**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 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**  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. Fact Families  2. Turnaround and Inverse  3. Doubles, Near Doubles and In-between Doubles  4. Friendly Facts  5. Different types of Subtraction  6. Checking Calculations  7. Adding Three One-digit Numbers  8. Related Facts  9. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Number > Place Value and Base Ten  Algebra > 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 * 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. |
| 4 |
| **October** | 5 | 3 | Fractions | 1. Whole and Parts  2. Halves and Quarters  3. Same Value, Different Appearance  4. Comparing and Ordering  5. Halves and Quarters of Sets  6. Counting in Halves and Quarters  7. 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. |
| 6 |
| 7 | 4 | Data 1 | 1. Odds and Evens  2. Pictograms  3. Multiple Values  4. Data Investigation  5. Review and Reflect | **Data and Chance > Data**  Number > Numeration and Counting  Number > Sets and Operations  Algebra > 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 Time  2. Measuring Time  3. Calendars  4. O’Clock and Half Past  5. Quarter Past  6. Quarter To  7. 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. Shape Collections  2. Properties of 2-D Shapes  3. 2-D Shapes: Sides and Vertices (Corners)  4. Classifying 2-D Shapes  5. Shapes in Shapes  6. Classifying 3-D Shapes  7. 3-D Shapes: Faces, Edges and Vertices  8. Constructing and Deconstructing 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 200 | 1. Counting  2. Counting Groups  3. Representing Numbers  4. Hundreds, 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  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. |
| 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 Ones  2. Adding and Subtracting Tens  3. Adding and Subtracting Two Two-digit Numbers  4. Adding – Making Tens  5. Adding with Renaming Ones as Tens  6. Adding with Renaming Tens as Hundreds  7. Adding Three Numbers  8. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Algebra > 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. |
| 17 |
| 18 | 9 | Location and Transformation | 1. Different Views  2. Location  3. Turns  4. Directions  5. Right Angles  6. Reflections  7. What Move?  8. Tessellations  9. 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. Measuring Length  2. Metres  3. Centimetres  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. All Types of Patterns  2. Repeating Patterns  3. Growing or Shrinking Patterns  4. Patterns in Odd or Even Numbers  5. 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. |
| 22 | Review | | | | |
| **March** | 23 | 12 | Addition and Subtraction 3 | 1. Subtracting Through Tens  2. Subtracting with Renaming  3. Bonds of 100  4. Adding and Subtracting Ones  5. Adding and Subtracting Tens  6. Finding Difference  7. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Algebra > 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. |
| 24 |
| 25 | 13 | Measuring 2 | 1. Measuring Weight  2. Kilgorams  3. Measuring Capacity  4. Litres  5. Comparing and Ordering Measures  6. Operations with Measures  7. 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. |
| 26 |
| **April\*** | 27 | 14 | Time 2 | 1. a.m. and p.m.  2. Duration  3. Timetables  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. Money around the World  2. Euro  3. € and c  4. Exact Money Only  5. Comparing and Ordering  6. Finding Totals  7. Finding Change  8. 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. |
| 30 |
| 31 | 16 | Data 2 | 1. Blocks  2. Block Graphs  3. Multiple Values  4. Data Investigation  5. Review and Reflect | **Data and Chance > Data**  Number > Numeration and Counting  Number > Sets and Operations  Algebra > 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. |
| 32 | 17 | Measuring 3 | 1. Measuring Area  2. Counting and Comparing Square Units  3. Square 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. |
| **June** | 33 | 18 | Number Sentences | 1. Equal or Not Equal  2. Comparing Amounts  3. Picture Puzzle Number Sentences  4. Numberless Stories  5. 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. |
| 34 | 19 | Addition and Subtraction 4 | 1. Adding and Subtracting within 200  2. Adding with Renaming  3. Subtracting with Renaming | **Number > Sets and Operations**  Number > Numeration and Counting  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 * interpret the meaning of symbols or pictures in number sentences. |
| 35 | Review | | | | |
| 36 | Review | | | | |