

Setanta School – Mathematics Plan

		Level 1		* common to other strands
Strands	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Early Mathematical Activities	Classifying	<ul style="list-style-type: none"> Classify objects on the basis of one attribute, such as colour, shape, texture or size. Identify the complement of a set. 	Page 20	<ul style="list-style-type: none"> Matching - Pages 4-11. *Counting: pages 40, 41, 48, 49, 56, 57, 68, 69, 78, 79.
	Matching	<ul style="list-style-type: none"> Match equivalent and non-equivalent sets using one-to-one correspondence. 	Page 20	<ul style="list-style-type: none"> Sets: pages 12-19. Equivalent Sets - Pages 20-24. * Non-equivalent Sets – Pages 25-29.
	Comparing	<ul style="list-style-type: none"> Compare objects according to length, width, height, weight, quantity, thickness or size. Compare sets without counting. 	Page 21	<ul style="list-style-type: none"> Length/Height/Width: pages 30-35. Size: pages 36-38. Weight page 46.
	Ordering	<ul style="list-style-type: none"> Order objects according to length or height. Order sets without counting. 	Page 21	<ul style="list-style-type: none"> * Length/Height/Width: pages 30-35.
Number	Counting	<ul style="list-style-type: none"> Count numbers of objects in a set 1-10. 	Page 22	<ul style="list-style-type: none"> Equivalent Sets - Pages 20-24. Non-equivalent Sets – Pages 25-29. * Numerals 2, 3: page 65.
	Comparing and ordering	<ul style="list-style-type: none"> Compare equivalent and non equivalent sets 1-5 by matching without using symbols. Order sets of objects by number 1-5. Use the language of ordinal number: first, last. 	Page 22	<ul style="list-style-type: none"> Size: pages 36-38. *Counting: pages 40, 41, 48, 49, 56, 57, 68, 69, 78, 79. Ordering of Number 1, 2, 3, 4, 5: page 100. Ordering of Objects 1, 2, 3, 4, 5: page 101.
	Analysis of number (Combining, Partitioning and Numeration)	<ul style="list-style-type: none"> Explore the components of number 1-5. Combine sets of objects, totals 5. Partition sets of objects 1-5. Develop an understanding of the conservation of number 1-5. Read, write and order numerals 1-5. Identify the empty set and the numeral zero. Tell at a glance the number of objects in a set, 1-5 Solve simple oral problems, 0-5. 	Page 23-25	<ul style="list-style-type: none"> N numeral 1, 2, 3, 4, 5: pages 44, 45, 50-53, 60, 61, 63, 64, 65, 70, 71, 73- 75, 80, 81, 83-85. Writing Numeral 1, 2, 3, 4, 5: page 54, 55, 62, 72, 82. N numeral 0: page 88. Numerals 0-5: pages 89, 90, 93-95. Writing Numerals 0-5: page 92. Partitioning: pages 102-105. Combining: pages 106-111.
Algebra	Extending Patterns (Integration)	<ul style="list-style-type: none"> Identify, copy and extend patterns in colour, shape and size. 	Page 26	<ul style="list-style-type: none"> Identifying Patterns: page 39. 2-D shapes/Pattern: page 59. 2-D shapes-rectangle: pages 98,99. Pattern: page 120. Numerals 1, 2, 3, 4: page 73.

Level 1				
Strands	Strand Units	Content/Learning Objectives	Curriculum	Resource: Action Maths
Shape and Space	Spatial Awareness	<ul style="list-style-type: none"> Explore, discuss, develop and use vocabulary of spatial relations. 	Page 28	<ul style="list-style-type: none"> Vocabulary: between, underneath, on top of, around, through, left and right. (Use of simple directions using the above.)
	3-D shapes	<ul style="list-style-type: none"> Sort 3-D shapes, regular and irregular. Solve tasks and problems involving shape. 	Page 28	<ul style="list-style-type: none"> 3-D shapes/numeral 5: pages 86, * 3-D shapes: page 87.
	2-D shapes (Integration)	<ul style="list-style-type: none"> Sort and name 2-D shapes: square, circle, triangle, rectangle. Use suitable structured materials to create pictures. Solve problems involving shape. 	Page 29	<ul style="list-style-type: none"> 2-D shapes: circle – pages 42, 43. 2-D shapes: square - page 58. 2- D shapes/ pattern: page 59. 2-D shapes: Triangle pages 66, 67. * 2-D shapes- rectangle – pages 98,99.
Measures	Length (Integration)	<ul style="list-style-type: none"> Develop and understanding of the concept of length through exploration, discussion and use of appropriate vocabulary. Compare and order objects according to length or height. 	Page 30	<ul style="list-style-type: none"> Length/Height/Width: pages 30-35. Size: pages 36-38. Length: pages 30 –33.
	Weight (Integration)	<ul style="list-style-type: none"> Develop and understanding of the concept of weight through exploration, handling of objects, and the use of appropriate vocabulary. Compare objects according to weight. 	Page 31	<ul style="list-style-type: none"> * Weight: pages 46, 47.
	Capacity	<ul style="list-style-type: none"> Develop and understanding of the concept of capacity through exploration and the use of appropriate vocabulary. Compare containers according to capacity. 	Page 32	<ul style="list-style-type: none"> Capacity: pages 76, 77.
	Time (Integration)	<ul style="list-style-type: none"> Develop and understanding of the concept of time through the use of appropriate vocabulary. Sequence daily events or stages in a story. 	Page 33	<ul style="list-style-type: none"> Time: pages 96, 97.
	Money	<ul style="list-style-type: none"> Recognise and use coins (up to 5 cents). Solve practical tasks and problems using money. 	Page 34	<ul style="list-style-type: none"> Money: pages 112-116.
Data	Recognising and interpreting data	<ul style="list-style-type: none"> Sort and classify sets of objects by one criterion Match sets, equal and unequal Represent and interpret a set of simple mathematical data using real objects and pictures 	Page 35	<ul style="list-style-type: none"> Sets: pages 12-19. Equivalent Sets - Pages 20-24. Non-equivalent Sets – Pages 25-29. Length/Height/Width: pages 30-35. 2-D shapes: circle – pages 42, 43. 2-D shapes –square: page 58. 2-D shapes: Triangle page 66. 3-D shapes/numeral 5: pages 86. 3-D shapes: page 87.

