**Unit 10: Addition (February: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and operations; Numeration and Counting. Algebra > Patterns, Rules and Relationships. Data and Chance > Data. |

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| **Learning Outcome(s)** | 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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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Adding Zero:** Explains and argues the zero property (when you add zero to a number it does not change the number) (C); Justifies with proof(s) the zero property and generalises for all numbers (R) |  | [D] [C] Notice & Wonder L1–3[D] [C] Reason & Respond L1–5[D] [C] Think-Pair-Share L1–5[C] Game: Group Together L1[C] Build it; Sketch it; Write it L1[D] Choral Counting L2, 3, 5[D] Quick Images L2, 4[D] [C] Write-Hide-Show L2–5[D] Concept Cartoon L4[D] Three-Act Task L5**Print resources**Pupil’s Book pages 58–62Home/School Links Book pages 25–26PCMs 30–31 | **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 21–22 |
| **2** | **Number Paths:** Uses simple number paths for counting all and counting on as appropriate (A&PS); Recognises that each subsequent number in a sequence is one more than the one that precedes it and one smaller than the one that comes after it (R); Quantifies the jumps between units in growing numerical patterns (U&C) |  |
| **3** | **Combining Sets:** Combines sets of objects, including the empty set/zero (U&C); Uses simple number paths for counting all and counting on as appropriate (A&PS) |  |
| **4** | **Counting On:** Responds to questions by counting mentally 1 or 2 more than a given number (C); Explains different strategies used to count arrays (C) |  |
| **5** | **Addition:** Jumps forwards on a number path to express addition (C); Represents and displays data gathered, using objects, pictures or simple graphs (C); Collects data by asking simple questions of each other and gathering responses (A&PS) |  |
| **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 MíosúilS:** 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. |