**Unit 12: Subtraction (March: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting; Place Value and Base Ten. 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** | **Sets:** Counts backwards in ones to demonstrate subtraction (C); Orders and compares numbers 1−20 with each other (R) |  | [D] Choral Counting L1, 3[D] Notice & Wonder L1, 5[D] Think-Pair-Share L1–5[D] [C] Reason & Respond L1–5[D] Write-Hide-Show L1–5[C] Pretend Play – Farmer Friends L1[D] Quick Images L2[C] What is the Difference? L2–3[D] Would This Work? L4[D] Build it; Sketch it; Write it L4[D] Three-Act Task L5**Print resources**Pupil’s Book pages 66–72Home/School Links Book pages 30–31PCM 4 | **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 24–25 |
| **2** | **Comparing Sets:** Compares equivalent and non-equivalent sets by value and establishes how much more/less (R); Uses comparative language (more, less, same/equals) to compare sets to at least 10 (C); Describes similarities and differences between sets in terms of quantity (C) |  |
| **3** | **Comparison:** Describes similarities and differences between sets in terms of quantity (C); Demonstrates understanding of all possible partitions of number bonds up to at least 10 (R); Justifies with proof the zero property (when you subtract zero from a number it does not change the number) (R) |  |
| **4** | **Counting Back:** Jumps backwards on a number path to begin to express subtraction (C); Uses knowledge of addition to develop understanding of subtraction (U&C); Represents and displays data gathered using objects, pictures or simple graphs (C) |  |
| **5** | **Subtraction from 10:** Counts backwards in ones to demonstrate subtraction (C); Jumps backwards on a number path to express subtraction (C); Uses a range of strategies to add and subtract mentally to at least 10 (A&PS) |  |
| **6** | **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. |