Level 2

* common to other strands

Strands	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Early Mathematical Activity (Revision)	Classifying, Matching (Revision)	<ul style="list-style-type: none"> • Classify objects on the basis on one attribute. • Identify the complement of a set. • Match equivalent and non-equivalent sets. 	(Revision)	<ul style="list-style-type: none"> • (Revision) • Matching – pages 4, 5, 8, 9 • Classifying – pages 6, 7. • Sets: page 66
Number	Counting	<ul style="list-style-type: none"> • Count the number of objects in a set, • 0-20. 	Page 22	<ul style="list-style-type: none"> • Counting – pages 15, 16,18,19,21, 26, 35, 38, 39,49, 90 • Counting/Combining: page 93
	Comparing and ordering	<ul style="list-style-type: none"> • Compare equivalent and non-equivalent sets 0-10 by matching. • Order sets of objects by number 0-10. • Use the language of ordinal number: first, second, third, last. 	Page 22	<ul style="list-style-type: none"> • Comparing – pages 71, 72, • Comparing Number: page 110 • Ordinal Numbers – pages 102, 103.
	Analysis of number (Combining, Partitioning and Numeration)	<ul style="list-style-type: none"> • Explore the components of number 1-50. • Combine sets of objects, totals to 10. • Partition sets of objects, 0-10. • Use the symbols + and – to construct word sentences involving addition. • Develop an understanding of the conservation of number 0-10. • Read, write and order numbers 0-10. • Identify the empty set and numeral zero. • Estimate the number of objects in a set, 2-10. • Solve simple oral and pictorial problems , 0-10. 	Page 23-25	<ul style="list-style-type: none"> • Numeral: 1-10: pages 11-14, 17, 28, 29, 32, 33, • Numeration: page 34 • Analysis of Number: pages 41, 50-59, 67, 113. • Analysis of number/time/shape-page 117 • Combining: pages 22-25,31,47,91,92,94-97, 93, 106, 116. • The Story of 8: page 101 • Combining 3 sets – page 104 • Problem Solving: 86-88, 111 • Commutative addition – pages 99,100. • The Number line – pages 98, 105
Algebra	Extending Patterns (Integration)	<ul style="list-style-type: none"> • Identify, copy and extend patterns in colour, shape, size and number (3-4 elements). • Discover different arrays of the same number. • Recognise patterns and predict subsequent numbers. 	Page 26	<ul style="list-style-type: none"> • Pattern - page 10
Level 2				

Strands	Strand Units	Content/Learning Objectives	Curriculum	Resource: Action Maths
Shape and space	Spatial Awareness	<ul style="list-style-type: none"> Explore, discuss, develop and use the vocabulary of spatial relations. 	Page 28	<ul style="list-style-type: none"> Spatial Awareness – pages 42,107 Spatial Relations – page 89
	3-D shapes	<ul style="list-style-type: none"> Sort, describe and name 3-D shapes: cube, cuboid, sphere and cylinder. Combine 3-D shapes to make other shapes. Solve tasks and problems involving shape. 	Page 29	<ul style="list-style-type: none"> 3-D shapes – pages 68-70, 119.
	2-D shapes (Integration)	<ul style="list-style-type: none"> Sort, describe and name 2-D shapes: square, circle, triangle, rectangle. Combine and divide 2-D shapes to make larger or smaller shapes. Solve problems involving shape and space. Give simple moving and turning directions. 	Page 29	<ul style="list-style-type: none"> 2-D shapes – pages 43-46, 120 .
Measures	Length (Integration)	<ul style="list-style-type: none"> Develop and understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary. Compare and order objects according to length or height. Estimate and measure length in non-standard units. Select and use appropriate non-standard units to measure length, width or height. Discuss reasons for choice. 	Page 30	<ul style="list-style-type: none"> Length – pages 82-84 Length/Size: pages 79, 80 Width: page 81
	Weight (Integration)	<ul style="list-style-type: none"> Develop and understanding of the concept of weight through exploration, handling of objects and use of appropriate vocabulary. Compare and order objects according to weight. Estimate and weigh in non-standard units Select and use appropriate non-standard units to weigh objects. 	Page 31	<ul style="list-style-type: none"> Weight – pages 108, 109.
	Capacity	<ul style="list-style-type: none"> Develop and understanding of the concept of capacity through exploration and the use of appropriate vocabulary Compare and order containers according to capacity. Estimate and measure capacity in non-standard units. Select and use appropriate non-standard units to measure capacity. 	Page 32	<ul style="list-style-type: none"> Capacity – pages 114, 115
		Level 2		

Strands	Strand Units	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Time (Integration)	<ul style="list-style-type: none"> • Develop and 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. 	Page 33	<ul style="list-style-type: none"> • Time – pages 60-65
	Money	<ul style="list-style-type: none"> • Recognise coins up to 20cents and use coins up to 10 cents. • Solve practical tasks and problems using money. 	Page 34	<ul style="list-style-type: none"> • Money – pages 73-78, 118
Data	Recognising and interpreting data	<ul style="list-style-type: none"> • Sort and classify sets of objects by one and two criteria. • Represent and interpret data in two rows or columns using real objects, models and pictures. 	Page 35	<ul style="list-style-type: none"> • Data – page 27, 30, 36, 37, 40, 48, 85, 112

Level 3

* common to other strands

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Number	Counting and numeration	<ul style="list-style-type: none"> Count the numbers of objects in a set. Read, write and order numerals 0-99. Estimate the number of objects in a set 0-20. 	Page 40	<ul style="list-style-type: none"> Counting: pages 4, 6. Numbers (11-20): pages 56-58. Numbers (30-70): pages 104. Game: pages 108, 109.
	Comparing and Ordering	<ul style="list-style-type: none"> Compare equivalent and non-equivalent sets 0-20. Order sets of objects by number. Use the language of ordinal number, first to tenth. 	Page 41	<ul style="list-style-type: none"> Comparing: pages 18-21, 68, 69. Ordinal Number: pages 52, 53. Ordering Numbers: pages 103,105. *Weight: 132, 133. Length: pages 88-90. Grouping Numbers: pages 92-95.
	Place Value (addition and subtraction)	<ul style="list-style-type: none"> Explore, identify and record place value 0=99. 	Page 41	<ul style="list-style-type: none"> Tens and Units: pages 96-101, 106, 107, 110, 111, 125, 126.
	Operations	<ul style="list-style-type: none"> Addition: Develop and understanding of addition by combining or partitioning sets, use concrete materials 0-20. Explore, develop and apply the commutative, associative and zero properties of addition. Develop and/or recall mental strategies for addition facts within 20. Construct number sentences and number stories; solve problems involving addition within 20. Add number without and with renaming within 99. Explore and discuss repeated addition and group counting. Subtraction: Develop an understanding of subtraction as deducting, as complementing and as difference 0-20. Develop and/or recall mental strategies for subtraction 0-20. Construct number sentences and number stories; solve problems involving subtraction. Estimate differences within 99. Use the symbols +,-,= . Solve one-step problems involving addition and subtraction. 	Pages 42-45	<ul style="list-style-type: none"> Addition: pages 7, 10, 11. *Addition/Data: pages 13-15. Commutative Property: pages 22, 23. Addition Combinations pages 24, 25 Number Sentences: pages 8, 9, 37. Adding Three Numbers: pages 48-50,72. Addition Within 20: page 59. Addition Within 20 pages 61- 63. Doubles/Near Doubles: page 60. Adding Three Numbers/Data: page 75. Adding in Tens: page 127. Adding Tens and Units: pages 129-131. Renaming: pages 134, 135. Adding with Renaming: pages 136-139. Zero: pages 78-80. Odd and Even Numbers: pages 84, 85. Money: pages 64-66, 115-118. Subtraction: pages 26-31. Subtraction: pages 36, 141-143. Addition/Subtraction: pages 32, 42,74. Subtraction Within 20: page 73. Subtracting in Tens: page 128. Addition with Subtraction/Data: page 144.
		Level 3		

