

Broombridge ETNS Numeracy Policy

Date of ratification: _____

Date of review: _____

Introduction and Aims

Broombridge Educate Together National School (BBETNS) endorses the Department of Education Curriculum and Teacher Guidelines for Maths.

The aims of the Maths curriculum are to:

- Develop a positive attitude towards Maths and an appreciation of both its practical and aesthetic aspects.
- Develop problem-solving abilities and a facility for the application of Maths to everyday life
- Enable the child to use mathematical language effectively and accurately
- Enable the child to acquire an understanding of mathematical concepts and processes to his/her appropriate level of development and ability.
- Enable the child to acquire proficiency in fundamental mathematical skills and in recalling basic number facts.

Curriculum Content

This policy will outline the curricular objectives for each class level from Junior Infants to Second Class. The review in June 2020 will involve extending this policy to apply to older classes as our school develops.

Curricular outlines are colour coded in line with school practice:

Junior Infants: Yellow
Senior Infants: Green
First Class: Blue
Second Class: Purple

Junior Infants

The following table identifies some of the objectives outlined in the Maths curriculum for Junior Infants. It should be noted that this list is not exhaustive or prescriptive and is only intended to provide an overview of the curriculum content.

Teachers should consult the curriculum documents for a complete set of objectives. The NCCA planning tool, at www.nccaplanning.com, may also be utilized when constructing a yearly plan.

Curriculum Objectives

Strand – Early Mathematical Activities
<p>Strand Unit: Classifying</p> <p>Classify objects on the basis of one attribute, i.e. shape, colour</p> <p>Identify the complement of a set.</p> <p>Strand Unit: Matching</p> <p>Match equivalent and non-equivalent sets using one to one correspondence, i.e. match identical objects such as cubes, match non-identical objects such as knives and forks</p> <p>Strand Unit: Comparing</p> <p>Compare objects according to their attributes, i.e. length, width, height</p> <p>Compare sets without counting, i.e. which set has more/less</p> <p>Strand Unit: Ordering</p> <p>Order objects according to their attributes, i.e. length, width, height</p> <p>Order sets without counting, i.e. smallest to largest</p>
Strand - Number
<p>Strand Unit: Counting</p> <p>Count objects in a set 1 - 10</p> <p>Strand Unit: Compare and Ordering</p> <p>Compare equivalent and non-equivalent sets 1 – 5 by matching</p> <p>Order a set by number 1 – 5</p> <p>Use the language of ordinal number, first, last.</p> <p>Strand Unit: Analysis Of Number</p> <p>Explore the components of a number 1-5, i.e. this set of five cubes can be made up of a set of 4 cubes and 1 cube</p> <p>Combine sets of objects to total 5</p> <p>Partition a set of objects, 1 – 5</p> <p>Develop an understanding of the conservation of number 1 - 5, i.e. that rearranged sets still have the same amount</p>

<p>Read, write and draw numbers 1 – 5</p> <p>Identify the empty set and the number 0</p> <p>Tell at a glance how many objects are in a set, 1 - 5</p> <p>Solve simple oral problems, 0-5</p>
<p>Strand – Algebra</p>
<p>Strand Unit: Extending Patterns</p> <p>Identify and copy patterns in colour, shape and size</p>
<p>Strand – Shape And Space</p>
<p>Strand Unit: Spatial Awareness</p> <p>Develop vocabulary for spatial relations, i.e. over, under, up, down, beside</p> <p>Strand Unit: 2-D Shapes</p> <p>Sort and name 2D shapes: circle, square, rectangle triangle,</p> <p>Strand Unit: 3-D Shapes</p> <p>Sort 3D shapes</p>
<p>Strand – Measures</p>
<p>Strand Unit: Length</p> <p>Develop an understanding of length and compare objects according to length</p> <p>Strand Unit: Weight</p> <p>Develop an understanding of weight and compare objects according to weight</p> <p>Strand Unit: Capacity</p> <p>Develop an understanding of capacity and compare objects according to capacity</p> <p>Strand Unit: Time</p> <p>Sequence daily events or stages in a story</p> <p>Strand Unit: Money</p> <p>Recognize and use coins up to 5 cent</p>
<p>Strand – Data</p>
<p>Strand Unit: Recognizing And Interpreting Data</p> <p>Sort and classify objects by one attribute</p> <p>Represent and interpret a simple set of data using real objects</p>

BBETNS Practices

Skills Development

In completing the strand units of the Junior Infants mathematics curriculum, the child should be enabled to develop the following skills:

Skill: Applying and problem-solving

Select appropriate materials and processes for mathematical tasks

Select and apply appropriate strategies for completing a task or solving a problem

Recognize solutions to problems

Skill: Communicating and expressing

Discuss and explain mathematical activities

Record the results of mathematical activities concretely, using diagrams, pictures and numbers

Discuss problems presented orally, concretely or pictorially

Skill: Integrating and connecting

Connect informally acquired mathematical ideas with formal mathematical ideas

Recognize mathematics in the environment

Recognize the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers

Carry out mathematical activities that involve other areas of the curriculum

Skill: Reasoning

Classify objects into logical categories

Recognize and create sensory patterns

Justify the processes and results of activities

Skill: Implementing

Devise and use mental strategies and procedures for carrying out mathematical tasks

Use appropriate manipulatives to carry out mathematical tasks and procedures

Skill: Understanding and recalling

Recall and understand terminology

Maths Language

At BETNS the following language practices shall be followed for Junior Infants.

Strand - Early mathematical activities
set, partner, pair, size, big, bigger, biggest, small, smaller, smallest, the same, different, belong together/ not belong together, combine sets, subset
Strand - Number
zero, make, altogether, the same amount as, more, fewer, less, the same, _ and _ is the same as, __ add _altogether makes, partition, matches, first, second, last, before, after,
Strand - Algebra
Pattern, what comes next
Strand - Shape And Space
Roll, stack, under, over, up, down, beside, next to, square, circle, triangle, rectangle, curved, straight, flat
Strand - Measures
day, night, morning, evening, afternoon, night-time, lunchtime, early, late, weekend, next, first, last, money, coins, cent, how much does 'X' cost?, short, shorter, shortest, tall, taller, tallest, long, longer, longest, wide, wider, widest, narrow, narrower, narrowest, balance, scales, weigh, heavy, heavier, heaviest, light, lighter, lightest, empty, full, big, small, little, large, to the top, overflows
Strand - Data
more than, less than

Homework

Junior Infants children may receive small samples of mathematical activities to reinforce learning as part of their weekly homework.

Parental Involvement

Parents are met early in the School year and are given information about the Maths curriculum being taught in school as well as suggestions for informal mathematical activities that could be done at home.

Senior Infants

Curriculum Objectives

The following table identifies some of the objectives outlined in the Maths curriculum for Senior Infants. It should be noted that this list is not exhaustive or prescriptive and is only intended to provide an overview of the curriculum content. Teachers should consult the curriculum

documents for a complete set of objectives. The NCCA planning tool, at www.nccaplanning.com, may also be utilized when constructing a yearly plan.

Strand - Number
<p>Strand Unit: Counting</p> <p>Count objects in a set 0 – 20</p> <p>Identify the complement of a set (0-10)</p> <p>Strand Unit: Compare and Ordering</p> <p>Compare equivalent and non-equivalent sets 0 - 10 by matching</p> <p>Order a set by number 0 - 10</p> <p>Use the language of ordinal number, first, second, third and last</p> <p>Strand Unit: Analysis Of Number</p> <p>Explore the components of a number 1 - 10, i.e. this set of ten cubes can be made up of a set of 6 cubes and 4 cubes</p> <p>Combine sets of objects to total 10</p> <p>Partition a set of objects, 1 - 10</p> <p>Develop an understanding of the conservation of number 0 – 10, i.e. that rearranged sets still have the same amount</p> <p>Read, write and draw numbers 0 - 10</p> <p>Identify the empty set and the number 0</p> <p>Tell at a glance how many objects are in a set 1 – 10</p> <p>Solve simple oral problems, 0-10</p>
Strand – Algebra
<p>Strand Unit: Extending Patterns</p> <p>Identify and copy patterns in colour, shape, size and number, i.e. 2 blue, 3 red</p> <p>Recognize patterns and predict missing numbers, i.e. 2, 3, 4, _, 6, 7</p>
Strand – Shape And Space
<p>Strand Unit: Spatial Awareness</p> <p>Develop vocabulary for spatial relations, i.e. above, below, near, far, right, left</p> <p>Strand Unit: 2-D Shapes</p> <p>Sort, describe and name 2D shapes: circle, square, rectangle, triangle</p> <p>Combine and divide 2D shapes to make larger or smaller shapes</p> <p>Strand Unit: 3-D Shapes</p>

