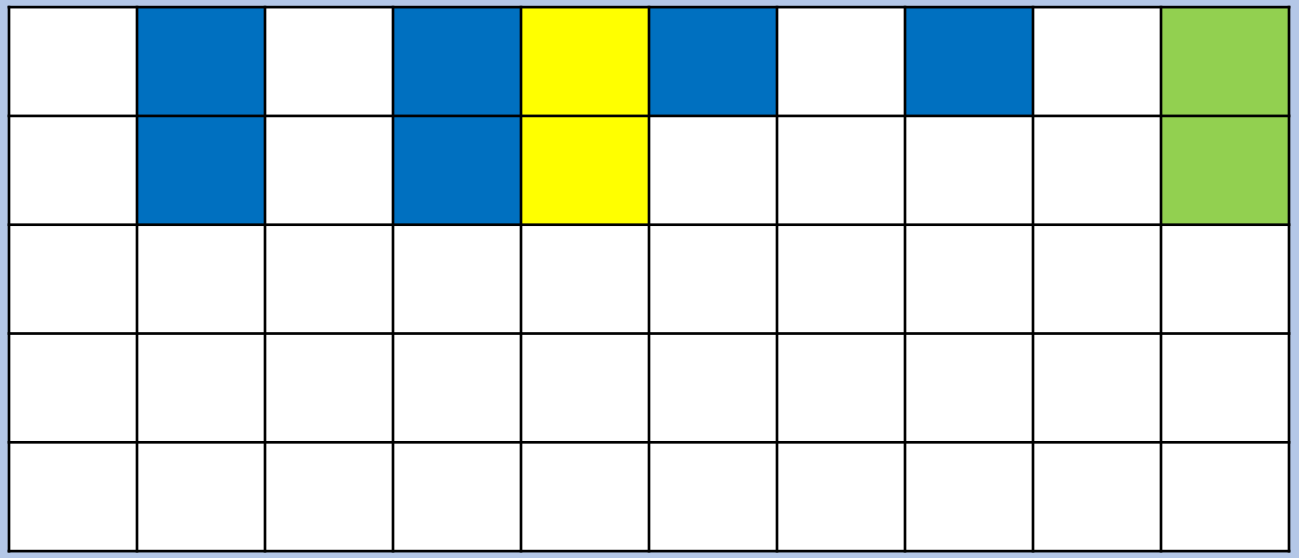
- ❑ I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- ❑ I can count on or back in 10s starting from any number
- ❑ When I count I can spot patterns and use this to solve problems

Starter:

Here is a grid. It has 50 squares.
Lola colours every two squares blue.
She colours every five squares yellow.
How many squares will be both colours or green? Why?