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Fractions (Linkage)	<ul style="list-style-type: none"> Establish and identify half of sets to 20 	Pages 45	<ul style="list-style-type: none"> Fractions – Half: page 43. Fractions: pages 120-124.
Algebra	Extending and using patterns	<ul style="list-style-type: none"> Recognise pattern, including odd and even numbers. Explore and use patterns in addition facts. Understand the use of a frame to show the presence of an unknown number. 	Page 46	<ul style="list-style-type: none"> Number Sentences: page 8, 9, 37. Patterns on the 100 Square: page 104. Number patterns: page 119. Doubles Near Doubles: page 60. Addition Within 20: pages 61-63. Addition: pages 10, 11. *Addition/Data: pages 13-15. Addition Combinations pages 24, 25. Commutative Property: pages 22, 23. Subtraction: pages 26-31. Pairs: page 91. The 100 Square: page 102. Adding with Renaming: pages 138, 139. Game: pages 110, 111.
Shape and Space	Spatial awareness	<ul style="list-style-type: none"> Explore, discuss, develop and use the vocabulary of spatial relations. Give and follow simple directions within classroom and school settings. 	Pages 48	<ul style="list-style-type: none"> Locating: pages 16,17, 33, 47, 81.
	2-D shapes (Linkage, integration)	<ul style="list-style-type: none"> Sort, describe, compare and name 2-D shapes: square, rectangle, triangle, circle, semicircle. Construct and draw 2-D shapes. Combine and partition 2-D shapes. Identify halves of 2-D shapes. 	Page 49	<ul style="list-style-type: none"> ~ 2-D shapes: pages 40, 41, 44, 45.
	3-D shapes (Linkage)	<ul style="list-style-type: none"> Describe, compare and name 3-D shapes, including cube, cuboid, cylinder and sphere. Discuss the use of 3-D shapes in the environment. Solve and complete practical tasks and problems involving 2-D and 3-D shapes. Explore the relationship between 2-D and 3-D shapes. 	Page 50	<ul style="list-style-type: none"> ~3-D shapes: pages 54, 55.
Level 3				

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Symmetry		Page 51	
	Angles (Integration)		Page 51	
	Area (Linkage)		Page 53	
	Weight	<ul style="list-style-type: none"> Estimate, compare and record weight using non-standard units. Select and use appropriate non-standard measuring units and instruments. Estimate, measure and record weight using standard unit (the kilogram) and solve simple problems. 		<ul style="list-style-type: none"> Weight: pages 82, 83. *Weight: 132, 133.
	Capacity	<ul style="list-style-type: none"> Estimate, compare, measure and record capacity using non-standard units. Select and use appropriate non-standard measuring units and instruments. Estimate, measure and record capacity using standard unit (the litre) and solve simple problems. 	Page 55	<ul style="list-style-type: none"> Capacity: pages 76, 77. Capacity – The Litre: page 140.
	Time	<ul style="list-style-type: none"> Use the vocabulary of time to sequence events. Read and record time using simple devices. Read time in hours and half-hours on 12-hour analogue clock. Read day, date and month using a calendar. 	Page 56	<ul style="list-style-type: none"> Time: pages 34, 35, 70, 71, 86. *Time: 112, 113. Time-Before and After: pages 38, 39. Time- The Seasons: page 46. Time – Months: page 51.
	Money	<ul style="list-style-type: none"> Recognise, exchange and use coins up to the value of 50 cents. Calculate how many items may be bought with a given sum. 	Page 57	<ul style="list-style-type: none"> Money: pages 64-66, 115-118.
Data	Representing and interpreting data (Integration).	<ul style="list-style-type: none"> Sort and classify objects by two and three criteria. Represent and interpret data in two, three or four rows or columns using real objects, models and pictures. 	Page 58	<ul style="list-style-type: none"> Data: pages 5, 12, 67, 87. *Addition/Data: pages 13-15. Addition with Subtraction/Data: page 144. *Time: pages 112, 113. * Adding Three Numbers/Data: page 75.

Level 3				
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Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Tables		<ul style="list-style-type: none"><li data-bbox="555 135 817 165">• Addition (1-10)<li data-bbox="555 165 817 196">• Subtraction (1-10)		<ul style="list-style-type: none"><li data-bbox="1395 135 1668 165">• 4 plus 0 equals 4 etc.<li data-bbox="1395 165 1715 196">• 9 minus 0 equals to 9 etc.

