**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 Different2. Matching Pairs – One Criterion3. Matching Pairs – Two Criteria4. What is a Set?5. Sorting Sets – One Criterion6. Sorting Sets – Two Criteria7. Sorting Sets – Three Criteria8. Sorting at School9. Comparing Sets – One -to- one Correspondence10. Review and Reflect | **Number > Sets and Operations**Number > FractionsData 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.
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| 2 |
| 3 | 2 | Measuring 1 | 1. Long and Short2. Comparative – Longer and Shorter3. Comparing Length, Using Manipulatives4. Tall and Short5. Comparative – Taller and Shorter6. Heavy and Light7. Comparative – Heavier and Lighter8. Big, Bigger and Small, Smaller9. Biggest and Smallest10. 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.
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| 4 |
| **October** | 5 | 3 | Numbers 1–3 | 1. Exploring and Counting Numbers2. Real-life Counting3. Exploring Symbols4. Matching Numerals to Sets5. Ordinality of Number 6. Ordering of Number7. Composition of Number8. Making Numerals 1 to 39. 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.
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| 6 |
| 7 | 4 | Time 1 | 1. Using the Language of Time2. Making a Sequence 3. Sequencing Errors4. Morning, Day, Night5. Review and Reflect | **Measures > Time**Number > Numeration and CountingNumber > 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 52. Matching Numerals to Sets – 1 to 5 3. Ordinality of Number4. Recording Numbers5. Composition of Number – 1 to 56. Equivalent and Non-equivalent Sets – 1 to 57. 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.
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| 10 |
| 11 | 6 | Shape | 1. Exploring 3-D Shapes2. 3-D Shapes All Around Us3. Sorting 3-D Shapes (1)4. Naming 3-D (1)5. Naming 3-D Shapes (2)6. Exploring 2-D Shapes7. 2-D Shapes All Around Us8. Solving 2-D Shape Problems9. Sorting 2-D and 3-D Shapes10. 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.
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| 12 |
| **December** | 13 | 7 | Consolidating Numbers 0 to 5 | 1. Exploring Counting 1 to 52. Patterns in Number Sequences3. Introducing Zero4. Ordering and Ordinality of Number – 0 to 55. Real-life Numbers – 0 to 56. Number Paths – 1 to 57. Composition of Number – 1 to 58. Partitioning9. 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.
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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 | Numbers 6 to 8 | 1. Counting 1 to 82. Making Sets – 0 to 83. Matching Numerals to Sets – 0 to 84. Consolidation of Number – 0 to 85. Composition of Number -1 to 86. Extending Composition of Number – 1 to 87. Equivalent and Non-equivalent Sets – 0 to 88. Ordering Numerals and Sets – 1 to 89. Writing Numbers 0 to 810. 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.
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| 17 |
| 18 | 9 | Location and Transformation | 1. Spatial Awareness2. Position and Location3. Positional and Locational Games4. Exploring Location and Direction5. Spatial Awareness and Counting6. Movement of Shapes7. Shapes in Different Positions8. Describing the Movement of Shapes9. Visualising the Movement of Shapes10. 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.
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| 19 |
| **February** | 20 | 10 | Numbers 9 and 10 | 1. Counting Numbers 1 to 102. Ordering Numbers 1 to 103. Number Models – 1 to 104. Matching Numbers to Sets – 0 to 105. Writing Numerals 0 to 106. Grouping and Swapping Bundles of Ten7. Equivalence and Non- equivalence – 0 to 108. 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.
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| 21 |
| 22 | Review |
| **March** | 23 | 11 | Measuring 2 | 1. Empty and Full2. Comparing Two Identical Containers3. Comparing Different Containers 4. Comparing Similar Containers 5. Selecting Suitable Containers6. Areas of Different Objects7. Making Fair Measurements8. Ordering by Area9. Choosing the Correct Object10. 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.
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| 24 |
| 25 | 12 | Operations within 10 | 1. Ordering Sets 1 to 102. Comparing Sets 1 to 103. Number Relationships 1 to 104. Partitioning Numbers 1 to 105. Number Bonds 0 to 106. Combining Numbers 1 to 107. Recording a Number Sentence Pictorially8. Writing Number Sentence Pictorially9. 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).
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| 26 |
| **April\*** | 27 | 13 | Patterns | 1. Copying and Extending Patterns2. Making Sound Patterns3. Exploring Patterns4. Growing Patterns5. 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.
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| 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 Beanstalk2. Swap Shop3. Cuisenaire Rods4. Pre-money Counters – 1, 2, 55. Pre-money Counters – 106. Coins – 1c, 2c, 5c7. Shopping with Coins – 1c, 2c, 5c8. Coins – 10c9. 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.
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| 30 |
| 31 | 15 | Fractions | 1. Sharing2. Making Fair Shares3. Sharing and Combining 4. Sharing in Different Ways5. Part of a Line6. Sharing a Whole Object or 2-D Shape7. Sharing Areas and Spaces8. 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.
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| 32 |
| **June** | 33 | 16 | Time 2 | 1. Understanding the Days of the Week2. Sequencing the Days of the Week3. Personalising the Days of the Week4. ‘Long Time’ and ‘Short Time’5. Experiencing Fast and Slow6. Measuring Time Passing7. Time All Around Us8. O’Clock Times9. Exploring the Clock10. 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.
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| 34 |
| 35 | 17 | Data | 1. Sorting for Multiple Criteria2. Posing Questions3. Collecting Data4. Different Ways of Displaying Data5. 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.
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| 36 | Review |