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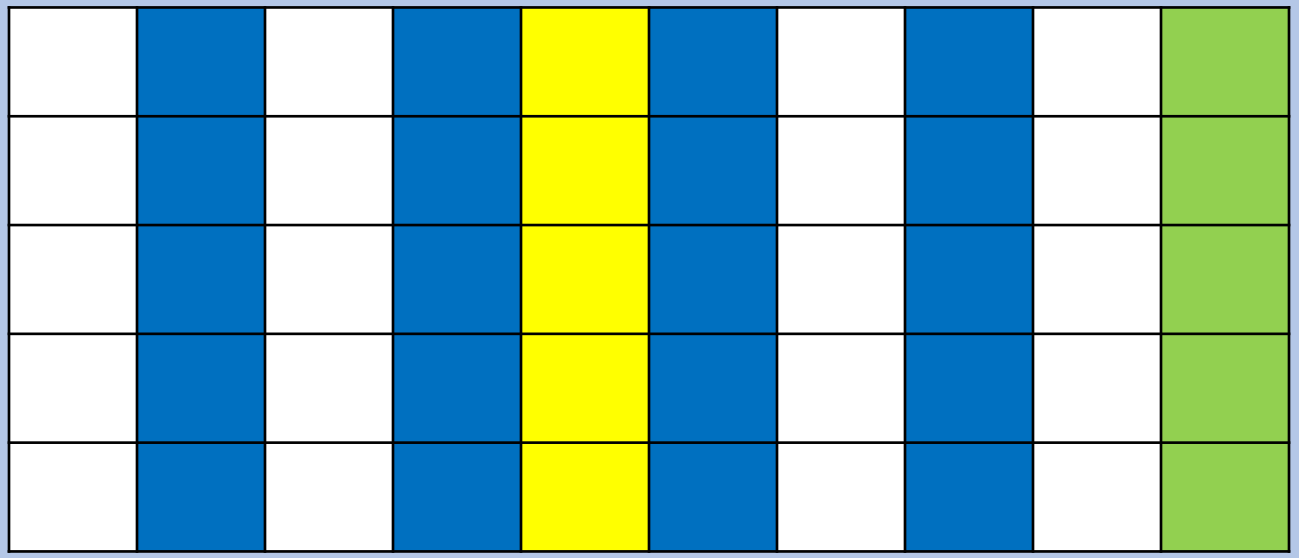
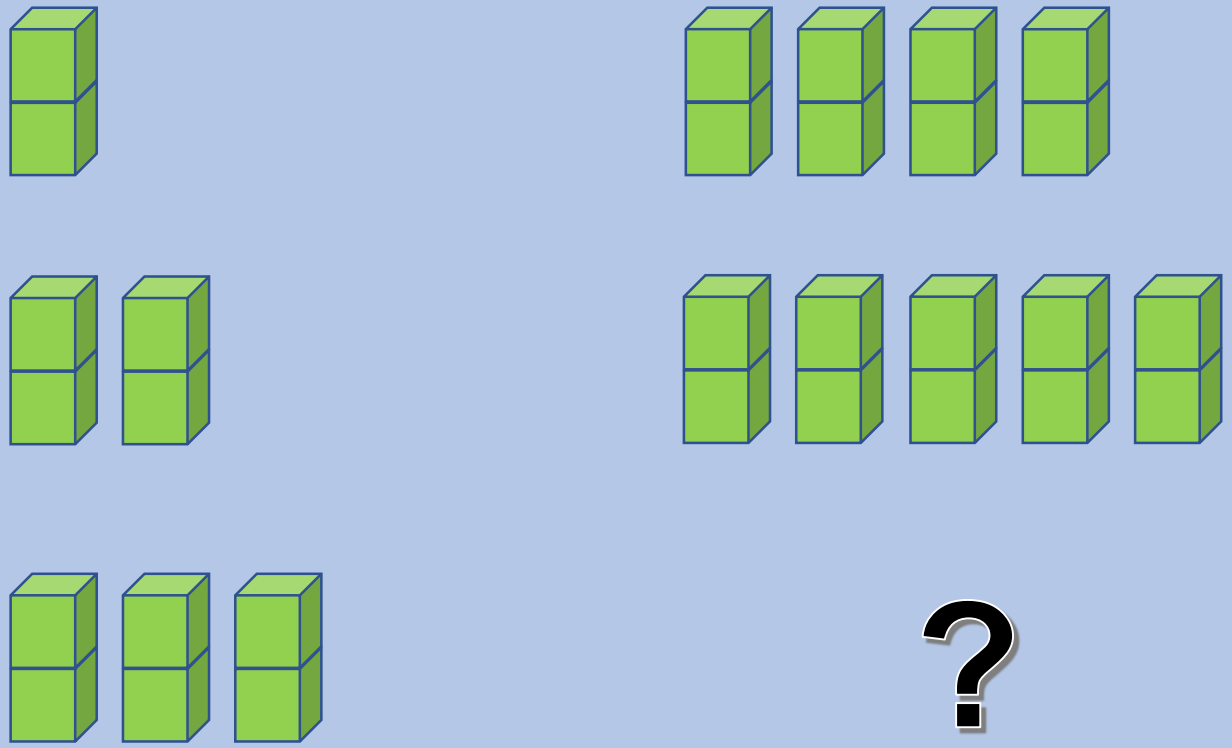


There will be 5 green squares.
When Lola counts in 2s she will say:
2, 4, 6, 8, **10,**
12, 14, 16, 18, **20**…
When she counts in 5s she will say:
5, **10**, 15, **20**…

Talking Time:

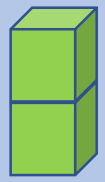
Here is a number sequence.
What will come next in the pattern?
How do you know that you are right?