Level 4				
				* common to other strands
Strand	Strand Unit	Content/Activities	Curriculum	Resource: Action Maths
Number	Counting and numeration	<ul style="list-style-type: none"> Count the number of objects in a set. Read, write and order numerals 0-199. Estimate the number of objects in set 0-20. 	Page 40	<ul style="list-style-type: none"> Counting: pages 6-8, 24, 95-97, 102. Counting Back: page 86. * The 100 Square: page 43, 44 .
	Comparing and Ordering	<ul style="list-style-type: none"> Compare equivalent and non-equivalent sets 0-20. Use the language of ordinal number. 	Page 41	<ul style="list-style-type: none"> Maths Signs: page 12.
	Place Value (addition and subtraction)	<ul style="list-style-type: none"> Explore, identify and record place value 0-99. 	Page 41	<ul style="list-style-type: none"> Place Value: pages 22, 23, 98-101.
	Operations	<ul style="list-style-type: none"> Addition: Develop an understanding of addition by combining or partitioning sets. Explore, develop and apply commutative, associative and zero properties of addition. Develop and recall mental strategies for addition facts within 20. Construct number sentences and number stories; solve problems involving addition within 99. Add numbers without and with renaming within 99. Explore and discuss repeated addition and group counting. Subtraction: Develop and understanding of subtraction as deduction, as complementing and as difference. Develop and recall mental strategies for subtraction 0-20. Construct number sentences involving subtraction of whole numbers; solve problems involving subtraction. Estimate differences within 99. Subtract numbers without and with renaming within 99. Use the symbols +, -, =, <, >. Solve one-step and two-step problems involving addition and subtraction. 	Pages 42-45	<ul style="list-style-type: none"> Adding Within 20: page 9. Adding Both Ways: page 13. Number Sentences/Story: page 14, 56, 128. Zero: pages 15-16. Number Facts: page 19. Swapping Units: pages 20, 21. Ten: page 31. Through 10: page 33. Adding Three Numbers: page 37. The Number Line: page 109. Making Estimates: page 45, 52. Adding without Renaming: page 46. Adding On: page 48. Swapping Units: page 59. Adding with Renaming: page 60. Adding: page 89. Numbers in Words: page 104. Puzzle Page (1): page 17, 57, 119. Doubles or Near Doubles: page 25. Using Brackets: pages 34, 35. Number Stories: pages 56, 128. Subtracting within 20: page 10. Subtracting without Renaming: page 53. Swapping Tens: page 76. Subtracting with Renaming: page 77. Subtracting (Looking back): page 110. Adding and subtracting: pages 118. * Adding and Subtracting: pages 132, 133.
Level 4				

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Shape and space	Spatial awareness	<ul style="list-style-type: none"> Explore, discuss, develop and use the vocabulary of spatial relations. Give and follow simple directions within classroom and school settings, including turning directions using half and quarter turns 	Pages 48	<ul style="list-style-type: none"> Locating: pages 18, 85, 105. Symmetry: pages 49-51. Covering Surfaces: pages 72, 75. * Objects that Turn: page 134.
	2-D shapes (Linkage, integration)	<ul style="list-style-type: none"> Sort, describe, compare and name 2-D shapes: square, rectangle, triangle, circle, semicircle, oval. Construct and draw 2-D shapes. Combine and partition 2-D shapes. Identify half and quarter of shapes. Identify and discuss the use of 2-D shapes in the environment. 	Page 49	<ul style="list-style-type: none"> 2-D Shapes: pages 29, 30. 2-D Shapes: pages 68, 69. * Fractions: pages 38, 42.
	3-D shapes (Linkage)	<ul style="list-style-type: none"> Describe, compare and name 3-D shapes, including cube, cuboid, cylinder, sphere and cone. Discuss the use of 3-D shapes in the environment. Solve and complete practical tasks and problems involving 2-D and 3-D shapes. Explore the relationship between 2-D and 3-D shapes. 	Page 50	<ul style="list-style-type: none"> 3-D Shapes: pages 26-28, 135.
	Symmetry	<ul style="list-style-type: none"> Identify line symmetry in shapes and in the environment. 	Page 51	<ul style="list-style-type: none"> Symmetry: pages 49-51.
	Angles (Integration)	<ul style="list-style-type: none"> Explore and recognise angles in the environment. 	Page 51	<ul style="list-style-type: none"> * Objects That Turn: page 135.
Measures	Length (Linkage)	<ul style="list-style-type: none"> Estimate, compare, measure and record length using non-standard units. Select and use appropriate non-standard measuring units/instruments. Estimate, measure and record length using metre and centimetre. Solve and complete practical tasks and problems involving length. 	Pages 52,53	<ul style="list-style-type: none"> Length: pages 111-117.
Level 4				

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Area (Linkage)	<ul style="list-style-type: none"> Estimate and measure area using non-standard units. 	Page 53	
	Capacity	<ul style="list-style-type: none"> Estimate, compare, measure and record the capacity of a wide variety of containers using non-standard units. Select and use appropriate non-standard measuring units and instruments. Estimate, measure and record capacity using litre, half-litre and quarter-litre bottles and solve simple problems. 	Page 55	<ul style="list-style-type: none"> Liquids: pages 91-93.
	Time	<ul style="list-style-type: none"> Use the vocabulary of time to sequence events. Read and record time using simple devices. Read time in hours, half-hours and quarter-hours on 12-hour analogue clock. Read time in hour and half-hours on digital clock. Read day, date and month using calendar and identify the season. 	Page 56	<ul style="list-style-type: none"> Time: pages 79-84. The Calendar/Week/Months of the Year: pages 65-67.
	Money	<ul style="list-style-type: none"> Recognise, exchange and use coins up to the value of 2 euro. Write the value of a group of coins; record money amount as cents and later as euro. 	Page 57	<ul style="list-style-type: none"> Money: pages 54, 55, 120-126.
Data	Representing and interpreting data (Integration).	<ul style="list-style-type: none"> Sort and classify objects by two and three criteria. Represent, read and interpret simple tables and charts (pictograms). Represent, read and interpret simple block graphs. 	Page 58	<ul style="list-style-type: none"> Graphs: pages 70, 90, 106, 127. Puzzle Page (5): page 61. 2-D Shapes: pages 68, 69.
Tables		<ul style="list-style-type: none"> Addition (1-10) Subtraction (1-10) 		<ul style="list-style-type: none"> 4 plus 0 equals 4 etc. 9 minus 0 equals to 9 etc.

