2-D shapes. |
| 12 |
| **December** | 13 | 7 | Consolidating Numbers 0 to 5 | 1. Exploring Counting 1 to 5  2. Patterns in Number Sequences  3. Introducing Zero  4. Ordering and Ordinality of Number – 0 to 5  5. Real-life Numbers – 0 to 5  6. Number Paths – 1 to 5  7. Composition of Number – 1 to 5  8. Partitioning  9. Review and Reflect | **Number > Uses of Number**  **Number > Numeration and Counting**  **Number > Sets and Operations**  Algebra > Patterns, Rules and Relationships | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * recognise and understand what happens when quantities (sets) are partitioned and combined * explore, extend and create patterns and sequences. |
| 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 | Numbers 6 to 8 | 1. Counting 1 to 8  2. Making Sets – 0 to 8  3. Matching Numerals to Sets – 0 to 8  4. Consolidation of Number – 0 to 8  5. Composition of Number -1 to 8  6. Extending Composition of Number – 1 to 8  7. Equivalent and Non-equivalent Sets – 0 to 8  8. Ordering Numerals and Sets – 1 to 8  9. Writing Numbers 0 to 8  10. Review and Reflect | **Number > Uses of Number**  **Number > Numeration and Counting**  **Number > Sets and Operations**  Algebra > Patterns, Rules and Relationships | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * recognise and understand what happens when quantities (sets) are partitioned and combined. |
| 17 |
| 18 | 9 | Location and Transformation | 1. Spatial Awareness  2. Position and Location  3. Positional and Locational Games  4. Exploring Location and Direction  5. Spatial Awareness and Counting  6. Movement of Shapes  7. Shapes in Different Positions  8. Describing the Movement of Shapes  9. Visualising the Movement of Shapes  10. 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   * develop a sense of spatial awareness in relation to their bodies and the immediate environment * describe the spatial features of objects and their relative position in space. |
| 19 |
| **February** | 20 | 10 | Numbers 9 and 10 | 1. Counting Numbers 1 to 10  2. Ordering Numbers 1 to 10  3. Number Models – 1 to 10  4. Matching Numbers to Sets – 0 to 10  5. Writing Numerals 0 to 10  6. Grouping and Swapping Bundles of Ten  7. Equivalence and Non- equivalence – 0 to 10  8. Review and Reflect | **Number > Uses of Number**  **Number > Numeration and Counting**  **Number > Sets and Operations**  Algebra > Patterns, Rules and Relationships | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * recognise and understand what happens when quantities (sets) are partitioned and combined. * explore, extend and create patterns and sequences. |
| 21 |
| 22 | Review | | | | |
| **March** | 23 | 11 | Measuring 2 | 1. Empty and Full  2. Comparing Two Identical Containers  3. Comparing Different Containers  4. Comparing Similar Containers  5. Selecting Suitable Containers  6. Areas of Different Objects  7. Making Fair Measurements  8. Ordering by Area  9. Choosing the Correct Object  10. Review and Reflect | **Measures > Measuring** | Through appropriately playful and engaging learning experiences children should be able to   * demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared. |
| 24 |
| 25 | 12 | Operations within 10 | 1. Ordering Sets 1 to 10  2. Comparing Sets 1 to 10  3. Number Relationships 1 to 10  4. Partitioning Numbers 1 to 10  5. Number Bonds 0 to 10  6. Combining Numbers 1 to 10  7. Recording a Number Sentence Pictorially  8. Writing Number Sentence Pictorially  9. Review and Reflect | **Number > Uses of Number**  **Number > Numeration and Counting**  **Number > Place Value and Base Ten**  **Number > Sets and Operations**  **Number > Fractions** | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness that numbers have a variety of uses * develop an awareness that the purpose of counting is to quantify * use a range of counting strategies for a range of purposes * develop a sense of ten as the foundation for place value and counting * 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). |
| 26 |
| **April\*** | 27 | 13 | Patterns | 1. Copying and Extending Patterns  2. Making Sound Patterns  3. Exploring Patterns  4. Growing Patterns  5. Review and Reflect | **Algebra > Patterns, Rules and Relationships** | Through appropriately playful and engaging learning experiences children should be able to   * explore, extend and create patterns and sequences. |
| 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 | 14 | Money | 1. Jack and the Beanstalk  2. Swap Shop  3. Cuisenaire Rods  4. Pre-money Counters – 1, 2, 5  5. Pre-money Counters – 10  6. Coins – 1c, 2c, 5c  7. Shopping with Coins – 1c, 2c, 5c  8. Coins – 10c  9. Addition Using Coins  10. Review and Reflect | **Measures > Money** | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness of money and its uses. |
| 30 |
| 31 | 15 | Fractions | 1. Sharing  2. Making Fair Shares  3. Sharing and Combining  4. Sharing in Different Ways  5. Part of a Line  6. Sharing a Whole Object or 2-D Shape  7. Sharing Areas and Spaces  8. Review and Reflect | **Number > Fractions**  **Number > Sets and Operations** | Through appropriately playful and engaging learning experiences children should be able to   * develop an awareness of part-whole relationships using a variety of models (area, length and set) * understand that sets, objects and spaces can be partitioned in different ways. |
| 32 |
| **June** | 33 | 16 | Time 2 | 1. Understanding the Days of the Week  2. Sequencing the Days of the Week  3. Personalising the Days of the Week  4. ‘Long Time’ and ‘Short Time’  5. Experiencing Fast and Slow  6. Measuring Time Passing  7. Time All Around Us  8. O’Clock Times  9. Exploring the Clock  10. Review and Reflect | **Measures > Time** | Through appropriately playful and engaging learning experiences children should be able to   * develop a sense of time and its uses. |
| 34 |
| 35 | 17 | Data | 1. Sorting for Multiple Criteria  2. Posing Questions  3. Collecting Data  4. Different Ways of Displaying Data  5. Review and Reflect | **Data and Chance > Data** | Through appropriately playful and engaging learning experiences children should be able to   * explore, interpret and explain data in a variety of ways for a range of purposes. |
| 36 | Review | | | | |