

The Red Door School



Numeracy School Plan

Developed: 2020-2021

Next Review date: 2021-2022



Numeracy Plan

Scheme's in use:

Ready Set Go Maths - Early Maths skills and concepts

Operation Maths - formal maths

Teachers will teach 2 weekly group maths lessons according to the weekly 'topics' below in differentiating according to the pace of the individual students in their classroom.

Information

This is a 2 stage Maths scheme incorporating the *Ready, Set, Go - Maths* programme for the teaching of Number & Early Maths Activities (EMA) along with the other strands of the Irish Primary School Maths Curriculum. The terms Junior and Senior infants are non restrictive and teachers should assess and differentiate according to the pace of the individual students in their classroom.

It is envisaged that on a weekly basis, 3 days are focussed on the teaching and learning of Number and Early Maths Activities whilst the remaining 2 days address another strand and strand unit.

The suggested sequence for the teaching and learning of the other strands and strand units (referred to as 'topic' in the plan) is **only** a suggestion and should be modified accordingly at the teacher's discretion. However, ***the sequence for Number and Early Maths Activities is in line with the Ready, Set, Go - Maths programme and it is recommended that these lines of development are adhered to.*** This is to ensure that pupils logically build on previous related concepts and do not acquire gaps in their number knowledge.



Linkage & Integration: The 3 day/2 day approach has been devised to ensure frequent exploration and revisiting of Number and Early Maths concepts and a more prolonged exposure to the other strands and strand units over a longer period of time. Traditionally, other strand units such as 'capacity' would have been addressed in one two-week block, not allowing time for any number work. By exploring 'capacity' 2 days/week but extended over a 3 or 4 week-period, it is envisaged that pupils will retain their conceptual understanding of this strand unit, whilst Number and EMA conceptual development is on-going. Teachers using this planning approach have found that pupils are more likely to make connections between their Number work and the other strand unit. A section for Linkage & Integration has been included in the plan for teachers to identify opportunities for linkage between the maths strands and integration with other subjects.

Differentiation: *Ready, Set, Go - Maths* recommends that pupils are grouped and taught in similar-ability groupings based on assessment information. This may result in groups moving at different paces. This plan has broadly been designed to progress at the pace of the fastest-progressing group. It is important to note, therefore, that although the plan is laid out on a weekly basis, some groups may not yet be ready for the next week's work and others may possibly be in advance of the week's work. Teachers should use their discretion to advance pupils' learning at a pace that is suitable for the individuals and groups in their class.

Whilst *Ready, Set, Go - Maths* advocates ability groups, teachers here, should use their professional judgement to decide on how best to structure groups to ensure progression in higher and lower order skills development for all pupils. It is very important that ability groupings are regularly reviewed and that pupils may move from one group to another based on the information garnered from assessments, including teacher observation and progress records.

To ensure a balanced approach, it is recommended that where practicable, the weekly non-number strand unit or 'topic' would be taught in mixed-ability settings.

Numeration: Whilst *Ready, Set, Go - Maths* emphasises the importance of pupils being able to recognise and order numerals, it does not over-emphasise developing the pupils' ability to formally write numerals. There is reference made to the importance of pre-writing numeral activities such as tracing numbers in sand and creating numerals with plasticene. Teachers should address formal writing of numbers in their own individual planning.



Subtraction: Subtraction in the Irish primary school Maths curriculum is not formally introduced until First class. However, *Ready, Set, Go - Maths* introduces practical addition within 5 at an earlier stage (within 'a second significant goal'). For the purposes of this plan these practical subtraction activities within 5 and 10 have been included. Teachers should use their discretion, based on the needs of their pupils, to decide whether or not to address practical subtraction in Senior Infants. For teachers of First class, the approach taken in *Ready, Set, Go - Maths* is ideal for developing subtraction concepts



