Revised Syllabus		LOF	
A/B/C/I: Numbers, Number Patterns and Place Value/ Addition and Subtraction/Multiplication and Division/Money		**Strand 2: Numerical Calculations-Number**	
LEARNING OUTCOMES			
B.3.2	**Know by heart:** • **All addition and subtraction facts for each number to at least 10.** • **All pairs of numbers up to 20.** • All pairs of multiples of 10 with a total of 100. • All pairs of multiples of 5 with a total of 100.	**5.2.8**	I can derive all pairs of 100 in multiples of 5 and 10.
B.3.3	Find a small difference by counting up from the smaller to the larger number.[4]	**5.2.3**	I can work out a small difference by counting up from the smaller to the larger number up to one hundred (100).[4]
B.3.4	• Add/subtract 9 or 11 by adding/subtracting 10 and then adjusting by 1. • **Add/subtract 19 or 21 by adding/subtractin**	**5.2.5**	I can add/subtract 9 or 11 by adding/subtracting 10 and then adjusting by 1.

	g 20 and then adjusting by 1.		
B.3.5	Understand that subtraction is the inverse of addition and state the subtraction corresponding to a given addition, and vice versa.	**5.2.4**	I recognise that subtraction is the inverse of addition and vice versa. **I can also state and write a subtraction statement corresponding to a given addition statement and vice versa.** *e.g. if 4 + 3 = 7 then 7 – 3 = 4 and vice versa.*
B.3.6 **B.3.7**	Add a 1-digit number to a 2-digit number with totals up to 100. Add a 2-digit number to a 2-digit numbers with the help of apparatus with totals up to 100.	**5.2.2** **5.2.7**	**I recognise that I can add numbers in any order and get the same result up to one hundred (100).** I can work through **situations** involving addition and subtraction with two digit numbers (total up to 100).
B.3.8 **i.** **ii.** **iii.** **iv.**	**Use the following Mental Strategies:** **Add 3 single digit numbers mentally.** **Identify near doubles using doubles already known with totals up to 100.** **Add numbers such as 9 or 11 and 19 or 21.** **Bridge to 10 and later 20, then adjust.**		

C.3.1	Understand the operation of multiplication as repeated addition that can be done in any order and division as repeated subtraction.[5]	**5.2.12** **5.2.14** **5.2.15**	I recognise that multiplication of 2, **4**, 5 & 10 is multiple groups (repeated addition).[5] I associate division as equal sharing [×2, **×4**, ×5, ×10].[5] I associate division as equal grouping using [2, **4**, 5 & 10].[5]
C.3.2	**Recognise multiplication and division as an array.**	**5.2.13**	**I recognise that I can multiply numbers in any order and get the same result.**
		5.2.17	**I can mentally multiply an integer up to 10 by 10.**
C.3.3	**Use the x, ÷ and = signs to record mental calculations in a number sentence.**		
		5.2.23	**I can work through simple one-step situations using addition [up to a total of 100], subtraction [within 100], multiplication [×2, ×4, ×5, ×10] and/or division [×2, ×4, ×5, ×10, no remainders].** **I can also give a rough estimate of the answer of such situations and I can check the reasonableness**

			of the answer.
		5.2.16	**I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 4, 5 and 10 multiplication facts) and vice versa.**
C.3.6	**Derive quickly:** **Division facts corresponding to the 2, 5 and 10 times-tables**. Doubles of all whole numbers to at least 20 and all the corresponding halves.[6] Doubles of multiples of 5 to 50 and all their corresponding halves.[6] Halves of multiples of 10 to 100 and all their corresponding halves.[6]	**5.2.19** **5.2.20** **5.2.21**	I can double whole numbers up to a total of hundred (100).[6] I can halve even numbers up to hundred (100).[6]  **I can recognise that halving is the inverse of doubling**.

C.3.7 **i.** **ii.**	**Use the following Mental Strategies:** **Using known number facts to carry out simple multiplication and division.** **Using known number facts and/or place-value to double and halve mentally.**		
D.3.2	Recognise and find halves and quarters of shapes.	**5.2.18**	I recognise unit fractions (one half $\frac{1}{2}$, one quarter $\frac{1}{4}$) in shapes.
		5.2.25	**I can find one half and one quarter of a number.**
A.3.8	Round numbers less than 100 to the nearest 10.	**5.2.24**	I can round any whole number less than one hundred (100) to the nearest ten.
		5.2.26	**I can read and interpret scales involving whole numbers (up to 100).**
I: Money		**Strand 2: Numerical Calculations (Money and Consumer Mathematics)**	
I.3.1	**Use the €.c notation e.g. knowing that €4.65 (four euro sixty five cent) indicates €4 (four euro) and 65c (sixty five cent).**	**5.2.27** **5.2.28**	**I can recognise that 1 euro is equal to one hundred (100) cent.** I can work out totals up to 1 euro and give the correct change.[7]

I.3.2 **I.3.3** **I.3.4**	Work out totals beyond 20c (twenty cent).[7] Work out change beyond 20c (twenty cent).[7] **Work out which coins are needed to pay.**	**5.2.29**	**I can handle small amounts of money in classroom situations (e.g. keeping track of money collected from small change for charity money collections).** **I can plan an activity within a given budget (e.g. using tickets, travel brochures, price lists, menus…).** **I can use receipts, simple menus, entrance tickets to work out totals and change.** **I recognise that prices marked as €0 .99 are a marketing strategy to make prices more attractive.**
		5.2.30	**I can use assistive technology (e.g. tablets & computers) and other resources (e.g. array cards, base 10 blocks, Cuisenaire rods, fraction wall, euro coins, ten frames, Unifix cubes) appropriate to this level to calculate and to learn about numerical calculations.**