Level 5				
			Tables	Subtraction *common to other strands
Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Number	Place Value	<ul style="list-style-type: none"> Explore and identify place value in whole numbers 0-999. Read, write and order three-digit numbers. Round whole numbers to the nearest ten or hundred. Explore and identify place value in decimal numbers to one place or decimals. 	Page 64	<ul style="list-style-type: none"> Unit 2: Place Value – pages 10-16.
	Operations (Addition, subtraction, multiplication and division)	<ul style="list-style-type: none"> Addition and Subtraction. Add and subtract, without and with renaming, within 999. Subtraction: Borrow Pay Back method to be introduced at the end of January Know and recall addition and subtraction facts. Solve word problems involving addition and subtraction. Multiplication. Develop and understanding of multiplication as repeated addition and vice versa. Explore, understand and apply the zero, commutative and distributive properties of multiplication. Develop and/or recall multiplication facts within 100. Multiply a one-digit or two-digit number 0-10. Solve and complete practical tasks and problems involving multiplication of whole numbers. Division. Develop an understanding of division as sharing and as repeated subtraction, without and with remainders. Develop and/or recall division facts within 100. Divide a one-digit or two-digit number by a one-digit number without and with remainders. Solve and complete practical tasks and problems involving division of whole numbers. 	Pages 65-68	<ul style="list-style-type: none"> Unit 3: Addition – pages 17-22. Unit 4: Subtraction – pages 23-28. Unit 6: Multiplication (1) – pages 39-42. Unit 17: Multiplication (2) – pages 108-111. Unit 7: Division (1) – pages 43- 47. Unit 18: Division (2) – pages 112-118.

Level 5				
Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Fractions	<ul style="list-style-type: none"> Identify fractions and equivalent forms of fractions with denominations 2, 4, 8 and 10. Compare and order fractions with appropriate denominators and position on the number line. Calculate a fraction of a set using concrete materials. Develop an understanding of the relationship between fractions and division. Calculate a unit fraction of a number and calculate a number, given a unit fraction of the number. Solve and complete practical tasks and problems involving fractions. 	Pages 68-69	<ul style="list-style-type: none"> Unit 8: Fractions (1) – pages 48-53. Unit 20: Fractions (2) – pages 124-128.
	Decimals	<ul style="list-style-type: none"> Identify tenths and express in decimal form. Order decimals on the number line. Solve problems involving decimals. 	Pages 69	<ul style="list-style-type: none"> Unit 9: Decimals – pages 54-58.
Shape and space	2-D shapes (Linkage and Integration)	<ul style="list-style-type: none"> Identify, describe and classify 2-D shapes: square, rectangle, triangle, hexagon, circle, semicircle, oval and irregular shapes. Explore, describe and compare the properties (sides, angles, parallel and non-parallel lines) of 2-D shapes. Construct and draw 2-D shapes. Combine,, tessellate and make patterns with 2-D shapes. Identify the use of 2-D shapes in the environment. Solve and complete practical tasks and problems involving 2-D shapes. 	Page 72	<ul style="list-style-type: none"> Unit 12: 2-D shapes – pages 78-83.

Level 5				
Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	3-D shapes (Integration)	<ul style="list-style-type: none"> Identify, describe and classify 3-D shapes, including cube, cuboid, cylinder, cone, sphere, triangular prism, pyramid. Explore, describe and compare the properties of 3-D shapes. Explore and describe the relationship of 3-D shapes with constituent 2-D shapes. Construct 3-D shapes. Solve and complete practical tasks and problems involving 2-D and 3-D shapes. 	Page 73	<ul style="list-style-type: none"> Unit 24: 3-D Shapes – pages 146-150.
	Symmetry (Linkage)	<ul style="list-style-type: none"> Identify line symmetry in the environment. Identify and draw lines of symmetry in two-dimensional shapes. 	Page 74	<ul style="list-style-type: none"> Unit 16: Symmetry – pages 103-107.
	Lines and angles (Integration)	<ul style="list-style-type: none"> Identify, describe and classify vertical, horizontal and parallel lines. Recognise and angle in terms of a rotation. Classify angles as greater than, less than or equal to a right angle. Solve problems involving lines and angles. 	Page 75	<ul style="list-style-type: none"> Unit 5: Lines and Angles – pages 29-35.
Measures	Length (Integration)	<ul style="list-style-type: none"> Estimate, compare, measure and record length of a wide variety of objects using appropriate metric units (m, cm). Rename units of length in m and cm. Solve and complete practical tasks and problems involving the addition and subtraction of units of length (m, cm). 	Page 76	<ul style="list-style-type: none"> Unit 13: Length – pages 84-89.
	Area (Linkage)	<ul style="list-style-type: none"> Estimate, compare and measure the area of regular and irregular shapes. 	Page 77	<ul style="list-style-type: none"> Unit 21: Area – pages 132-134.

Level 5				
Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Time (Integration)	<ul style="list-style-type: none"> • Consolidate and develop further a sense of time passing. • Read time in five-minute intervals on analogue and digital clock (12-hour). • Record time in analogue and digital forms. • Read and interpret simple timetables. • Rename minutes as hours and hours as minutes. • Read dates from calendars and express weeks as days and vice versa. • Solve and complete practical tasks and problems involving times and dates. 	Pages 79,80	<ul style="list-style-type: none"> • Unit 11: Time – pages 65-71.
	Money (Integration)	<ul style="list-style-type: none"> • Rename amounts of euro or cents and record using symbols and decimal point. • Solve and complete one-step problems and tasks involving the addition and subtraction of money. 	Page 81	<ul style="list-style-type: none"> • Unit 10: Money – pages 59-64.
Data	Representing and interpreting data (Linkage and Integration)	<ul style="list-style-type: none"> • Collect, organise and represent data using pictograms, block graphs and bar charts. • Read and interpret tables, pictograms, block graphs and bar charts. • Use data sets to solve and complete practical tasks and problems. 	Page 82	<ul style="list-style-type: none"> • Unit 22: Graphs – pages 135-140.
	Chance (Integration)	<ul style="list-style-type: none"> • Use vocabulary of uncertainty and chance: possible, impossible, might, certain, not sure. • Order events in terms of likelihood of occurrence • Identify and record outcomes of simple random processes. 	Page 83	<ul style="list-style-type: none"> • Unit 25: Chance – pages 151-155.
Tables		<ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division 		<ul style="list-style-type: none"> • 5 plus 1 equals 6 etc. • 9 minus 3 equals 6 etc. • 3 5s equals 15 etc. • 6 into 6 goes once etc.