Stage 1

Junior Infant Curriculum

For students learning early mathematical concepts & concrete skills



September

Week	Strand/Strand Unit objectives	Number - Ready, Set, Go	Counting and Recognition	Topic
1	EMA/ Classifying -Classify objects on the basis of one attribute, such as colour, shape, texture or size -Identify the complement of a set	Settling in week for Junior Infants. Free play with a variety of equipment. Assessment.		
2	EMA/Comparing Compare objects according to length, width, height, weight, quantity, thickness or size Number/Counting -Compare the number of objects in a set, 1 - 10	Sorting – Random collections	Count forwards to 5 with special focus on 1 - 3	Topic - 3D shapes See PDST Shape and Space Manual
3	Algebra/Extending Patterns - Identify, copy and extend patterns in colour, shape and size using a range of objects, e.g. cubes or threading beads	Sorting- Random collections	Count forwards to 5 with special focus on 1 - 3	Topic - 3D shapes See PDST Shape and Space Manual
4	Shape and Space -Sort , name, describe 2-D shapes: square, circle, triangle, rectangle Data/ Recognising & Interpreting Data - Sort and classify sets of objects by one criterion	Sorting- Random collections Relationships: Copy a Pattern	Count forwards to 5 with special focus on 1 - 3	Topic - 3Dshapes See PDST Shape and Space Manual
Assessment		Gather assessment information on current conceptual understanding of pupils – counting (including one-to-one correspondence), colours, shapes, sizes. Record in Progress Records.		
Differentiation		Form ability-groupings based on assessments		
Linkage & Integration				



October				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	EMA/Classifying -Classify objects on the basis of one attribute, such as colour, shape, texture or size EMA/ Matching - Match equivalent and non-equivalent sets using one-to-one correspondence	Sorting for one property - colour Relationships: Copy patterns based on colour Understanding Number: One-to-one correspondence	- Count forwards to 5 with special focus on 1 – 3 - Number after	Topic - 2D shapes See PDST Shape and Space Manual
2	Number/Counting -Compare the number of objects in a set, 1 - 10 Algebra/Extending Patterns - Identify, copy and extend patterns in colour, shape and size using a range of objects, e.g. cubes or threading beads	Sorting for one property - shape Relationships: Copy patterns based on shape Understanding Number: One-to-one correspondence	- Count forwards to 5 with special focus on 1 – 3 - Number after	Topic - 2D shapes See PDST Shape and Space Manual
3	Number/Comparing & Ordering - Compare equivalent and non-equivalent sets 1 – 5 by matching without using symbols Data/ Recognising & Interpreting Data - Sort and classify sets of objects by one criterion	Sorting for one property – size and thickness Relationships: Copy patterns based on size Understanding Number: One-to-one correspondence	-Count forwards to 5 -Number after -Count backwards from 5	Topic - 2D shapes See PDST Shape and Space Manual
4	Shape and Space -Match sets, equal and unequal -Sort, describe and name 3- D shapes, regular and irregular	Sorting for one property – colour, shape, size and thickness Relationships: Compare 2 sets involving 'more' without counting Understanding Number: Wide variety of sets of 1,2.	-Count forwards to 5 -Number after -Count backwards from 5	
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability and mixed ability class groupings in light of assessments		
Linkage & Integration				



November				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	EMA/Classifying -Classify objects on the basis of one/two attributes.	Mid- term break		
2	-identify the complement of a set EMA/ Matching - Match equivalent and non-equivalent sets using one-to-one correspondence Data/ Recognising & Interpreting Data	Sorting: Revisit random collections Relationships: Compare 2 sets involving 'more' without counting Understanding Number: Wide variety of sets of 1,2.	-Count forwards to 5 -Number after -Count backwards from 5 -Count forwards from different starting points	Topic - length
3	- Sort and classify sets of objects by one criterion -Match sets, equal and unequal Measures/Length -Develop an understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary	Sorting: 2-property collections Relationships: Compare 2 sets involving 'more' without counting Understanding Number: Wide variety of sets of 1,2.	-Count forwards/backwards within 5, from different starting points -Number after - Recognise numerals to 5	Topic - length
4	-Compare and order objects according to length or height -Compare and order objects Algebra/Extending Patterns - Identify, copy and extend patterns in colour, shape and size using a range of objects, e.g. cubes or threading beads	Sorting: 2-property collections Relationships: Copy patterns with one and two elements Relationships: Compare 2 sets involving 'more' without counting Understanding Number: Wide variety of sets of 1,2.	-Count forwards/backwards within 5, from different starting points -Number after - Recognise numerals to 5	Topic - length
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability and mixed ability class groupings in light of assessments		
Linkage & Integration				



