**Unit 12: Addition and Subtraction 3 (March Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting. Algebra > Expressions and Equations; Patterns, Rules and Relationships. |

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| **Learning Outcome(s)** | 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. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Subtracting Through Tens:** Explores subtraction through 10, within 100 (U&C); Describes mental strategies used to compute (C) |  | [C] Ping-pong Number Bonds of 10 L1[D] [C] Notice & Wonder L1, 6[D] Think-Pair-Share L1[D] [C] [P] Reason & Respond L1, 5–6[D] Would This Work? L1–5[D] [C] Build it; Sketch it; Write it L1–6[D] Number Strings L1–2[D] Write-Hide-Show L1, 2, 5[D] Three-Act Task L2[C] I Do, We Do, You Do L2[C] Ping-pong Number Bonds of 100 L3[C] Choral Counting L4–6**Print resources**Pupil’s Book pages 76–81Home/School Links Book pages 28–29 | **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 page 22 |
| **2** | **Subtracting with Renaming:** Subtracts numbers with renaming (U&C); Develops strategies for efficient computation of subtraction (R) |  |
| **3** | **Bonds of 100:** Fluently recalls bonds of 100 (multiples of 10) (C); Uses knowledge of simple fact groups (bonds of 10) to develop further calculation strategies (bonds of 100) (R) |  |
| **4** | **Adding and Subtracting Ones (100 to 200):** Uses number lines and benchmark numbers to count forwards and backwards (A&PS); Establishes the relationship between numbers and their position in a hundred square (R); Solves problems using known number facts and knowledge of mental strategies (A&PS) |  |
| **5** | **Adding and Subtracting Tens (within 200):** Explores addition and subtraction of tens, within 200 (U&C); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **6** | **Finding Difference (within 200):** Explores subtraction as comparison/difference (U&C) |  |
| **7** | **Review and Reflect:** 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. |