**Senior 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 | Numbers to 10 | 1. Counting2. Bonds of 53. Numbers to 104. Comparing Numbers5. Ordering6. Review and Reflect | **Number > Numeration and Counting****Number > Uses of Number**Number > Sets and OperationsAlgebra > 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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| 2 |
| 3 | 2 | Measuring 1 | 1. Comparing Objects2. Size 3. Length4. Measuring5. Weight6. Capacity 7. 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 | Operations within 10 | 1. Bonds of 102. Number Bonds 3. More Bonds of 104. Partitioning Sets5. Adding6. Zero7. Review and Reflect | **Number > Sets and Operations**Number > Place Value and Base TenNumber > Numeration and CountingNumber > Uses of NumberAlgebra > Patterns, Rules and Relationships | 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 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, extend and create patterns and sequences.
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| 6 |
| 7 | 4 | Time 1 | 1. Using Time Language2. Sequencing Events3. Daily Time Intervals4. Time Passing5. 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.
 |
| 8 | Review |
| **November** | 9 | 5 | Numbers to 15 | 1. More Numbers to 102. Numbers to 123. Numbers to 144. Numbers to 155. Tens and Ones to 156. Ordering Numbers7. Review and Reflect | **Number > Place Value and Base Ten**Number > Uses of NumberNumber > Numeration and CountingAlgebra > Patterns, Rules and Relationships | 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 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
* explore, recognise and create patterns and sequences.
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| 10 |
| 11 | 6 | Shape | 1. Shapes2. Properties of 2-D Shapes3. Sorting 2-D Shapes4. 3-D Shapes5. Properties of 3-D Shapes6. Making 2-D and 3-D Shapes7. Shapes Around Us8. 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 | Operations within 15 | 1. Comparing 2. Combining Sets3. Bar Models 4. Number Paths5. Addition6. Review and Reflect | **Number > Place Value and Base Ten**Number > Sets and OperationsNumber > Numeration and CountingAlgebra > Patterns, Rules and Relationships | 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
* 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
* explore, recognise 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 to 20 | 1. Numbers to 152. Numbers to 173. Numbers to 194. Numbers to 205. How Many?6. Review and Reflect | **Number > Place Value and Base Ten**Number > Numeration and CountingNumber > Uses of NumberAlgebra > Patterns, Rules and Relationships | 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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| 17 |
| 18 | 9 | Location and Transformation | 1. Space2. Position3. Movement4. Directions5. Changing Shapes6. Making New Shapes7. Mirror Symmetry 8. Making Shapes9. 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
* explore the effects of shape movements.
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| 19 |
| **February** | 20 | 10 | Addition | 1. Adding Zero2. Number Paths3. Combining Sets4. Counting On5. Addition6. Review and Reflect | **Number > Sets and Operations****Number > Numeration and Counting**Algebra > Patterns, Rules and RelationshipsData 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 that the purpose of counting is to quantify
* use a range of counting strategies for a range of purposes
* explore, extend and create patterns and sequences
* explore, interpret and explain data in a variety of ways for a range of purposes.
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| 21 |
| 22 | Review |
| **March** | 23 | 11 | Measuring 2 | 1. Measuring2. Capacity 3. Weight4. Area5. Measurement Investigations6. 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 | Subtraction | 1. Sets2. Comparing Sets3. Comparison 4. Counting Back5. Subtraction from 106. Review and Reflect | **Number > Sets and Operations**Number > Numeration and CountingAlgebra > Patterns, Rules and RelationshipsData 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 that the purpose of counting is to quantify.
* use a range of counting strategies for a range of purposes
* explore, extend and create patterns and sequences
* explore, interpret and explain data in a variety of ways for a range of purposes.
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| 26 |
| **April\*** | 27 | 13 | Patterns | 1. Repeating Patterns2. Growing and Shrinking Patterns3. Patterns in Numbers4. 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. Awareness of Money2. Let’s Trade!3. Recognising and Sorting Coins4. Matching Coins and Amounts5. Comparing and Ordering Coin Values6. Counting Coins – Totals to 10c7. Counting Coins – Totals to 20c8. The Toy Shop9. Review and Reflect | **Measures > Money**Number > Sets and OperationsNumber > Numeration and Counting | Through appropriately playful and engaging learning experiences children should be able to* develop an awareness of money and its 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.
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| 30 |
| 31 | 15 | Fractions | 1. A Fair Share2. Sharing Equally3. Equal Groups4. Introducing Halves5. Wholes and Halves6. Halving Lines7. Halving Sets8. 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)
* recognise and understand what happens when quantities (sets) are partitioned and combined.
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| 32 |
| **June** | 33 | 16 | Time 2 | 1. Duration of Time2. Time Passing3. Units of Time4. Days of the Week5. Days, Months and Seasons6. Telling the Time (1)7. Telling the Time (2)8. The Clock9. Special Times10. 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. Sorting2. Ice Cream Cones3. Ice Cream Cones (2)4. Favourites5. 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 |