December				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	EMA/Classifying -Classify objects on the basis of one/two attributes. -identify the complement of a set EMA/ Matching - Match equivalent and non-equivalent sets using one-to-one correspondance Algebra/Extending Patterns - Identify, copy and extend patterns in colour, shape and size using a range of objects, e.g. cubes or threading beads	Sorting: 2-property collections Understanding Number: Wide variety of sets within 3 Relationships: Copy patterns with one and two elements Relationships: Compare 2 sets involving 'more' without counting	-Count forwards/backwards within 5, from different starting points -Number after - Recognise numerals to 5	Topic - Time
2	Data/ Recognising & Interpreting Data - Sort and classify sets of objects by one criterion -Match sets, equal and unequal Number/Counting -Count the number of objects in a set : 1 -10 Measures/Time	Sorting: 2-property collections Understanding Number: Wide variety of sets within 3 Relationships: Copy patterns with one and two elements Relationships: Compare 2 sets involving 'more' without counting	-Count forwards/backwards within 5, from different starting points -Number after - Recognise numerals to 5	Topic - Time
3	-Develop an understanding of the concept of time through the use of appropriate vocabulary -Sequence daily and weekly events or stages in a story	Sorting: 2-property collections Understanding Number: Wide variety of sets within 3 Relationships: Copy patterns with one and two elements Relationships: Compare 2 sets involving 'more' without counting	-Count forwards/backwards within 5, from different starting points -Number after - Recognise numerals to 5	Topic - Time
4	Christmas Holidays			
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability and mixed ability class groupings in light of assessments		
Linkage & Integration				



January				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	EMA/Classifying -Classify objects on the basis of one/two/three attributes. -identify the complement of a set	Christmas Holidays		
2	EMA/Matching -Match equivalent and non-equivalent sets using one-to-one correspondence, EMA/Comparing Compare sets without counting EMA/Ordering Order sets without counting	Sorting: 2-property collections Relationships: Continue a pattern Understanding Number: Wide variety of sets within 3	-Extend counting forwards to 10 -Number after -Recognise numerals to 5	Topic - Weight
3	Number/Counting -Count the number of objects in a set : 1 -10 Data/ Recognising & Interpreting Data - Sort and classify sets of objects by one criterion -Match sets, equal and unequal Algebra/Extending Pattern - Identify, copy and extend patterns in colour, shape and size and number (3-4 elements)	Sorting: 3-property collections Relationships: Continue a pattern Relationships: Compare 2 sets involving 'the same' without counting Understanding Number: Order numerals and sets within 3	-Extend counting forwards to 10 -Number after -Recognise numerals to 5	Topic - Weight
4	Measures/Weight -Develop an understanding of the concept of weight through exploration, handling of objects, and use of appropriate vocabulary -Compare objects according to weight, compare objects that differ in size, shape and weight by handling	Sorting: 3-property collections Relationships: Continue a pattern Relationships: Compare 2 sets involving 'the same' without counting Understanding Number: Order numerals and sets within 3	-Extend counting forwards to 10 -Number after -Recognise numerals to 5	Topic - Weight
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessment		



Linkage & Integration	
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February				
Week	Strand/Strand Unit <i>Objectives</i>	Number- Ready, Set, Go	Counting and Recognition	Topic
1	EMA/Classifying -Classify objects on the basis of one/two/three attributes. -identify the complement of a set EMA/Matching -Match equivalent and non-equivalent sets using one-to-one correspondence, EMA/Comparing -Compare sets without counting EMA/Ordering	Sorting: 3-property collections Understanding Number: Order numerals and sets within 3 Relationships: Continue a pattern Relationships: Compare 2 sets involving 'the same' without counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Capacity
2	Order sets without counting Data/ Recognising & Interpreting Data - Sort and classify sets of objects by one criterion - Match sets, equal and unequal	Mid-term break		
3	Number/Counting -Count the number of objects in a set : 1 -10 Algebra/Extending Patterns - Identify, copy and extend patterns in colour, shape and size using a range of objects, e.g. cubes or threading beads Measures/Capacity	Sorting: 3-property collections Understanding Number: Order numerals and sets within 3 Relationships: Devise a pattern Relationships: Compare 2 sets involving 'the same' without counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Capacity
4	Measures/Capacity -Develop an understanding of the concept of capacity through exploration and the use of appropriate vocabulary -Compare containers according to capacity	Sorting: 3-property collections Understanding Number: Wide variety of sets within 5 Relationships: Devise a pattern Relationships: Compare 2 sets involving 'the same' without counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Capacity
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability and mixed ability class groupings in light of assessments		
Linkage & Integration				