Level 6

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Number	Place Value	<ul style="list-style-type: none"> • Explore and identify place value in whole numbers 0-9999. • Read, write and order four-digit numbers and solve simple problems. • Round whole numbers to the nearest thousand. • Explore and identify place value in decimal numbers to two places of decimals. 	Page 64	<ul style="list-style-type: none"> • Unit 2: Place-Value – pages 10-16.
	Operations (Addition, subtraction, multiplication and division)	<ul style="list-style-type: none"> • Add and subtract, without and with renaming, within 9999. • Know and recall addition and subtraction facts. • Solve word problems involving addition and subtraction. • Develop and understanding of multiplication as repeated addition and vice versa. • Explore, understand and apply the zero, commutative and distributive properties of multiplication. • Develop and/or recall multiplication facts within 100. • Multiply a two-digit or three digit number by a one or two-digit number. • Use a calculator to check estimates. • Solve and complete practical tasks and problems involving multiplication of whole numbers • Develop an understanding of division as sharing and as repeated subtraction, without and with remainders. • Develop and/or recall division facts within 100. • Divide a three-digit number by a one-digit number without and with remainders. • Use a calculator to check estimates. • Solve and complete practical tasks and problems involving division of whole numbers. 	Pages 65-68	<ul style="list-style-type: none"> • Unit 3: Addition – pages 17-24. • Unit 4: Subtraction – pages 25-31. • Unit 6: Multiplication – pages 42-48. • Unit 7: Division – pages 49-55.

Level 6

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Fractions	<ul style="list-style-type: none"> • Identify fractions and equivalent forms of fractions with denominations 2, 3, 4, 5, 8, 9, 10 and 12. • Compare and order fractions with appropriate denominators and position on the number line. • Calculate a fraction of a set using concrete materials. • Calculate a number, given a multiple fraction of the number. • Express one number as a fraction of another number. • Solve and complete practical tasks and problems involving fractions. 	Pages 68-69	<ul style="list-style-type: none"> • Unit 11: Fractions (1) – pages 79-85. • Unit 16: Fractions (2) – pages 115-120.
	Decimals	<ul style="list-style-type: none"> • Express tenths and hundredths as fractions and decimals. • Identify place value of whole numbers and decimals to two places and write in expanded form. • Order decimals on the number line. • Add and subtract whole numbers and decimals up to two places. • Multiply and divide a decimal number up to two places by a single-digit whole number. • Solve problems involving decimals. 	Pages 69	<ul style="list-style-type: none"> • Unit 12: Decimals (1) – pages 86-91. • Unit 17: Decimals (2) - pages 121-125.
Algebra	Number patterns and sequences	<ul style="list-style-type: none"> • Explore, recognise and record patterns in number, 0-9999. • Explore, extend and describe sequences. • Use patterns as an aid in the memorisation of number facts. 	Page 70	<ul style="list-style-type: none"> • Unit 13: Patterns – pages 92-97.
	Number sentences	<ul style="list-style-type: none"> • Translate and addition , subtraction, multiplication or division number sentence with a frame into a word problem (frame not in initial position). • Translate a one-step word problem into a number sentence. • Solve one-step number sentences. 	Page 71	<ul style="list-style-type: none"> • Unit 22: Number Sentences – pages 155-159.
Level 6				

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	2-D shapes (Linkage and Integration)	<ul style="list-style-type: none"> • Identify, describe and classify 2-D shapes: equilateral, isosceles and scalene triangle, parallelogram, rhombus, pentagon, octagon. • Explore, describe and compare the properties (sides, angles, parallel and non-parallel lines) of 2-D shapes. • Construct and draw 2-D shapes. • Combine, tessellate and make patterns with 2-D shapes. • Identify the use of 2-D shapes in the environment. • Solve and complete practical tasks and problems involving 2-D shapes. 	Page 72	<ul style="list-style-type: none"> • Unit 10: 2-D Shapes – pages 70-75.
	3-D shapes (Integration)	<ul style="list-style-type: none"> • Identify, describe and classify 3-D shapes, including cube, cuboid, cylinder, cone, sphere, triangular prism, pyramid. • Establish and appreciate that when prisms are sliced through (in the same direction) each face is equal in shape and size. • Explore and describe the relationship of 3-D shapes with constituent 2-D shapes. • Construct 3-D shapes. • Solve and complete practical tasks and problems involving 2-D and 3-D shapes. 	Page 73	<ul style="list-style-type: none"> • Unit 24: 3-D shapes – pages 166-171.
	Symmetry (Linkage)	<ul style="list-style-type: none"> • Identify line symmetry in the environment. • Identify lines of symmetry as horizontal, vertical or diagonal. • Use understanding of line symmetry to complete missing half of a shape, picture or pattern. 	Page 74	<ul style="list-style-type: none"> • Unit 15: Symmetry – pages 105-111.
	Lines and angles (Integration)	<ul style="list-style-type: none"> • Identify, describe and classify oblique and perpendicular lines. • Draw, discuss and describe intersecting lines and their angles. • Classify angles as greater than, less than or equal to a right angle. • Solve problems involving lines and angles. 	Page 75	<ul style="list-style-type: none"> • Unit 5: Lines and Angles – pages 32-38.
Level 6				

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Weight	<ul style="list-style-type: none"> • Estimate, compare, measure and record the weight of a wide variety of objects using appropriate metric units (kg, g) and selecting suitable instruments of measurement. • Rename units of weight in kg and g. • Rename units of weight using decimal or fraction form. • Solve and complete practical tasks and problems involving the addition, subtraction, multiplication and simple division of units of weight (kg and g). 	Page 77	<ul style="list-style-type: none"> • Unit 18 Weight – pages 126-131.
	Capacity	<ul style="list-style-type: none"> • Estimate, compare, measure and record capacity using appropriate metric (l, ml) and selecting suitable instruments of measurement. • Rename units of capacity in l and ml • Rename units of capacity using decimal and fraction form. • Solve and complete practical tasks and problems involving the addition, subtraction, multiplication and simple division of units of capacity (l, ml). 	Page 78	<ul style="list-style-type: none"> • Unit 23: Capacity – pages 160-165.
	Time (Integration)	<ul style="list-style-type: none"> • Consolidate and develop further a sense of time. • Read time in one-minute intervals on analogue and digital clock (12-hour). • Express digital time as analogue time and vice versa. • Read and interpret simple timetables. • Rename minutes as hours and hours as minutes. • Read dates from calendars and express weeks as days and vice versa. • Solve and complete practical tasks and problems involving times and dates and the addition and subtraction of hour and minutes. 	Pages 79,80	<ul style="list-style-type: none"> • Unit 8: Time – pages 56-62.
	Money (Integration)	<ul style="list-style-type: none"> • Rename amounts of money as euro or cents and record using euro symbol and decimal point. • Solve and complete practical one-step and two-step problems and tasks involving the addition, subtraction, multiplication and simple division of money. 	Page 81	<ul style="list-style-type: none"> • Unit 9: Money – pages 63-69.

Strand	Strand Unit	Content/Learning Objectives		Curriculum	Resource: Action Maths
		<ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division 			<ul style="list-style-type: none"> • 5 plus 1 equals 6 etc. • 9 minus 3 equals 6 etc. • 3 5s equals 15 etc. • 6 into 6 goes once etc.