Sort, describe and name 3D shapes, cube, cuboid, sphere and cylinder
Strand – Measures
<p>Strand Unit: Length</p> <p>Develop an understanding of length and compare objects according to length</p> <p>Estimate and measure length in non-standard units</p> <p>Strand Unit: Weight</p> <p>Develop an understanding of weight and compare objects according to weight</p> <p>Estimate and weigh in non-standard units</p> <p>Strand Unit: Capacity</p> <p>Develop an understanding of capacity and compare objects according to capacity</p> <p>Estimate and measure capacity in non-standard units</p> <p>Strand Unit: Time</p> <p>Sequence daily events or stages in a story</p> <p>Read time in one hour intervals</p> <p>Strand Unit: Money</p> <p>Recognize coins up to 20 cent and use coins up to 10 cent</p>
Strand – Data
<p>Strand Unit: Recognizing And Interpreting Data</p> <p>Sort and classify objects by one attribute</p> <p>Represent and interpret a simple set of data using rows and columns</p>

BETNS Practices

Skills Development

In completing the strand units of the Senior Infants mathematics curriculum the child should be enabled to develop the following skills:

Skill: Applying and problem-solving

Select appropriate materials and processes for mathematical tasks

Select and apply appropriate strategies for completing a task or solving a problem

Recognize solutions to problems

Skill: Communicating and expressing

Discuss and explain mathematical activities

Record the results of mathematical activities concretely, using diagrams, pictures and numbers

Discuss problems presented orally, concretely or pictorially

Skill: Integrating and connecting

Connect informally acquired mathematical ideas with formal mathematical ideas

Recognize mathematics in the environment

Recognize the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers

Carry out mathematical activities that involve other areas of the curriculum

Skill: Reasoning

Classify objects into logical categories

Recognize and create sensory patterns

Justify the processes and results of activities

Skill: Implementing

Devise and use mental strategies and procedures for carrying out mathematical tasks

Use appropriate manipulatives to carry out mathematical tasks and procedures

Skill: Understanding and recalling

Recall and understand terminology

Maths Language

At BETNS the following language practices shall be followed for Maths for senior infants.

Senior infants maths language	Junior infants maths language
Strand - Early Mathematical Activities	
Revise Junior Infant section	set, partner, pair, size, big, bigger, biggest, small, smaller, smallest, the same, different,

	belong together/ not belong together, combine sets, subset
Strand - Number	
equal, equals, most, least, third, last, before, farthest away,	zero, make, altogether, the same amount as, more, fewer, less, the same, _ and _ is the same as, __ add _altogether makes, partition, matches, first, second, last, before, after,
Strand - Algebra	
Revise Junior Infant section	Pattern, what comes next
Strand - Shape And Space	
cube, cuboid, sphere, cylinder, sides, corners, face, , above, below, on, in front of, behind, near, between, on the right, on the left	Roll, stack, under, over, up, down, beside, next to, square, circle, triangle, rectangle, curved, straight, flat
Strand - Measures	
O' clock, amount, level, the same weight as, the same height as, weighs 'X' cubes, .is 'X' cubes long/ tall/ small	day, night, morning, evening, afternoon, night-time, lunchtime, early, late, weekend, next, first, last, money, coins, cent, how much does 'X' cost?, short, shorter, shortest, tall, taller, tallest, long, longer, longest, wide, wider, widest, narrow, narrower, narrowest, balance, scales, weigh, heavy, heavier, heaviest, light, lighter, lightest, empty, full, big, small, little, large, to the top, overflows
Strand - Data	
Pictogram, graph	More than, less than

Homework

Homework is given twice a week related to the topic being covered in-class. Please refer to Homework policy.

Parental Involvement

Parents are met early in the School year and are given information about the Maths curriculum being taught in school as well as suggestions for informal mathematical activities that could be done at home.

First Class

Curriculum Objectives

The following table identifies some of the objectives outlined in the Maths curriculum for First Class. It should be noted that this list is not exhaustive or prescriptive and is only intended to provide an overview of the curriculum content. Teachers should consult the curriculum documents for a complete set of objectives. The NCCA planning tool, at www.nccaplanning.com, may also be utilized when constructing a yearly plan.