March				
Week	Strand/Strand Unit <i>Objectives</i>	Number- Ready, Set, Go	Counting and Recognition	Topic
1	Number/Comparing and Ordering -Order sets of objects by number 1-5 -Use the language of ordinal number: first, last second, third	Understanding Number: Wide variety of sets within 5 Relationships: Devise a pattern Relationships: Compare quantities involving 'more', 'less', 'the same' without and with counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Money
2	Number/Counting -Count the number of objects in a set : 1 -10 Data/ Recognising & Interpreting Data -Match sets, equal and unequal	Understanding Number: Wide variety of sets within 5 Relationships: Devise a pattern Relationships: Compare quantities involving 'more', 'less', 'the same' without and with counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Money
3	Measures/Money -Recognise and use coins (up to 5 cents), -Solve practical tasks and problems using money	Understanding Number: Wide variety of sets within 5. Understanding Number: Order numerals and sets within 5 Relationships: Devise a pattern Relationships: Compare quantities involving 'more', 'less', 'the same' without and with counting	-Extend counting forwards to 10 -Number after -Number before -Recognise numerals to 5	Topic - Money
4	Easter Holidays			
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessment		
Linkage & Integration				



April				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	Number/Analysis of Number: Numeration <i>Read, write and order numerals 1-5 ,</i>	Easter Holidays		
2	<i>-Subitise(tell at a glance)/estimate the number of objects in a set,1-5 -Develop an understanding of the conservation of number, 1 – 5 -Identify the empty set and the numeral zero</i>	Understanding Number: Wide variety of sets within 5. Understanding Number: Conservation of 5 Relationships/Operations: Partition sets of 5	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - Data
3	<i>-Partition sets of objects, 1-5</i> Combining <i>-Combine sets of objects, totals to 5,</i> Number/Counting <i>-Count the number of objects in a set : 1 -10</i> Data/recognising and interpreting data <i>-Sort and classify sets of objects by one, two and three criteria</i>	Understanding Number: Conservation of 5 Relationships/Operations: Partition sets of 5 Relationships/Operations: Calculate mentally within 5. Games – Box Numbers/Make 5 (RSGM p.67)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - Data
4	<i>-Match sets, equal and unequal -Represent and interpret a set of simple mathematical data using real objects, models and pictures</i>	Understanding Number: Conservation of 4 Relationships/Operations: Partition sets of 4 Relationships/Operations: Calculate mentally within 5 and 4 Games – Box Numbers/Make 5 (RSGM p.67)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - Data
Assessment		Test for conservation of 5. Test for conservation of 4 (See Readiness check RSGM p.62)		
Differentiation		Review ability groupings in light of assessment		
Linkage & Integration				



May				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	Number/ Numeration -Solve simple oral problems, 0-5, -Develop an understanding of the conservation of number -Identify the empty set and the numeral zero	Understanding Number: Conservation of 4 Relationships/Operations: Partition sets of 4 Relationships/Operations: Calculate mentally within 5 and 4 Games – Box Numbers/Make 5 (RSGM p.67)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Spatial Awareness See PDST Shape & Space Manual
2	-Subitise//estimate the number of objects in a set, 1-5 Number/ Analysis of Number	Understanding Number: Conservation of 3, 2 Relationships/Operations: Partition sets of 3, 2 Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Spatial Awareness See PDST Shape & Space Manual
3	Partitioning -Partition sets of objects, 1-5, Combining Combine sets of objects, totals to 5, Number/Counting -Count the number of objects in a set : 1 -10	Understanding Number: Conservation of 3, 2 Relationships/Operations: Add two numbers practically within 5 using base board (RSGM p. 74) Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - Length - assess conservation of length prior to RSGM Cuisenaire activities Spatial Awareness See PDST Shape & Space Manual
4	Shape and Space: Spatial Awareness -Explore, discuss, develop and use the vocabulary of spatial relations position: over, under, up, down, on, beside, in directions: moving in straight/curved lines, in a circle, finding own space.	Relationships/Operations: Add two numbers practically within 5 using base board (RSGM p. 74) Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - Length - assess conservation of length prior to RSGM Cuisenaire activities Spatial Awareness See PDST Shape & Space Manual
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessment		
Linkage & Integration				