Level 7

Level 7				
Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Number	Place Value	<ul style="list-style-type: none"> • Read, write and order whole numbers and decimals. • Identify place value in whole numbers and decimals. • Round whole numbers and round decimals. 	Page 88	<ul style="list-style-type: none"> • Unit 2: Place-Value: pages 9-13.
	Operations	<ul style="list-style-type: none"> • Estimate sums, differences, products and quotients of whole numbers. • Add and subtract whole numbers and decimals (to three decimal places) without and with a calculator. • Multiply a decimal (up to three places) by a whole number, without and with a calculator. • Divide a three-digit number by a two-digit number, without and with a calculator. • Divide a decimal number by a whole number, without and with a calculator. 	Pages 88,89	<ul style="list-style-type: none"> • Unit 5 Numbers: pages 26-34.
	Fractions	<ul style="list-style-type: none"> • Compare and order fractions and identify equivalent forms of fractions with denominators 2-12. • Express improper fractions as mixed numbers and vice versa and position them on the number line. • Add and subtract simple fractions and simple mixed numbers. • Multiply a fraction by a whole number. • Express tenths, hundredths and thousandths in both fractional and decimal form. 	Pages 89,90	<ul style="list-style-type: none"> • Unit 7 Fractions (1): pages 41-51. • Unit 12 Fractions (2): pages 86-92.
	Decimals and percentages (Linkage and Integration)	<ul style="list-style-type: none"> • Develop and understanding of simple percentages and relate them to fractions and decimals. • Compare and order fractions and decimals. • Solve problems involving operations with whole numbers, fractions, decimals and simple percentages. 	Page 91	<ul style="list-style-type: none"> • Unit 10 Decimals (1): pages 71-78. • Unit 14 Decimals (2): pages 103-108. • Unit 19 Percentages (1): pages 136-143. • Unit 21 Percentages (2): pages 157-162.
	Number theory	<ul style="list-style-type: none"> • Identify simple prime and composite numbers. • Identify square and rectangular numbers. • Identify factors and multiples. 	Page 92	<ul style="list-style-type: none"> • Unit 17 Number Sequences: pages 123-129.
Algebra	Directed numbers (Integration)	<ul style="list-style-type: none"> • Identify positive and negative numbers in context. 	Page 94	<ul style="list-style-type: none"> • Unit 13 Directed Numbers: pages 93-96.
	Rules and properties	<ul style="list-style-type: none"> • Explore and discuss simple properties and rules about brackets and priority of operation. • Identify relationships and record verbal and simple symbolic rules and number patterns. 	Page 95	<ul style="list-style-type: none"> • See unit 5.
	Variables		Page 96	

Level 7

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Equations	<ul style="list-style-type: none"> Translate number sentences with a frame into word problems and vice versa. Solve one-step number sentences and equations. 	Page 97	<ul style="list-style-type: none"> Unit 25 Number Sentences: pages 182-185.
Shape and space	2-D shapes	<ul style="list-style-type: none"> Make informal deductions about 2-D shapes and their properties. Use angle and line properties to classify and describe triangles and quadrilaterals. Identify the properties of the circle. Construct a circle of given radius or diameter. Tessellate combinations of 2-D shapes. Classify 2-D shapes according to their lines of symmetry. Use 2-D shapes and properties to solve problems. 	Pages 98,99	<ul style="list-style-type: none"> Unit 8 2-D Shapes: pages 58-65. Unit 23 Symmetry: pages 172-176.
	3-D shapes (Integration)	<ul style="list-style-type: none"> Identify and examine 3-D shapes and explore relationships, including tetrahedron (faces, edges and vertices). Draw the nets of simple 3-D shapes and construct the shapes. 	Page 99	<ul style="list-style-type: none"> Unit 16 3-D Shapes: pages 118-122.
	Lines and angles	<ul style="list-style-type: none"> Recognise, classify and describe angles and relate angles to shape and the environment. Recognise angles in terms of a rotation. Estimate, measure and construct angles in degrees. Explore the sum of the angles in a triangle. 	Pages 100, 101	<ul style="list-style-type: none"> Unit 3 Lines and Angles: pages 14-20.
Measures	Length (Integration)	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement. Estimate and measure length using appropriate metric units. Estimate and measure the perimeter of regular and irregular shapes. 	Page 102	<ul style="list-style-type: none"> Unit 15 Length: Pages 109-117.
	Area	<ul style="list-style-type: none"> Discover that the area of a rectangle is length by breadth. Estimate and measure the area of regular and irregular 2-D shapes. Calculate area using square centimetres and square metres. Compare visually square metres and square centimetres. 	Page 103	<ul style="list-style-type: none"> Unit 11 Area: pages 79-85.

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Weight	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement. Estimate and measure weight using appropriate metric units. 	Page 104	<ul style="list-style-type: none"> Unit 20 Weight: pages 152-156.
	Capacity	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement. Estimate and measure capacity using appropriate metric units. 	Pages 104, 105	<ul style="list-style-type: none"> Unit 24 Capacity: pages 177-181.
	Time (Linkage and Integration)	<ul style="list-style-type: none"> Read and interpret timetables and the 24-hour clock (digital and analogue). Interpret and convert between times in 12-hour and 24-hour format. 	Page 105	<ul style="list-style-type: none"> Unit 9 Time: pages 66-70.
	Money (Linkage)	<ul style="list-style-type: none"> Compare 'value for money' using unitary method. 	Pages 106, 107.	<ul style="list-style-type: none"> Units 6 Money: pages 35-40.
Data	Representing and interpreting data (Linkage and Integration)	<ul style="list-style-type: none"> Collect, organise and represent data using pictograms, single and multiple bar charts and simple pie charts Read and interpret pictograms, single and multiple bar charts, and pie charts Compile and use simple data sets Explore and calculate averages of simple data sets Use data sets to solve problems 	Pages 108, 109	<ul style="list-style-type: none"> Unit 22 Graphs: pages 163-171. Unit 4 Averages: pages 21-25.
	Chance (Integration)	<ul style="list-style-type: none"> Identify and list all possible outcomes of simple random processes Estimate the likelihood of occurrence of events Construct and use frequency charts and tables 	Pages 109-111	<ul style="list-style-type: none"> Unit 18 Chance: pages 130-135.
Tables		<ul style="list-style-type: none"> Addition Subtraction Multiplication Division 		<ul style="list-style-type: none"> 5 plus 1 equals 6 etc. 9 minus 3 equals 6 etc. 3 5s equals 15 etc. 6 into 6 goes once etc.

