

Maths Scheme –Senior Infants

Notes on this plan

This is a suggested Senior Infant yearly 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. 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. Where necessary and again, at the discretion of the teacher, this weekly 3 day/ 2 day approach may be altered depending on the needs of the pupils.

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.

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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.

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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 - Number after - Number before	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		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	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	Partitioning -Partition sets of objects, 1-5 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				

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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	<b style="color: red;">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	<b style="color: red;">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	<b style="color: red;">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	<b style="color: red;">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	<p>-Sort and classify sets of objects by one, two and three two criteria</p> <p>Number/Counting:</p> <p>-Count the number of objects in a set 1 – 20</p> <p>Number/Comparing & Ordering:</p> <p>-Compare equivalent & non-equivalent sets by matching</p> <p>-Order sets of objects by number</p> <p>-Use the language of ordinal number: first, second, third, last</p>	<p>Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks</p> <p>Sorting consolidation activities (RSGM p.43 – 47)</p> <p>Understanding Number: Wide variety of sets within 7</p> <p>Conservation of 7</p> <p>Relationships & Operations: Partitioning and combining sets of 7</p> <p>Practical addition within 7</p>	<p>- Counting forward and backwards to and from 15, from different starting points</p> <p>- Recognition of numerals to 7</p> <p>- Number after</p> <p>- Number before</p>	Time
3	<p>Number/Combining & Partitioning</p> <p>-Combine & Partition sets of objects 1 – 10</p> <p>-Explore components of number 1 -10</p> <p>-Use the symbols + and = to construct word sentences involving addition</p> <p>Number/Analysis of Number:</p> <p>Numeration</p> <p>-Develop an understanding of the conservation of number, 1-10</p>	<p>Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks</p> <p>Sorting consolidation activities (RSGM p.43 – 47)</p> <p>Understanding Number: Wide variety of sets within 7</p> <p>Conservation of 7</p> <p>Order numerals and sets within 7</p> <p>Relationships & Operations: Partitioning and combining sets of 7</p> <p>Practical addition within 7 with written record</p> <p>Calculate mentally within 7</p>	<p>- Counting forward and backwards to and from 15, from different starting points</p> <p>- Recognition of numerals to 7</p> <p>- Number after</p> <p>- Number before</p>	Time
4	<p>-Read, write and order numerals 1-10</p> <p>-Estimate the number of objects in a set</p> <p>-Solve simple oral problems</p> <p>Measures/Time:</p> <p>-Develop an understanding of the concept of time through the use of appropriate vocabulary</p> <p>-Sequence daily and weekly events or stages in a story</p> <p>-Read time in one-hour Intervals</p>	<p>Sorting: Sort 3 and 4 property sets in terms of colour, shape, size, thickness using attribute blocks</p> <p>Sorting consolidation activities (RSGM p.43 – 47)</p> <p>Understanding Number: Wide variety of sets within 7</p> <p>Conservation of 7</p> <p>Order numerals and sets within 7</p> <p>Relationships & Operations: Practical addition within 7 with written record</p> <p>Calculate mentally within 7</p> <p>Guided activities with Cuisenaire rods 1 – 7 (p. 89, 90, 91)</p>	<p>- Counting forward and backwards to and from 15, from different starting points</p> <p>- Recognition of numerals to 7</p> <p>- Number after</p> <p>- Number before</p>	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:	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	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 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				

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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	Christmas Holidays		
2	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 -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 -Use the language of ordinal number: first, second, third, last	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	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				

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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				

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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				

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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 -Solve simple oral problems	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	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				

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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</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	<i>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
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		
Linkage & Integration				