The Red Door School

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June				
Week	Strand/Strand Unit Objectives	Number- Ready, Set, Go	Counting and Recognition	Topic
1	- Revision of concepts identified by teacher Number/ Numeration -Solve simple oral problems, 0-5, -Develop an understanding of the conservation of number -Identify the empty set and the numeral zero -Subitise//estimate the number of objects in a set, 1-5	Relationships/Operations: Add two numbers practically within 5 using base board (RSGM p. 74) Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88) Relationships/Operations: Attribute values to Cuisenaire Rods 1 – 5 (RSGM p. 89)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - revision at teacher's discretion
2	Number/ Analysis of Number Partitioning -Partition sets of objects, 1-5, Combining Combine sets of objects, totals to 5,	Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88) Relationships/Operations: Attribute values to Cuisenaire Rods 1 – 5 (RSGM p. 89)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - revision at teacher's discretion
3	Number/Counting -Count the number of objects in a set : 1 -10	Relationships/Operations: Calculate mentally within 5, 4, 3, 2 Games – Box Numbers/Make 5 (RSGM p.67) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88) Relationships/Operations: Attribute values to Cuisenaire Rods 1 – 5 (RSGM p. 89)	-Extend counting forwards to 10 -Number after/before -Recognise numerals to 5 -Count backwards from different starting points	Topic - revision at teacher's discretion
4		Revision	Revision	Revision
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessment		
Linkage & Integration				



Stage 2

Senior Infant Curriculum

For students moving from early mathematical concepts & concrete skills towards formal mathematics programme





September

Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Data/recognising and interpreting data: -Sort and classify sets of objects by one and two criterion -Sort and classify objects by two and three criteria	Sorting: Revise 2, 3 property sets. Sort 4 property sets in terms of colour, shape, size, thickness etc. Relationships & Operations- copy, extend, devise pattern with 1-2 elements	- Counting forward and backwards to and from 12, from different starting points - Recognition of numerals to 5	Data & Algebra
2	Number/ Counting: - Count the number of objects in a set, 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number -Use the language of ordinal number: first, second, third, last	Sorting: Sort 4 property sets in terms of colour, shape, size, thickness etc. Relationships & Operations- copy, extend, devise patterns with 1-2 elements Understanding Number: Wide variety of sets within 5 Understanding Number: Assess conservation of number within 5	- Number after - Number before	Data & Algebra
3	Number/Analysis of Number: Numeration - Read, write and order numerals -Estimate the number of objects in a set -Develop an understanding of the conservation of number, 1 – 10 -Solve simple oral problems Partitioning -Partition sets of objects, 1-5	Relationships & Operations: Revise combining, partitioning and practical addition within 5. (RSGM p.63, 67, 74) Relationships & Operations- copy, extend, devise patterns with 1-2 elements Understanding Number: Wide variety of sets within 5 Understanding Number: Order numerals and sets within 5		Data & Algebra
4	Combining -Combine sets of objects, totals to 5 Algebra/Extending Pattern: -Identify, copy and extend patterns in colour, shape and size and number (1-2 elements)	Relationships & Operations: Revise combining, partitioning and practical addition within 5. (p.63, 67, 74) Relationships/Operations: Play and guided activities with Cuisenaire rods 1 – 5 (RSGM p. 88, 89) Understanding Number: Wide variety of sets within 5 Understanding Number: Order numerals and sets within 5		Data & Algebra
Assessment		Review Junior Infant progress records. Assess conservation of numbers within 5.		
Differentiation		Form ability groups for Number and Early Maths Activities based on assessments and Junior Infant progress records		
Linkage & Integration		Theme Fortnight 1: ME, Theme Fortnight 2: My Family		



