



Strands	Junior Infants	Senior Infants
Early Mathematical Activity	<p>Matching: Similar /related objects e.g. apple to apple, cup to saucer</p> <p>Comparing: Equivalent sets/ Non equivalent sets e.g. Is there enough spoons for all the children</p> <p>Classifying: sorting according to size, length, thickness, width, height, shape etc.</p>	<p>Matching: Similar /related/number of objects</p> <p>Comparing: Equivalent sets/ Non equivalent sets e.g. Is there enough spoons for all the children. Positioning of objects. More than/less than</p> <p>Ordering: Days of the week. Ordinal Numbers: first ,secondtenth, last</p>
Number	<p>Counting , Comparing and ordering. Concentrating on understanding Nos1-5</p> <p>Combining: Simple adding up to 5 will be done in the last term. Use of concrete materials will always help with adding.</p> <p>Partitioning: Dividing a set of five with a pencil and making a story e.g. 2 and 3 make 5</p>	<p>Counting ; Using Nos 1-10 and understanding these numbers. 6,7,8,9and 10 will be introduced gradually during term one</p> <p>Combining: Simple adding up to total of 10 2and 3 make 5. In term 2 we will be using $2+4=6$ which says 2 plus 4 equals 6 . In term3 child will add three numbers together $2+3+1=$</p> <p>Partitioning: Dividing a set to make a number story for numbers up to 10.e.g. The story of five using objects is $0+5=5, 1+4=5, 2+3=5, 3+2=5, 4+1=5, 5+0=5$</p>
Algebra	<p>Extending patterns using shapes or familiar objects e.g.</p> 	<p>Extending patterns using shapes or familiar objects e.g.</p> 
Shape an Space	<p>2D Shapes: identifying circle, square, triangle,, rectangle. Counting sides and corners</p> <p>3D shapes: identifying shapes that can/cannot roll</p>	<p>2D Shapes: identifying circle, square, triangle,, rectangle. Counting sides and corners</p> <p>3D shapes: identifying shapes that can/cannot roll . Introducing cuboid, cylinder, cube, sphere ,prism</p>
Measures	<p>Weight: Using the vocabulary ,heavier/lighter than</p> <p>Length: longer/taller/narrower/shorter/bigger/s maller /wider than</p> <p>Capacity : Full/Empty, holds more/less</p> <p>Time: Introducing daytime , afternoon, evening ,nighttime, and the sequence of these times . Identifying activities done at these particular times</p> <p>Money: This will be done in Term 3. Identifying 1c,2c,and 5c coins, Simple adding of these coins in a purse.. Simple shopping sums and matching</p>	<p>Weight: Using the vocabulary ,heavier/lighter than</p> <p>Length: longer/taller/narrower/shorter/bigger/s maller /wider than. Using cubes/lollipop sticks to measure</p> <p>Capacity : Full/Empty, holds more/less</p> <p>Time: Introducing days of week ,seasons in year, the clock and using o clock e.g 6 o clock and digitally 6:00</p> <p>Money: This will be done in Term 3. Identifying 1c,2c,and 5c 10c and 20c coins, Simple adding of these coins in a purse.. Simple shopping sums and matching</p>