**Combined Long-Term Plan (Yearly Scheme) for *Operation Maths***

**Junior Infants and Senior Infants (multiclass)**

* This suggested plan largely follows that of *Operation Maths* Junior Infants and then assigns the *Operation Maths* Senior Infants topics to coincide.\* Teachers are encouraged to re-order the topics, as necessary, to suit their own specific situations.
* *At Home* books: for details on the corresponding pages in the *At Home* books, please see the yearly schemes in the *Operation Maths* Junior Infants and Senior Infants TRBs (p. 12).
* The approach to a topic in *Operation Maths* Junior Infants and Senior Infants — Aistear play, discussion, activities, stations and finally book work — is particularly suited to teaching in a multiclass situation. A teacher could use the *Operation Maths* Junior Infants Aistear play, discussions and activities as a springboard and differentiate using the *Operation Maths* Senior Infants suggestions. The digital resources can be used in the same way. The prevalence of pair work and other collaborative work will also support this approach (i.e. the children can support each other in pairs and become less dependent on direct teacher involvement).
* Monthly topics: there is considerable overlap of monthly topics for *Operation Maths* Junior Infants and *Operation Maths* Senior Infants. A suggested approach is to choose a monthly topic from *Operation Maths* Junior Infants and to differentiate by incorporating aspects of that same topic from *Operation Maths* Senior Infants; please see the yearly schemes in the *Operation Maths* Junior Infants and Senior Infants TRBs.
* For certain topics where the content between classes varies significantly (e.g. number), it may suit for the teacher to alternate instruction days/week e.g.
	+ Day 1/Week 1: teacher works largely with Junior Infants, e.g. using concrete activities, whole group teaching etc., while Senior Infants engage in suitable activities they can do independently, e.g. supporting maths games, pages of text where the content was prepared/taught previously.
	+ Day 2/Week 2: teacher works largely with Senior Infants, e.g. using concrete activities, whole group teaching etc., while Junior Infants engage in suitable activities they can do independently, e.g. supporting maths games, pages of text where the content was prepared/taught previously.

\* The teacher should be mindful that this may mean the route of the Senior Infants children might not be as logical as the original topic order of *Operation Maths* Senior Infants. This will also have some knock-on effects for using the *Operation Maths* Senior Infants *Assessment* booklet.

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|  |  |  |  | **Junior Infants *At School* book** | **Senior Infants *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Pages** | **Topic** |
| **September** | Weeks 1–2 | EMA | Matching and classifying | 4–7 | Matching identical objects | 4–5 | Classifying, Matching  |
| Number | CountingAnalysis of number: numeration |  |  | 6–8 | Matching, Classifying, Counting |
| Weeks 3–4 | EMA | Matching and classifying  | 8–10 | Classifying |  |  |
| 11–13 | Problem-solving; matching |  |  |
| Number | CountingAnalysis of number: numeration |  |  | 9–16 | Numbers 1–5 CombiningPartitioningZero |
| **October** | Weeks 1–2 | EMA | Comparing and ordering | 14–19 | Comparing and Ordering |  |  |
| Data | Recognising and interpreting data |  |  | 17 | Data |
| Number | CountingAnalysis of number: numeration |  |  | 23–24 | Ten frame, Numbers 1 to 10 |
| Weeks 3–4 | Algebra | Extending patterns | 20–21 | Pattern | 18–19 | Pattern |
| Number | CountingAnalysis of number: numeration | 22–23 | Number 1 | 26–29 | Number 6 |
| **November** | Weeks 1–2 | Number | CountingAnalysis of number: numeration, combining, partitioning  | 24–27 | Numbers 1 and 2 | 30–32 | Numbers 0 to 6Story of 6 |
| Weeks 3–4 | Number | CountingAnalysis of number: numeration, combining, partitioning  | 28–32 | Numbers 1 to 3 | 3739–44 | Number 7 Story of 5, 6 and 7 |
| Data | Recognising and interpreting data |  |  | 38 | Data  |
| **December** | Weeks 1–2 | Number | CountingAnalysis of number: numeration, combining, partitioning Comparing and ordering | 33–39 | Number 4 Numbers 1, 2, 3, 4 | 53–5657–60 | Number 8, Story of 8Number lineComparing and ordering |
| Week 3 | Shape and space | 2-D shapes; Spatial awareness | 40–42 | 2-D shapes | 33–3548–50 | 2-D shapes Spatial awareness |

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|   |  |  |  | **Junior Infants *At School* book** | **Senior Infants *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Pages** | **Topic** |
| **January** | Weeks 1–2 | Number | Analysis of number: numeration, combining | 43–47 | Number 5, Numbers 1 to 5 | 61 | Combining  |
| Number | Comparing and ordering | 71–72 | Ordinal number | 63–64 | Ordinal number |
| Weeks 3–4 | Number | CountingAnalysis of number: numeration, combining, partitioning | 48–53 | Numbers 1 to 5; Ordering | 68–7375–76 | Number 9, Story of 9 Number line, Comparing and ordering |
| Data | Recognising and interpreting data | 62–65 | Data | 74, 86, 126 | Data |
| **February** | Weeks 1–2 | Number | Analysis of number: combining and partitioning Comparing and ordering | 54–5557–58 | Components of number Ordering | 77–80 | Combining and partitioning |
| Measures | Length | 56 | Length | 81–84 | Length and height |
| Week 3 | Number | CountingAnalysis of number: numeration, combining, partitioning | 59–60 | Partitioning | 87–91 | Number 10Counting and comparingStory of 10 Ordering |
| **March** | Weeks 1–2 | Shape and space | 3-D shapes | 66 | 3-D objects | 45–47 | 3-D objects |
| Shape and space | 2-D shapes | 67 | 2-D shapes |  |  |
| Week 3 | Measures | Time | 69–70 | Time | 20–2251–52 | Time  |

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|  |  |  |  | **Junior Infants *At School* book** | **Senior Infants *At School* book** |
|  | **Month** | **Strand** | **Strand unit** | **Pages** | **Topic** | **Pages** | **Topic** |
| **April** | Weeks 1–2 | Number | CountingComparing and ordering Analysis of number: numeration, partitioning, combining | 73–76 | Ordering | 92–98 | Partitioning Analysis of number Combining Analysis of number |
| Week 3 | Number | Analysis of number: Combining | 77–80 | Combining |  |  |
| Measures | Time |  |  | 120–121 | Time |
| **May** | Weeks 1–2 | Measures | Weight | 81 | Weight | 65–67 | Weight |
| Measures | Capacity | 82 | Capacity | 99–101 | Capacity |
| Weeks 3–4 | Number | Comparing and ordering CountingAnalysis of number: combining, numeration | 83–89 | Zero; Combining | 103–104105–109 | EstimatingConservation of number Comparing and ordering Analysis of number |
| Algebra | Extending patterns |  |  | 118–119 | Pattern |
| **June** | Weeks 1–2 | Measures | Money | 90–95 | Money | 110–117 | Money |
| Number | Analysis of number: combining, partitioning |  |  | 122–126 | Combining and partitioning Analysis of number Number line |
| Week 3 | All | All |  | Teacher review |  | Teacher review |