October

Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Data/recognising and interpreting data: -Sort and classify sets of objects by one and two and three criteria Number/Counting: -Count the number of objects in a set 1 -10, 1 – 20 Number/Comparing & Ordering:	Sorting: Sort 4 property sets in terms of colour, shape, size, thickness etc Understanding Number: Wide variety of sets within 6 Conservation of 6 Relationships & Operations: Partitioning and combining sets of 6 Practical addition within 6	- Counting forward and backwards to and from 12, from different starting points - Recognition of numerals to 6 - Number after & Number before	2D Shape See PDST Shape and Space Manual
2	-Compare equivalent & non-equivalent sets by matching -Order sets of objects by number -Use the language of ordinal number: first, second, third, last Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10	Sorting: Sort 4 property sets in terms of colour, shape, size, thickness etc. Understanding Number: Wide variety of sets within 6 Conservation of 6 Relationships & Operations: Partitioning and combining sets of 6 Practical addition within 6 Calculate mentally within 6	- Counting forward and backwards to and from 12, from different starting points - Recognition of numerals to 6 - Number after - Number before	2D Shape See PDST Shape and Space Manual
3	Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set -Solve simple oral problems Algebra/Extending Pattern: -Identify, copy and extend patterns in colour, shape and size and number (1-2 elements)	Understanding Number: Wide variety of sets within 6 Order numerals and sets within 6 Conservation of 6 Relationships & Operations: Copy and extend patterns with 3 and 4 elements Partitioning and combining sets of 6 Practical addition within 6 with written record Calculate mentally within 6 Play and guided activities with Cuisenaire rods 1 – 6(p.88, 89)	- Counting forward and backwards to and from 12, from different starting points - Recognition of numerals to 6 - Number after & Number before	2D Shape See PDST Shape and Space Manual
4	Shape and Space: - Use suitable structured materials to create pictures. -Combine and divide 2- D shapes to make larger or smaller shapes. -Give simple moving and turning directions -Solve problems involving shape and space	Understanding Number: Wide variety of sets within 6 Order numerals and sets within 6 Conservation of 6 Relationships & Operations: Practical addition within 6 with written record Calculate mentally within 6 Guided activities with Cuisenaire rods 1 – 6 (p. 89, 90, 91)	- Counting forward and backwards to and from 12, from different starting points - Recognition of numerals to 6 - Number after/Number before	2D Shape See PDST Shape and Space Manual
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		



Linkage & Integration	
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November				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Data/recognising and interpreting data:	Mid-term break		
2	<ul style="list-style-type: none"> -Sort and classify sets of objects by one, two and three criteria Number/Counting: <ul style="list-style-type: none"> -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: <ul style="list-style-type: none"> -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number 	Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks Sorting consolidation activities (RSGM p.43 – 47) Understanding Number: Wide variety of sets within 7 Conservation of 7 Relationships & Operations: Partitioning and combining sets of 7 Practical addition within 7	<ul style="list-style-type: none"> - Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 7 - Number after - Number before 	Time
3	<ul style="list-style-type: none"> -Use the language of ordinal number: first, second, third, last Number/Combining & Partitioning <ul style="list-style-type: none"> -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition Number/Analysis of Number: Numeration <ul style="list-style-type: none"> -Develop an understanding of the conservation of number, 1-10 	Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks Sorting consolidation activities (RSGM p.43 – 47) Understanding Number: Wide variety of sets within 7 Conservation of 7 Order numerals and sets within 7 Relationships & Operations: Partitioning and combining sets of 7 Practical addition within 7 with written record Calculate mentally within 7	<ul style="list-style-type: none"> - Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 7 - Number after - Number before 	Time
4	<ul style="list-style-type: none"> -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set -Solve simple oral problems Measures/Time: <ul style="list-style-type: none"> -Develop an understanding of the concept of time through the use of appropriate vocabulary -Sequence daily and weekly events or stages in a story -Read time in one-hour Intervals 	Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks Sorting consolidation activities (RSGM p.43 – 47) Understanding Number: Wide variety of sets within 7 Conservation of 7 Order numerals and sets within 7 Relationships & Operations: Practical addition within 7 with written record Calculate mentally within 7 Guided activities with Cuisenaire rods 1 – 7 (p. 89, 90, 91)	<ul style="list-style-type: none"> - Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 7 - Number after - Number before 	Time
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		