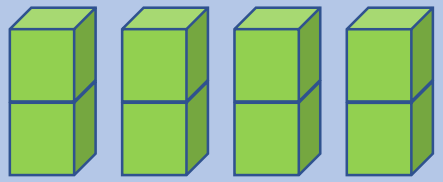
Talking Time:

Here is a number sequence.
What will come next in the pattern?
How do you know that you are right?

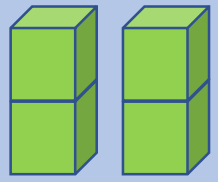
It will be 6 towers of 2 cubes because the pattern is counting up in 2s and goes 2, 4, 6, 8, 10, **12.**



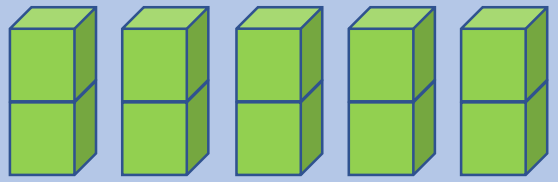
2



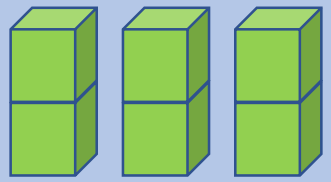
8



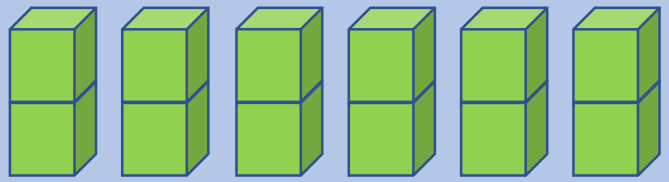
4



10



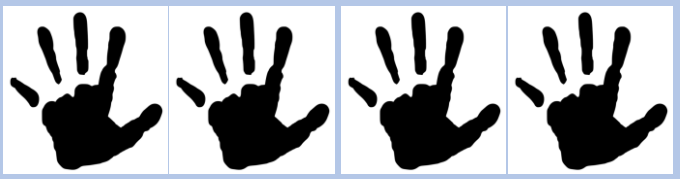
6



12

Talking Time:

Here is a number sequence showing fingers on a handprint.
What will come next in the pattern?
How do you know that you are right?

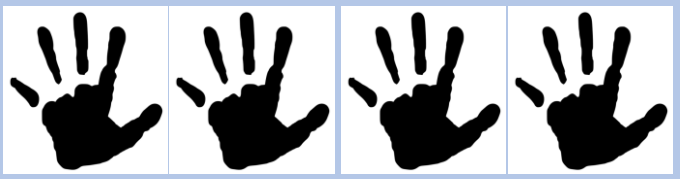


?

Talking Time:

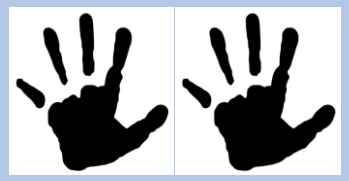
Here is a number sequence showing fingers on a handprint.
What will come next in the pattern?
How do you know that you are right?