Strand - Number

Strand Unit: Counting And Numeration

Count objects in a set

Read, write and order numbers 0 -99

Estimate the number of objects in a set 0 - 20

Strand Unit: Compare and Ordering

Compare equivalent and non-equivalent sets 0 - 20

Order a set of objects by number

Use the language of ordinal number, first to 10th

Strand Unit: Place Value

Explore, Identify and record place value 0 – 99, group in tens and units

Strand Unit: Operations

Addition,

find all addition combinations to make up a given number

Explore and apply the commutative, associative and zero properties of addition, i.e.

$$6 + 2 = 8, 2 + 6 = 8 \text{ (commutative)}$$

$$(2+3) + 5 = 10, 2 + (3 +5) = 10 \text{ (associative)}$$

$$7 + 0 = 7, \text{ (zero)}$$

Develop mental strategies for addition within 20

Construct number sentences and stories within 20

Add numbers with and without renaming within 99

Develop repeated addition and group counting in 2s, 5s, 10s

Subtraction,

Develop an understanding of subtraction, i.e.

I had 10 sweets, I ate 3. How many have I left (deductive)

There are 10 stickers in a set, I have 4, how many more do I need to have a full set (complementing)

I have 12 crayons, Mary has 6. How many more have I? How many fewer has Mary? (difference)

Develop mental strategies for subtraction within 20

Construct number sentences and stories within 20

Estimate differences within 99

Subtract numbers without renaming, within 99

Symbols, use the symbols +, - and =

<p>Strand Unit: Fractions</p> <p>Identify half of sets up to 20</p>
<p>Strand – Algebra</p>
<p>Strand Unit: Extending Patterns</p> <p>Recognize pattern including odd and even numbers, counting in 2's on the hundred square</p> <p>Explore and use pattern in addition, i.e. adding 10 to a number</p> <p>Understand the use of a frame to identify an unknown number</p>
<p>Strand – Shape And Space</p>
<p>Strand Unit: Spatial Awareness</p> <p>Develop vocabulary for spatial relations, i.e. between, underneath, on top of, around, through, right, left</p> <p>Give a follow simple directions within a classroom setting</p> <p>Strand Unit: 2-D Shapes</p> <p>Sort, describe and name 2D shapes</p> <p>Combine and divide 2D shapes to make larger or smaller shapes</p> <p>Identify halves of 2D shapes (in the environment)</p> <p>Strand Unit: 3-D Shapes</p> <p>Sort, describe and name 3D shapes, cone, pyramid, cylinder, cube, cuboid, sphere</p> <p>Explore the relationship between 2D and 3D shapes</p>
<p>Strand – Measures</p>
<p>Strand Unit: Length</p> <p>Estimate, compare and measure length in non-standard units</p> <p>Estimate, compare and measure length in standard units (the metre)</p> <p>Strand Unit: Weight</p> <p>Estimate, compare and measure weight in non-standard units</p> <p>Estimate, compare and measure weight in standard units (the kilogram)</p> <p>Strand Unit: Capacity</p> <p>Estimate, compare and measure capacity in non-standard units</p> <p>Estimate, compare and measure capacity n standard units (the litre)</p> <p>Strand Unit: Time</p> <p>Sequence events using the vocabulary of time</p>

Read and record time using simple devices
Read time in one hours and half hours on 12 hour analogue clock
Read day, date and month using the calendar
Strand Unit: Money
Recognize, exchange and use coins up to 50 cent
Calculate how many items may be bought with a given sum

Strand - Data

Strand Unit: Recognizing And Interpreting Data
Sort and classify objects by two and three attributes
Represent and interpret a set of data using multiple rows and columns

BETNS Practices

Skills Development

In completing the strand units of the First Class mathematics curriculum the child should be enabled to develop the following skills:

Skill: Applying and problem-solving

Select appropriate materials and processes for mathematical tasks and applications
Select and apply appropriate strategies for completing a task or solving a problem
Recognize solutions to problems
Apply concepts and processes in a variety of contexts

Skill: Communicating and expressing

Discuss and explain mathematical activities
Listen to and discuss other children's mathematical descriptions and explanations
Record the results of mathematical activities concretely, using diagrams, pictures and symbols
Discuss problems presented orally, concretely or pictorially

Skill: Integrating and connecting

Connect informally acquired mathematical ideas with formal mathematical ideas

Recognize mathematics in the environment

Recognize the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers

Carry out mathematical activities that involve other areas of the curriculum

Understand the mathematical ideas behind the procedures the child uses

Skill: Reasoning

Classify objects into logical categories

Make guesses and carry out experiments to test them

Recognize and create mathematical patterns and relationships

Justify the processes and results of mathematical activities

Skill: Implementing

Devise and use mental strategies and procedures for carrying out mathematical tasks

