**Unit 1: Numbers to 10 (September: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Numeration and Counting; Uses of Number; Sets and Operations. Algebra > Patterns, Rules and Relationships. |

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| **Learning Outcome(s)** | 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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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Counting:** Estimates the number of objects in a set up to 5 (R); Reads, writes and orders numerals (U&C); Recalls the number sequence forwards and backwards, from zero to at least 10 (U&C) |  | [D] Choral Counting L1, 3, 4[D] Notice and Wonder L1, 5[D] [C] Reason and Respond L1, 5[C] Sorting Manipulatives L1[D] Quick Images L1, 3[D] Write-Hide-Show L1, 3, 5[C] Number of the Day L1–4[D] 1, 2, 3, 4, 5, Once I Caught a Fish Alive L2, 4[C] [D] Think-Pair-Share L2, 3, 5[D] Three-Act Task L2[D] Concept Cartoon L3[C] Build it, Sketch it, Write it L4, 5[C] Sensory (‘Feely’) Bag L4[D] Comparing Cubes L4[C] Listening and Counting L4, 5[P] [C] Number Cards L5[P] Game: Can You Get in Order? L5**Print resources**Pupil’s Book pages 4–9Home/School Links Book page 6–7PCM 8 | **Intuitive Assessment:**responding to emerging misconceptions**Planned Interactions:** responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 6–7 |
| **2** | **Number Bonds to 5:** Accurately counts and compares sets from 1 up to at least 5 and establishes which set has more or less (R); Partitions sets of 5 into two subsets and recognises that this does not affect the total (R) |  |
| **3** | **Numbers to 10:** Partitions sets of 10 into two subsets and recognises that this does not affect the total (R); Demonstrates an ability to subitise various arrangements or models of numbers to 10 (U&C) |  |
| **4** | **Comparing Numbers:** Orders and compares numerals 1−10 with each other (R); Reads, writes and orders numerals up to 10 (U&C) |  |
| **5** | **Ordering:** Establishes the number immediately before or after another number (R); Explains ordinality, using the language of after, before and in-between (C); Recognises the use of ordinal numbers first, second, third and last in everyday life contexts (U&C) |  |
| **6** | **Review and Reflection:** 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. |