25



20

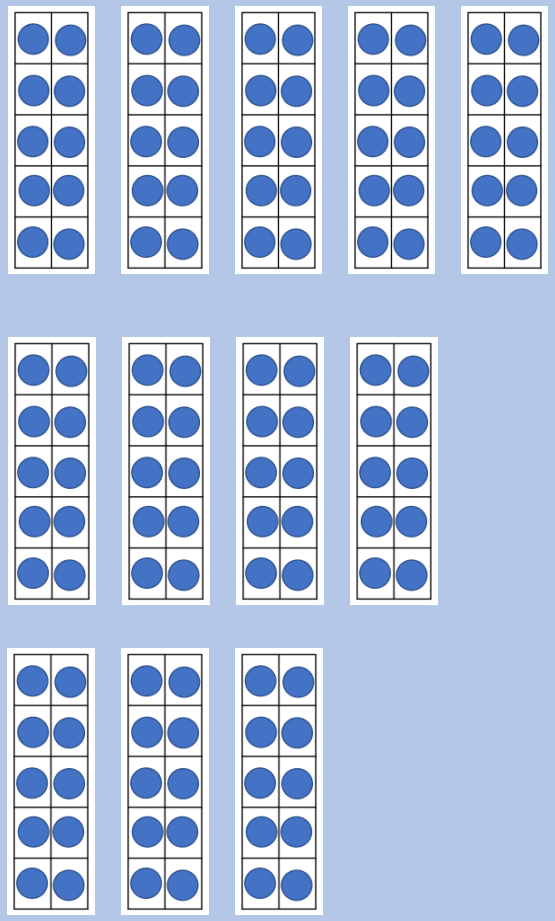
15



10

It will be 2 hand prints showing 10 fingers because the pattern is counting back in 5s and goes 25, 20, 15, **10.**

Talking Time:

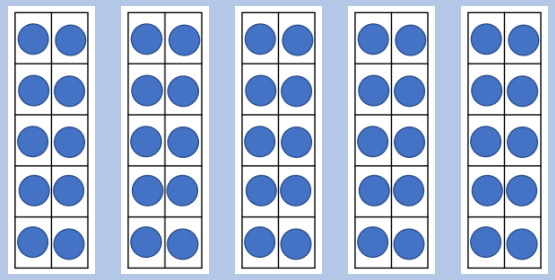


Here is a number sequence.
What **two** images will come next in the pattern?
How do you know that you are right?

?

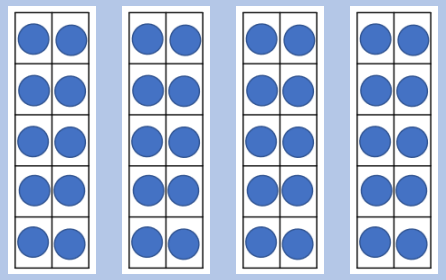
?

Talking Time:

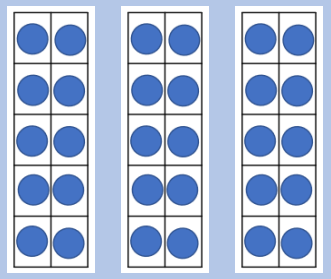


50

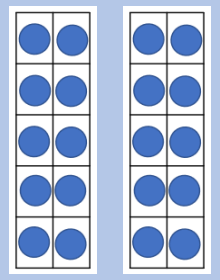
Here is a number sequence.
What **two** images will come next in the pattern?
How do you know that you are right?



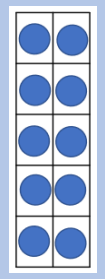
40



30



20



10

It will be 2 tens frames, then 1 tens frame because we are counting back in 10s and the pattern goes 50, 40, 30, **20**, **10.**

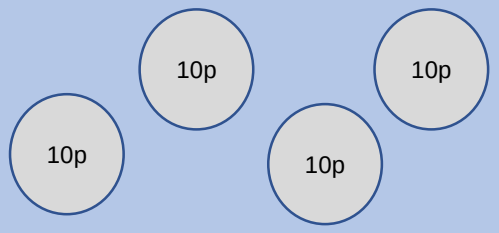
Activity 1:

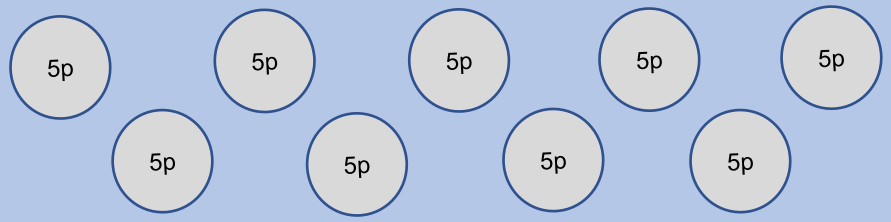
Who has the **greatest amount of money**?
How do you know?