Use appropriate manipulatives to carry out mathematical tasks and procedures

Skill: Understanding and recalling

Recall and understand terminology

Maths Language

At BETNS the following language practices shall be followed for Maths for First Class.

first class maths language	senior infants maths language
Strand - Number	
Take away, subtract, subtraction, add, addition, how many more than/ less than?, between, left over, tens, units, ones, odd, even,	equal, equals, most, least, third, last, before, farthest away,

single digit	
Strand – Algebra	
Fraction, magic square, numeral, make the same as, group, order,	Pattern, what comes next?
Strand – Shape And Space	
Cone, pyramid, side, corner, faces, edges, 2-dimensional, 3-dimensional	cube, cuboid, sphere, cylinder, sides, corners, face, , above, below, on, in front of, behind, near, between, on the right, on the left
Strand – Measures	
12 months of the year (January to December), calendar, date, minutes, half-past, measure, metre, kilogram, litre, length, weight, capacity, symmetry,	O' clock, amount, level, the same weight as, the same height as, weighs 'X' cubes, .is 'X' cubes long/ tall/ small
Strand – Data	
Row, column, bar chart,	Pictogram, graph

Homework

Children will be given Maths homework Monday-Thursday inclusive. This will be in the form of tables (addition and subtraction) and/or assignments from the prescribed textbook. Maths homework will only be done on concepts already taught. Homework given will be consistent and sensible.

Parental Involvement

Parents will be informed at the beginning of the year on how the children should be tested in their tables. Maths concepts will be well established within the classroom to avoid parents giving their child the wrong methodology. Parents will also be encouraged to use Maths in their home environment with their child i.e. how much change will I get? etc.

Second Class

Curriculum Objectives

The following table identifies some of the objectives outlined in the Maths curriculum for Second Class. It should be noted that this list is not exhaustive or prescriptive and is only intended to provide an overview of the curriculum content. Teachers should consult the curriculum documents for a complete set of objectives. The NCCA planning tool, at www.nccaplanning.com, may also be utilized when constructing a yearly plan.

Strand - Number

Strand Unit: Counting And Numeration

Count objects in a set

Read, write and order numbers 0 -199

Estimate the number of objects in a set 0 - 20

Strand Unit: Compare and Ordering

Compare equivalent and non-equivalent sets using $<$ $>$ and $=$

Use the language of ordinal number, i.e. use the calendar (1st- 31st)

Strand Unit: Place Value

Explore, Identify and record place value 0 – 199, group in hundreds, tens and units

Strand Unit: Operations

Addition,

find all addition combinations to make up a given number

Explore and apply the commutative, associative and zero properties of addition, i.e.

$6 + 2 = 8$, $2 + 6 = 8$ (commutative)

$(2+3) + 5 = 10$, $2 + (3 +5) = 10$ (associative)

$7 + 0 = 7$, (zero)

Develop mental strategies for addition within 20

Construct number sentences and stories within 99

Add numbers with and without renaming within 99

Develop repeated addition and group counting, i.e. 10 sweets in a packet, how many in 5 packets?

Subtraction,

Develop an understanding of subtraction, i.e.

I had 10 sweets, I ate 3. How many have I left (deductive)

There are 10 stickers in a set, I have 4, how many more do I need to have a full set (complementing)

I have 12 crayons, Mary has 6. How many more have I? How many fewer has Mary? (difference)

Develop mental strategies for subtraction within 20

Construct number sentences and stories within 99

Estimate differences within 99

Subtract numbers without renaming, within 99

Symbols, use the symbols $+$, $-$, $=$, $<$, $>$

Strand Unit: Fractions

Identify halves and quarters of sets up to 20

Strand – Algebra
<p>Strand Unit: Extending Patterns</p> <p>Recognize pattern and predict subsequent numbers</p> <p>Explore and use pattern in addition, i.e. adding 10 to a number</p> <p>Understand the use of a frame to identify an unknown number</p>
Strand – Shape And Space
<p>Strand Unit: Spatial Awareness</p> <p>Develop vocabulary for spatial relations</p> <p>Give/ follow simple directions within a classroom setting</p> <p>Strand Unit: 2-D Shapes</p> <p>Sort, describe and name 2D shapes</p> <p>Combine and divide 2D shapes to make larger or smaller shapes</p> <p>Identify halves and quarters of 2D shapes (in the environment)</p> <p>Strand Unit: 3-D Shapes</p> <p>Sort, describe and name 3D shapes, prism, cone, pyramid, cube, cuboid, sphere and cylinder</p> <p>Explore the relationship between 2D and 3D shapes</p> <p>Strand Unit: Symmetry</p> <p>Identify line symmetry in shapes</p> <p>Strand Unit: Angles</p> <p>Recognize angles in the environment</p>
Strand – Measures
<p>Strand Unit: Length</p> <p>Estimate, compare and measure length in non-standard units</p> <p>Estimate, compare and measure length in standard units (the metre and centimetre)</p> <p>Strand Unit: Area</p> <p>Estimate and measure area in non-standard units</p> <p>Strand Unit: Weight</p> <p>Estimate, compare and measure weight in non-standard units</p> <p>Estimate, compare and measure weight in standard units (the kilogram, half kilogram and quarter kilogram)</p> <p>Strand Unit: Capacity</p>

