**Unit 12: Operations within 10 (March: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Uses of Number; Numeration and Counting; Place Value and Base Ten; Sets and Operations; Fractions. |

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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; 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 of part-whole relationships using a variety of models (area, length and set). |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Ordering Sets 1 to 10:** Orders sets of objects according to their quantity, up to 10 (AP&S); Uses appropriate strategies to find out how many (A&PS) |  | [D] [C] Reason & Respond L1–7[C] Ordering Sets 1 to 10 L1[C] Comparing Sets and Using the Phrase ‘is the same as’ L2[C] Exploring One More and One Less (1 to 10) L3[D] [C] Think-Pair-Share L4[C] Partitioning Numbers 1 to 10 L4[C] Making Number Bonds 0 to 10 L5[C] Combining Numbers 1 to 10 L6[D] Sorting Circles L7[C] Recording a Number Sentence Pictorially L7[C] Forming a Number Sentence L8[C] Writing Number Sentences L8**Print resources**Pupil’s Book pages 67–71Home/School Links Book pages 30–31PCMs 42, 46–50 | **Intuitive Assessment:**responding to emergingmisconceptions**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 ProgressAssessment Bookletpages 22–24 |
| **2** | **Comparing Sets 1 to 10:** Accurately counts and compares equivalent and non-equivalent sets from 1 up to 10 and establishes which set has more or less (R); Uses comparative language (more, less, same) to compare sets to at least 10 (C); Uses the phrase ‘is the same as’ for equivalent sets (C) |  |
| **3** | **Number Relationships 1 to 10:** Explores the relationship between numbers 1−9 and also their relationship to 10 (U&C) |  |
| **4** | **Partitioning Numbers 1 to 10:** Partitions sets of 2 or more objects (U&C); Represents a verbal context or task using concrete objects (C) |  |
| **5** | **Number Bonds 0 to 10:** Explores how a whole object or set can be shared often in different ways (U&C); Creates number bonds for numbers 0 to 10 (R) |  |
| **6** | **Combining Numbers 1 to 10:** Combines sets of objects to make at least 10 (U&C); Represents a verbal context or problem, using concrete objects (C) |  |
| **7** | **Recording a Number Sentence Pictorially:** Records a number sentence pictorially (C); Plays games and participates in singing, games and rhymes where objects are added or taken away (A&PS) |  |
| **8** | **Writing a Number Sentence Pictorially:** Plays games and participates in singing, games and rhymes where objects are added or taken away (A&PS); Records a number sentence pictorially (C) |  |
| **9** | **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. |