Level 8

* common to other stands

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
Number	Place Value	<ul style="list-style-type: none"> • Read, write and order whole numbers and decimals. • Identify place value in whole numbers and decimals. • Round decimals. 	Page 88	<ul style="list-style-type: none"> • Unit 5 Numbers and Decimals: pages 45-54.
	Operations	<ul style="list-style-type: none"> • Estimate sums, differences, products and quotients of decimals. • Add and subtract whole numbers and decimals (to three decimal places) without and with a calculator. • Multiply a decimal by a decimal, without and with a calculator. • Divide a four-digit number by a two-digit number without and with a calculator. • Divide a decimal number by a decimal, without and with a calculator. 	Pages 88,89	<ul style="list-style-type: none"> • Unit 2 Numbers: pages 18-23. • * Unit 11 Time and Speed: pages 104-110.
	Fractions	<ul style="list-style-type: none"> • Compare and order fractions and identify equivalent forms of fractions. • Express improper fractions as mixed numbers and vice versa and position them on the number line. • Add and subtract simple fractions and simple mixed numbers. • Multiply a fraction by a fraction. • Express tenths, hundredths and thousandths in both fractional and decimal form. • Divide a whole number by a unit fraction. • Understand and use simple ratios. 	Pages 89,90	<ul style="list-style-type: none"> • Unit 4 Fractions: pages 34-44.
	Decimals and percentages (Linkage and Integration)	<ul style="list-style-type: none"> • Use percentages and relate them to fractions and decimals. • Compare and order percentages of numbers. • Solve problems relating to profit and loss, discount, VAT, interest, increases, decreases. 	Page 91	<ul style="list-style-type: none"> • Unit 9 Percentages: pages 91-99. • Unit 6 Money: pages 55-66.
	Number theory	<ul style="list-style-type: none"> • Identify simple prime and composite numbers. • Identify and explore square numbers. • Explore and identify simple square roots. • Identify common factors and multiples. • Write whole numbers in exponential form. 	Page 92	<ul style="list-style-type: none"> • * Unit 17 Number Sequences: pages 149-151.
		Level 8		

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Variables	<ul style="list-style-type: none"> Explore the concept of a variable in the context of simple patterns, tables and simple formulae and substitute values for variables. 	Page 96	<ul style="list-style-type: none"> See Unit 13.
	Equations	<ul style="list-style-type: none"> Translate word problems with a variable into number sentences. Solve one-step number sentences and equations. 	Page 97	<ul style="list-style-type: none"> Unit 13: Equations: pages 123-126.
Shape and space	2-D shapes	<ul style="list-style-type: none"> Make informal deductions about 2-D shapes and their properties. Use angle and line properties to classify and describe triangles and quadrilaterals. Construct triangles from given sides and angles Identify the properties of the circle. Construct a circle of given radius or diameter. Tessellate combinations of 2-D shapes. Classify 2-D shapes according to their lines of symmetry. Plot simple co-ordinates and apply where appropriate. Use 2-D shapes and properties to solve problems. 	Pages 98,99	<ul style="list-style-type: none"> Unit 8 2-D Shapes: pages 81-90 Unit 15 Co-ordinates: pages 134-137.
	3-D shapes (Integration)	<ul style="list-style-type: none"> Identify and examine 3-D shapes and explore relationships, including octahedron (faces, edges, and vertices). Draw the nets of simple 3-D shapes and construct the shapes. Recognise, classify and describe angles and relate angles to shape. Recognise angles in terms of rotation. Estimate, measure and construct angles in degrees. Explore the sum of the angles in a quadrilateral. 	Page 99	<ul style="list-style-type: none"> Unit 16 3-D Shapes: pages 138-141 . Unit 7 Lines and Angles: pages 73-80.
	Length	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement. Rename measures of length. Estimate and measure the perimeter of regular and irregular shapes. Use and interpret scales on maps and plans. 		<ul style="list-style-type: none"> Unit 3 Length: pages 24-33.

Strand	Strand Unit	Content/Learning Objectives	Curriculum	Resource: Action Maths
	Area	<ul style="list-style-type: none"> Recognise that the length of the perimeter of a rectangular shape does not determine the area of the shape. Calculate the area of regular and irregular 2-D shapes. Measure the surface area of specified 3-D shapes. Calculate the area using acres and hectares. Identify the relationship between square metres and square centimetres. Find the area of a room from a scale plan. 	Page 103	<ul style="list-style-type: none"> Unit 19 Area and Perimeter: pages 158-165.
	Weight	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement Rename measures of weight. 	Page 104	<ul style="list-style-type: none"> Unit 14 Weight: pages 127-133.
	Capacity	<ul style="list-style-type: none"> Select and use appropriate instruments of measurement. Rename measures of capacity. Find the volume of cuboid experimentally. 	Pages 104, 105	<ul style="list-style-type: none"> Unit 20 Capacity: pages 166-172.
	Time (Linkage and Integration)	<ul style="list-style-type: none"> Explore international time zones. Explore the relationship between time, distance and average speed. 	Page 105	<ul style="list-style-type: none"> * Unit 11 Time and Speed: pages 104-110.
	Money (Linkage)	<ul style="list-style-type: none"> Explore value for money. Convert other currencies to euro and vice versa. 	Pages 106, 107.	<ul style="list-style-type: none"> * Unit 6 Money: pages 55-66.
Data	Representing and interpreting data (Linkage and Integration)	<ul style="list-style-type: none"> Collect, organise and represent data using pie charts and trend graphs. Read and interpret trend graphs and pie charts. Compile and use simple data sets. Explore and calculate averages of simple data sets. Use data sets to solve problems. 	Pages 108, 109	<ul style="list-style-type: none"> Unit 18 Data Representation: pages 152-157.
	Chance (Integration)	<ul style="list-style-type: none"> Identify and list all possible outcomes of simple random processes. Estimate the likelihood of occurrence of events: order on a scale from 0 to 100%, 0 to 1. Construct and use frequency charts and tables. 	Pages 109-111	<ul style="list-style-type: none"> Unit 21 Chance: pages 173- 179.
Tables		<ul style="list-style-type: none"> Addition Subtraction Multiplication Division 		<ul style="list-style-type: none"> 5 plus 1 equals 6 etc. 9 minus 3 equals 6 etc. 3 5s equals 15 etc. 6 into 6 goes once etc.