**Second 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 100  | 1. Counting 2. Counting 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**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. Fact Families2. Turnaround and Inverse3. Doubles, Near Doubles and In-between Doubles4. Friendly Facts5. Different types of Subtraction6. Checking Calculations7. Adding Three One-digit Numbers8. Related Facts9. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingNumber > Place Value and Base TenAlgebra > Expressions and EquationsAlgebra > Patterns, Rules and Relationships | 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
* interpret the meaning of symbols or pictures in number sentences
* identify and express relationships in patterns, including growing or shrinking shape patterns and number sequence.
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| **October** | 5 | 3 | Fractions | 1. Whole and Parts2. Halves and Quarters 3. Same Value, Different Appearance 4. Comparing and Ordering5. Halves and Quarters of Sets6. Counting in Halves and Quarters7. Review and Reflect | **Number > Fractions**Number > Numeration and Counting | 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
* demonstrate proficiency in using and applying different counting strategies.
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| 6 |
| 7 | 4 | Data 1 | 1. Odds and Evens2. Pictograms3. Multiple Values4. Data Investigation5. Review and Reflect | **Data and Chance > Data**Number > Numeration and CountingNumber > Sets and OperationsAlgebra > Expressions and Equations | 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
* 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.
 |
| 8 | Review |
| **November** | 9 | 5 | Time 1  | 1. Units of Time2. Measuring Time3. Calendars4. O’Clock and Half Past5. Quarter Past6. Quarter To7. 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. Shape Collections2. Properties of 2-D Shapes3. 2-D Shapes: Sides and Vertices (Corners)4. Classifying 2-D Shapes5. Shapes in Shapes6. Classifying 3-D Shapes7. 3-D Shapes: Faces, Edges and Vertices8. Constructing and Deconstructing 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 200 | 1. Counting2. Counting Groups3. Representing Numbers4. Hundreds, Tens and Ones5. Comparing and Ordering Numbers6. Estimating Numbers7. Number Hunts8. Review and Reflect | **Number > Numeration and Counting**Number > Place Value and Base TenNumber > 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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| 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 and Subtracting Ones2. Adding and Subtracting Tens3. Adding and Subtracting Two Two-digit Numbers 4. Adding – Making Tens5. Adding with Renaming Ones as Tens6. Adding with Renaming Tens as Hundreds7. Adding Three Numbers8. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingAlgebra > Expressions and Equations Algebra > Patterns, Rules and Relationships | 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
* interpret the meaning of symbols or pictures in number sentences
* identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.
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| 17 |
| 18 | 9 | Location and Transformation | 1. Different Views2. Location3. Turns4. Directions5. Right Angles6. Reflections7. What Move?8. Tessellations9. 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. Measuring Length2. Metres3. Centimetres4. 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. All Types of Patterns2. Repeating Patterns3. Growing or Shrinking Patterns4. Patterns in Odd or Even Numbers5. Review and Reflect | **Algebra > Patterns, Rules and Relationships**Algebra > Expressions and Equations | 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
* interpret the meaning of symbols or pictures in number sentences.
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| 22 | Review |
| **March** | 23 | 12 | Addition and Subtraction 3 | 1. Subtracting Through Tens2. Subtracting with Renaming3. Bonds of 1004. Adding and Subtracting Ones5. Adding and Subtracting Tens6. Finding Difference7. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingAlgebra > Expressions and EquationsAlgebra > Patterns, Rules and Relationships | 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
* interpret the meaning of symbols or pictures in number sentences
* identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.
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| 24 |
| 25 | 13 | Measuring 2 | 1. Measuring Weight2. Kilgorams3. Measuring Capacity4. Litres5. Comparing and Ordering Measures6. Operations with Measures7. Classroom Olympics 8. 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. a.m. and p.m.2. Duration3. Timetables4. 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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| 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. Money around the World2. Euro3. € and c4. Exact Money Only5. Comparing and Ordering6. Finding Totals 7. Finding Change8. Review and Reflect | **Measures > Money**Number > Sets and Operations | 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
* select, make use of and represent a range of addition and subtraction strategies.
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| 31 | 16 | Data 2 | 1. Blocks2. Block Graphs3. Multiple Values4. Data Investigation5. Review and Reflect | **Data and Chance > Data**Number > Numeration and CountingNumber > Sets and OperationsAlgebra > Expressions and Equations | 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
* 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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| 32 | 17 | Measuring 3 | 1. Measuring Area2. Counting and Comparing Square Units3. Square 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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| **June** | 33 | 18 | Number Sentences  | 1. Equal or Not Equal2. Comparing Amounts3. Picture Puzzle Number Sentences4. Numberless Stories5. Review and Reflect | **Algebra > Expressions and Equations**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
* select, make use of and represent a range of addition and subtraction strategies.
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| 34 | 19 | Addition and Subtraction 4 | 1. Adding and Subtracting within 2002. Adding with Renaming3. Subtracting with Renaming | **Number > Sets and Operations**Number > Numeration and CountingAlgebra > 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
* interpret the meaning of symbols or pictures in number sentences.
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| 35 | Review |
| 36 | Review |