**Unit 8: Numbers to 20 (January Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Place Value and Base Ten; Numeration and Counting; Uses of Number. 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 a sense of ten as the foundation for place value and counting; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; develop an awareness that numbers have a variety of uses; explore, recognise and create patterns and sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Numbers to 15:** Counts forwards and backwards within 20, and beyond (U&C); Reads, writes and orders numerals up to at least 15 (U&C); Composes and decomposes the structure of numbers 11−15 in terms of tens and ones (U&C) |  | [D] Notice & Wonder L1  [D] Reason & Respond L1–5  [D] Think-Pair-Share L1–5  [C] Build it; Sketch it; Write it L1  [C] Class discussion: Bigger than 10 L1  [D] Quick Images L2–3  [D] Write-Hide-Show L2–3  [C] Show Me! L2, 4  [C] Build It! L2–4  [D] Choral Counting L3–5  [P] Ordering Numbers 16−20 L4  [D] Would This Work? L4  [D] Three-Act Task L5  **Print resources**  Pupil’s Book pages 43–49  Home/School Links Book page 21–22 | **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 18–19 |
| **2** | **Numbers to 17:** Recalls the number sequence forwards and backwards, between zero and least 20, from any given number (U&C); Reads, writes and orders numerals up to at least 17 (U&C); Composes and decomposes the structure of numbers 16 and 17 in terms of  tens and ones (U&C) |  |
| **3** | **Numbers to 19:** Reads, writes and orders numerals up to at least 19 (U&C); Explores mathematical representation (manipulatives and/or pictorially) of tens and ones (C); Composes and decomposes the structure of numbers 18 and 19 in terms of tens and ones (U&C);  Discusses the groupings of tens (and ones left over) (C) |  |
| **4** | **Numbers to 20:** Reads, writes and orders numerals up to at least 20 (U&C); Demonstrates an ability to subitise various arrangements or models of numbers to 20 (U&C); Investigates various arrangements (for example: on ten frames) of manipulatives to prompt different mental images of numbers up to 20, while developing a sense of each number (R); Orders and compares numbers 1−20 with each other (R) |  |
| **5** | **How Many?** Selects and uses appropriate materials to make a variety of sets (A&PS); Uses a range of counting strategies to determine quantities and justifies their efficiency (A&PS) |  |
| **6** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |
| **Additional Notes:** | |  |

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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. |