**Unit 10: Numbers 9 and 10 (February: Weeks 1&2)**

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| **Strand(s) > Strand unit(s)** | Number > Uses of Number; Numeration and Counting; Sets and Operations. Algebra > Pattern, 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 Numbers 1 to 10:** Recites forwards to at least 10 (U&C); Keeps track of counting acts by using numerical patterns such as tapping or fingers (C); Explores how counting can be used to solve problems related to everyday life (A&PS) |  | [D] [C] Reason & Respond L1–7[C] Going on a Number Hunt L1[C] Ordering and Comparing Numbers and Sets 1 to 10 L2[C] Making Number Models L3[C] Matching Numbers to Sets L4[C] Making and Writing Numerals 0 to 10 L5[D] Number Formation – Numbers 0 to 10 L5[C] Grouping Bundles of Ten L6[C] Swapping Bundles of Ten L6[C] What Number Am I Thinking Of? L7[C] Making Equivalent and Non-equivalent Sets – 1 to 10 L7**Print resources**Pupil’s Book pages 57–62Home/School Links Book pages 25–26PCMs 42, 45 | **Intuitive Assessment:**responding to emergingmisconceptions**Planned Interactions:**responding to insights gleaned fromchildren’s responses to learning experiences**Assessment Events:** information gatheredfrom completion ofthe unit assessment in the ProgressAssessment Bookletpages 19–20 |
| **2** | **Ordering Numbers 1 to 10:** Orders numerals up to at least 10 (U&C); Orders sets without counting, and checks by counting (R); Orders and compares numbers 1 to 10 with each other (R) |  |
| **3** | **Number Models − 1 to 10:** Explores various arrangements (e.g. on number frames) of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number (R); Demonstrates an ability to subitise various arrangements or models of numbers to 10 (U&C); Subitises and counts the number of objects in a set 1−10 (R) |  |
| **4** | **Matching Numbers to Sets − 0 to 10:** Matches numerals to sets and to other numerals in a variety of contexts (A&PS); Selects and uses appropriate materials to make a variety of sets for a given number (A&PS); Identifies the empty set (R); Explores how the appearance of a set has no effect on the overall total (conservation of number) (U&C) |  |
| **5** | **Writing Numerals 0 to 10:** Discusses, draws and writes representations of numbers 1 to 10, using manipulatives (C); Recognises numbers, initially within 10 (U&C); Explains ordinality, using the language of after, before and in-between (C) |  |
| **6** | **Grouping and Swapping Bundles of Ten:** Discusses the grouping and swapping of ten ones to ‘make a group of ten’ (C); Shows awareness of the concept of grouping and swapping/exchanging (C); Participates in grouping and swapping activities that involve making ten (A&PS) |  |
| **7** | **Equivalence and Non-equivalence − 0 to 10:** Uses comparative language (more, less, same) to compare sets to at least 10 (C); Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10 (U&C); Shows an understanding of differences in value (e.g. ‘one’, ‘a lot’, ‘some’ and ‘more’) (U&C) |  |
| **8** | **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. |