Linkage & Integration	
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December				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number	Understanding Number: Wide variety of sets within 8 Conservation of 8 Relationships & Operations: Partitioning and combining sets of 8 Practical addition within 8	- Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 7 - Number after - Number before	3D Shape See PDST Shape and Space Manual
2	-Use the language of ordinal number: first, second, third, last Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition Number/Analysis of Number: Numeration	Understanding Number: Wide variety of sets within 8 Conservation of 8 Order numerals and sets within 8 Relationships & Operations: Partitioning and combining sets of 8 Practical addition within 8 with written record Calculate mentally within 8	- Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 8 - Number after - Number before	3D Shape See PDST Shape and Space Manual
3	-Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set -Solve simple oral problems Shape and Space: -Sort, describe and name 3- D shapes, regular and Irregular	Understanding Number: Wide variety of sets within 8 Conservation of 8 Order numerals and sets within 8 Relationships & Operations: Practical addition within 8 with written record Calculate mentally within 8 Guided activities with Cuisenaire rods 1 – 8 (p. 89, 90, 91)	- Counting forward and backwards to and from 15, from different starting points - Recognition of numerals to 8 - Number after - Number before	3D Shape See PDST Shape and Space Manual
4	-Combine 3-D shapes to make other shapes - Solve tasks and problems involving shape	Christmas Holidays		
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
Linkage & Integration				



January				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number -Use the language of ordinal number: first, second, third, last	Christmas Holidays		
2	Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition	Understanding Number: Wide variety of sets within 8 Conservation of 8 Order numerals and sets within 8 Relationships & Operations: Practical addition within 8 with written record Calculate mentally within 8 Guided activities with Cuisenaire rods 1 – 8 (RSGM p. 89, 90, 91)	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 8 - Number after - Number before	Data
3	Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10	Understanding Number: Wide variety of sets within 9 Conservation of 9 Relationships & Operations: Partitioning and combining sets of 9 Practical addition within 9	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 8 - Number after - Number before	Data
4	-Estimate the number of objects in a set -Solve simple oral problems Data/recognising and interpreting data: -Sort and classify objects by two and three criteria -Match sets, equal and unequal -Represent and interpret a set of simple mathematical data using real objects, models and pictures. -Represent and interpret data in two rows or columns	Understanding Number: Wide variety of sets within 9 Conservation of 9 Order numerals and sets within 9 Relationships & Operations: Partitioning and combining sets of 9 Practical addition within 9 with written record Calculate mentally within 9	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 8 - Number after - Number before	Data
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		



Linkage & Integration	
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February				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number	Understanding Number: Wide variety of sets within 9 Conservation of 9 Order numerals and sets within 9 Relationships & Operations: Practical addition within 9 with written record Calculate mentally within 9	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 8 - Number after - Number before	Weight
2	-Use the language of ordinal number: first, second, third, last Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition	Mid- term Break	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 9 - Number after - Number before	Mid-term Break
3	Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set -Solve simple oral problems	Understanding Number: Wide variety of sets within 9 Conservation of 9 Order numerals and sets within 9 Relationships & Operations: Practical addition within 9 with written record Calculate mentally within 9 Guided activities with Cuisenaire rods 1 – 9 (RSGM p. 89, 90, 91)	- Counting forward and backwards to and from 18, from different starting points - Recognition of numerals to 9 - Number after - Number before	Weight
4	Measures/Weight: -Estimate and weigh in nonstandard Units. -Select and use appropriate nonstandard units to weigh objects	Understanding Number: Wide variety of sets within 10 Conservation of 10 Relationships & Operations: Partitioning and combining sets of 10 Practical addition within 10	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 9 - Number after - Number before	
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
Linkage & Integration				



March				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching -Order sets of objects by number -Use the language of ordinal number: first, second, third, last Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10	Understanding Number: Wide variety of sets within 10 Conservation of 10 Order numerals and sets within 10 Relationships & Operations: Partitioning and combining sets of 10 Practical addition within 10 with written record Calculate mentally within 10	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 9 - Number after - Number before	Money
2	-Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10	Understanding Number: Wide variety of sets within 10 Conservation of 10 Order numerals and sets within 10 Relationships & Operations: Practical addition within 10 with written record Calculate mentally within 10	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	Money & Algebra
3	-Estimate the number of objects in a set -Solve simple oral problems Algebra/Extending Pattern: -Identify, copy and extend patterns in colour, shape and size and number (3-4 elements) using a range of objects, e.g. cubes or threading beads continue the pattern, what comes next? -Recognise patterns and predict subsequent numbers find the missing numbers: 2, 3, 4, _, 6, 7 10, 9, _, 6, 5, 4, 3, _, _	Understanding Number: Wide variety of sets within 10 Conservation of 10 Order numerals and sets within 10 Relationships & Operations: Practical addition within 10 with written record Calculate mentally within 10 Guided activities with Cuisenaire rods 1 – 10(p.89, 90, 91)	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	Money & Algebra
4	Measures/Money: -Recognise and use coins (up to 5 cents 10 cents and 20 cents) -Solve practical tasks and problems using money	Easter Holidays		
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
Linkage & Integration				



