

Re-presented Skills: Mathematics

Re-presented Skills: Mathematics is designed to give an overview of the skills in each strand and strand unit for Mathematics from Junior Infants to Sixth Class. It is not intended to replace the curriculum documents. It is still important that teachers would consult the curriculum when planning.

The child should be enabled to

		Infants	First and Second	Third and Fourth	Fifth and Sixth
Applying and problem-solving	▪ Select appropriate materials,				
					concepts
					and processes
					for mathematical tasks
					for particular tasks
					and applications
	▪ Select and apply				
	appropriate strategies for completing a task or solving a problem				a variety of strategies to complete tasks and projects or to solve problems
	▪ Recognise				▪ Evaluate
					▪ Reflect upon and evaluate
				solutions to problems	
				▪ Apply concepts and processes in a variety of contexts	
				▪ Analyse problems and plan an approach to solving them	
		Infants	First and Second	Third and Fourth	Fifth and Sixth
Communicating and expressing	▪ Discuss and explain				
					the processes used and the results of
					mathematical activities
					problems, and projects
					in an organised way
	▪ Record				▪ Discuss and record
					▪ Discuss and record the processes and
					the results of
					mathematical activities
					work
					concretely
					and using diagrams, pictures and
					numbers
					symbols
				using a variety of methods	
▪ Discuss problems					
presented concretely, pictorially or orally				presented verbally or diagrammatically and carry out analyses	
				and carry out analyses	
				▪ Listen to and discuss other children's mathematical descriptions and explanations	

Integrating and connecting	Infants	First and Second	Third and Fourth	Fifth and Sixth	
	<ul style="list-style-type: none"> Connect informally acquired mathematical ideas with formal mathematical ideas 				
	and processes				
	<ul style="list-style-type: none"> Recognise mathematics in the environment Recognise the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers Carry out mathematical activities that involve other areas of the curriculum 		<ul style="list-style-type: none"> Represent mathematical ideas and processes in different modes: verbal, pictorial, diagrammatic, and symbolic Recognise and apply mathematical ideas and processes in other areas of the curriculum 		
	<ul style="list-style-type: none"> Understand the mathematical ideas behind the procedure he/she uses 		<ul style="list-style-type: none"> Understand the connections between mathematical procedures and the concepts he/she uses 		
Reasoning	Infants	First and Second	Third and Fourth	Fifth and Sixth	
	<ul style="list-style-type: none"> Classify objects into logical categories Recognise and create sensory patterns 		<ul style="list-style-type: none"> Reason systematically in a mathematical context Explore and investigate Search for and investigate mathematical patterns and relationships 		
	<ul style="list-style-type: none"> Justify the processes or results of activities 		<ul style="list-style-type: none"> and results of mathematical activities problems and projects 		
	<ul style="list-style-type: none"> Make guesses 		<ul style="list-style-type: none"> Make hypotheses and carry out experiments to test them 		
	<ul style="list-style-type: none"> Make informal deductions involving a small number of steps 				
	Implementing	Infants	First and Second	Third and Fourth	Fifth and Sixth
		<ul style="list-style-type: none"> Devise and use mental strategies and procedures for carrying out mathematical tasks Use appropriate manipulatives to carry out mathematical tasks and procedures 			
				<ul style="list-style-type: none"> procedures 	
		<ul style="list-style-type: none"> Execute procedures efficiently 			
				<ul style="list-style-type: none"> standard procedures efficiently with a variety of tools 	
Understanding and recalling	Infants	First and Second	Third and Fourth	Fifth and Sixth	
	<ul style="list-style-type: none"> Recall and understand terminology 	<ul style="list-style-type: none"> Understand and recall terminology and facts terminology, facts and definitions facts, definitions and formulae 			

NCCA would like to acknowledge the work of the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS) who developed similar resources for curriculum support in the past. This document, *Re-presented Skills: Mathematics*, which was developed by NCCA draws on the original work of the Primary Professional Development Service (PPDS) who designed and developed 'glance cards' which highlighted key curriculum content and the progression in objectives from infants to 6th class. We would like to thank them for their contribution to the early stages of our work in re-presenting the curriculum.