Estimate, compare and measure capacity in non-standard units

Estimate, compare and measure capacity in standard units (the litre, half litre and quarter litre)

Strand Unit: Time

Sequence events using the vocabulary of time

Read and record time using simple devices

Read time in one hours, half hours and quarter hours on 12 hour analogue clock

Read time in one hours, half hours and quarter hours on the digital clock

Read day, date and month using the calendar and identify the season

Strand Unit: Money

Recognize, exchange and use coins up to €2

Calculate the value of a group of coins, record money amounts as cents and euro

Strand – Data

Strand Unit: Recognizing And Interpreting Data

Sort and classify objects by two and three attributes

Represent, read and interpret simple tables and charts

Represent, read and interpret simple block graph

BETNS Practices

Skills Development

In completing the strand units of the Second Class mathematics curriculum the child should be enabled to develop the following skills:

Skill: Applying and problem-solving

Select appropriate materials and processes for mathematical tasks and applications

Select and apply appropriate strategies for completing a task or solving a problem

Recognize solutions to problems

Apply concepts and processes in a variety of contexts

Skill: Communicating and expressing

Discuss and explain mathematical activities

Listen to and discuss other children's mathematical descriptions and explanations

Record the results of mathematical activities concretely, using diagrams, pictures and symbols

Discuss problems presented orally, concretely or pictorially

Skill: Integrating and connecting

Connect informally acquired mathematical ideas with formal mathematical ideas

Recognize mathematics in the environment

Recognize the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers

Carry out mathematical activities that involve other areas of the curriculum

Understand the mathematical ideas behind the procedures the child uses

Skill: Reasoning

Classify objects into logical categories

Make guesses and carry out experiments to test them

Recognize and create mathematical patterns and relationships

Justify the processes and results of mathematical activities

Skill: Implementing

Devise and use mental strategies and procedures for carrying out mathematical tasks

Use appropriate manipulatives to carry out mathematical tasks and procedures

Skill: Understanding and recalling

Recall and understand terminology

Maths Language

At BETNS the following language practices shall be followed for Maths for Second Class.

second class maths language	first class maths language
Strand - Number	
Hundred, rename, sign, place value,	Take away, subtract, subtraction, add, addition, how many more than/ less than?, between, left over, tens, units, ones, odd, even, single digit
Strand - Algebra	
Forward, backwards, code, missing number (s), shaded set,	Fraction, magic square, numeral, make the same as, group, order
Strand - Shape And Space	
Shaped, tessellate, grid	Cone, pyramid, side, corner, faces, edges, 2-dimensional, 3-dimensional
Strand - Measures	
Centimetre, gram, millilitre, digital, timetable, quarter past/to, a.m., p.m., midday, midnight	12 months of the year (January to December), calendar, date, minutes, half-past, measure, metre, kilogram, litre, length, weight, capacity, symmetry
Strand - Data	
Block graph	Row, column, bar chart

Homework

Children will be given Maths homework Mon-Thurs. This will be in the form of tables (addition, subtraction and multiplication) and/or assignments from the prescribed textbook. Maths homework will only be done on concepts already taught. Homework given will be consistent and sensible. All homework must be corrected.

Parental Involvement

Parents will be informed at the beginning of the year on how the children should be tested in their tables. Maths concepts will be well established within the classroom to avoid parents giving their child the wrong methodology. Parents will also be encouraged to use Maths in their home environment with their child i.e. how much change will I get? Etc.



**Bannow Road,
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Ratification by Board of Management

This policy was ratified on the _____ of _____, 2019. It will be reviewed on the _____ of _____ 2021, or in line with new curricular directives.

Eibh Ní Mhordha, School Principal

Patricia Duffy, Chairperson, Board of Management.