April				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20	Easter Holidays		
2	Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching --Use the language of ordinal number: first, second, third, last Order sets of objects by number	Relationships & Operations: Practical addition within 6 - 10 with written record Addition within 10 with Cuisenaire (RSGM p.93) Calculate mentally within 10	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Capacity
3	Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition	Relationships & Operations: Practical addition within 6 - 10 with written record Calculate mentally within 10 Addition within 10 with Cuisenaire (RSGM p.93) Subtract practically within 5 using subtraction baseboard	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Capacity
4	Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set -Solve simple oral problems Measures/Capacity: -Estimate and measure capacity in non-standard units -Select and use appropriate non-standard units to measure capacity	Relationships & Operations: Practical addition within 6 - 10 with written record Calculate mentally within 10 Addition within 10 with Cuisenaire (RSGM p.93) Subtract practically within 5 using subtraction baseboard	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Capacity
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
Linkage & Integration				



May				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	Number/Counting: -Count the number of objects in a set 1 – 20 Number/Comparing & Ordering: -Compare equivalent & non-equivalent sets by matching	Ordinal language; first, last and in between. Addition within 10 with Cuisenaire (RSGM p.93) The Commutative aspect of Addition Subtract practically within 10 using subtraction baseboard	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Length
2	-Order sets of objects by number Number/Combining & Partitioning -Combine & Partition sets of objects 1 – 10 -Explore components of number 1 -10 -Use the symbols + and = to construct word sentences involving addition	The Commutative aspect of Addition Addition within 10 with Cuisenaire (RSGM p.93) Subtract practically within 10 using subtraction baseboard	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Length
3	Number/Analysis of Number: Numeration -Develop an understanding of the conservation of number, 1-10 -Read, write and order numerals 1-10 -Estimate the number of objects in a set	The Commutative aspect of Addition Subtract practically within 10 using subtraction baseboard Subtraction as the inverse of addition Subtraction as complementing (Box Addition) using Cuisenaire p.94	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Length
4	-Solve simple oral problems Measures/Length: -Estimate and measure length in non-standard units estimate, and check by measuring -Select and use appropriate non-standard units to measure length, width or height. Discuss reasons for choice	The Commutative aspect of Addition Subtract practically within 10 using subtraction baseboard Subtraction as the inverse of addition Subtraction as complementing (Box Addition) using Cuisenaire p.94	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after & Number before	Length
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
Linkage & Integration				



June				
Week	Strand/Strand Unit	Content Ready, Set, Go	Counting and Recognition	Topic
1	- Revision of concepts identified by teacher Number/Counting: <i>Count the number of objects in a set 1-20</i>	Depending on the pace of development of each group during the year, and based on assessment results, the content for the remaining weeks will be left to the teacher's discretion	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	Spatial Awareness See PDST Shape and Space Manual
2	Shape and Space: Spatial Awareness <i>-Explore, discuss, develop and use the vocabulary of spatial relations position: over, under, up, down, on, beside, in directions: moving in straight/curved lines, in a circle, finding own space.</i>	Depending on the pace of development of each group during the year, and based on assessment results, the content for the remaining weeks will be left to the teacher's discretion	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	Spatial Awareness See PDST Shape and Space Manual
3		Depending on the pace of development of each group during the year, and based on assessment results, the content for the remaining weeks will be left to the teacher's discretion	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	Spatial Awareness See PDST Shape and Space Manual
4		Depending on the pace of development of each group during the year, and based on assessment results, the content for the remaining weeks will be left to the teacher's discretion	- Counting forward and backwards to and from 20, from different starting points - Recognition of numerals to 10 - Number after - Number before	
Assessment		Record teacher observations in Progress Records		
Differentiation		Review ability groupings in light of assessments		
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