**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. Counting  2. Bonds of 5  3. Numbers to 10  4. Comparing Numbers  5. Ordering  6. Review and Reflect | **Number > Numeration and Counting**  **Number > Uses of Number**  Number > Sets and Operations  Algebra > 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. |
| 2 |
| 3 | 2 | Measuring 1 | 1. Comparing Objects  2. Size  3. Length  4. Measuring  5. Weight  6. 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. |
| 4 |
| **October** | 5 | 3 | Operations within 10 | 1. Bonds of 10  2. Number Bonds  3. More Bonds of 10  4. Partitioning Sets  5. Adding  6. Zero  7. Review and Reflect | **Number > Sets and Operations**  Number > Place Value and Base Ten  Number > Numeration and Counting  Number > Uses of Number  Algebra > 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. |
| 6 |
| 7 | 4 | Time 1 | 1. Using Time Language  2. Sequencing Events  3. Daily Time Intervals  4. Time Passing  5. 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 10  2. Numbers to 12  3. Numbers to 14  4. Numbers to 15  5. Tens and Ones to 15  6. Ordering Numbers  7. Review and Reflect | **Number > Place Value and Base Ten**  Number > Uses of Number  Number > Numeration and Counting  Algebra > 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. |
| 10 |
| 11 | 6 | Shape | 1. Shapes  2. Properties of 2-D Shapes  3. Sorting 2-D Shapes  4. 3-D Shapes  5. Properties of 3-D Shapes  6. Making 2-D and 3-D Shapes  7. Shapes Around Us  8. 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. |
| 12 |
| **December** | 13 | 7 | Operations within 15 | 1. Comparing  2. Combining Sets  3. Bar Models  4. Number Paths  5. Addition  6. Review and Reflect | **Number > Place Value and Base Ten**  Number > Sets and Operations  Number > Numeration and Counting  Algebra > 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. |
| 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 15  2. Numbers to 17  3. Numbers to 19  4. Numbers to 20  5. How Many?  6. Review and Reflect | **Number > Place Value and Base Ten**  Number > Numeration and Counting  Number > Uses of Number  Algebra > 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. |
| 17 |
| 18 | 9 | Location and Transformation | 1. Space  2. Position  3. Movement  4. Directions  5. Changing Shapes  6. Making New Shapes  7. Mirror Symmetry  8. Making Shapes  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   * 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. |
| 19 |
| **February** | 20 | 10 | Addition | 1. Adding Zero  2. Number Paths  3. Combining Sets  4. Counting On  5. Addition  6. Review and Reflect | **Number > Sets and Operations**  **Number > Numeration and Counting**  Algebra > Patterns, Rules and Relationships  Data 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. |
| 21 |
| 22 | Review | | | | |
| **March** | 23 | 11 | Measuring 2 | 1. Measuring  2. Capacity  3. Weight  4. Area  5. Measurement Investigations  6. 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. |
| 24 |
| 25 | 12 | Subtraction | 1. Sets  2. Comparing Sets  3. Comparison  4. Counting Back  5. Subtraction from 10  6. Review and Reflect | **Number > Sets and Operations**  Number > Numeration and Counting  Algebra > Patterns, Rules and Relationships  Data 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. |
| 26 |
| **April\*** | 27 | 13 | Patterns | 1. Repeating Patterns  2. Growing and Shrinking Patterns  3. Patterns in Numbers  4. 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. |
| 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 Money  2. Let’s Trade!  3. Recognising and Sorting Coins  4. Matching Coins and Amounts  5. Comparing and Ordering Coin Values  6. Counting Coins – Totals to 10c  7. Counting Coins – Totals to 20c  8. The Toy Shop  9. Review and Reflect | **Measures > Money**  Number > Sets and Operations  Number > 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. |
| 30 |
| 31 | 15 | Fractions | 1. A Fair Share  2. Sharing Equally  3. Equal Groups  4. Introducing Halves  5. Wholes and Halves  6. Halving Lines  7. Halving Sets  8. 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. |
| 32 |
| **June** | 33 | 16 | Time 2 | 1. Duration of Time  2. Time Passing  3. Units of Time  4. Days of the Week  5. Days, Months and Seasons  6. Telling the Time (1)  7. Telling the Time (2)  8. The Clock  9. Special Times  10. 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. |
| 34 |
| 35 | 17 | Data | 1. Sorting  2. Ice Cream Cones  3. Ice Cream Cones (2)  4. Favourites  5. 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. |
| 36 | Review | | | | |