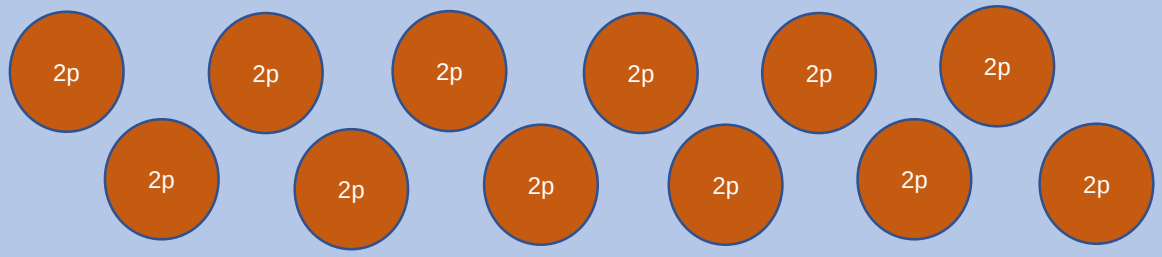
Evie

Jenson

Riley





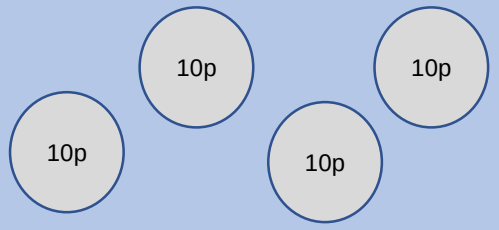


Extension:
How many more coins would Riley need to match the same amount of money as Evie?
Why?

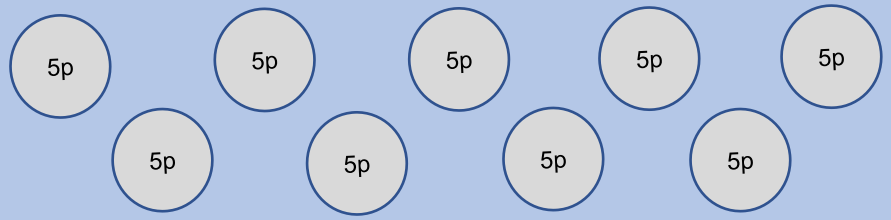
Activity 1:

Who has the **greatest amount of money**?
How do you know?

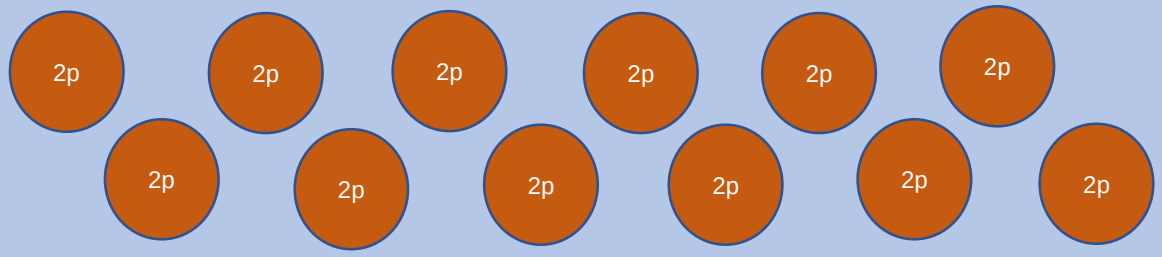
Evie



Jenson



Riley



Jenson has the greatest amount of money**.**
He has 45p.
Evie has 40p.
Riley has 24p.

Talking Time:

Can you continue this number sequence?
Can you explain the rule using the stem sentence?

6, 8, 10, 12, 14, 16, 18, ☐, ☐, ☐

The rule is count _____ in _____ .

Are you counting forwards or backwards? How do you know?

Talking Time:

Can you continue this number sequence?
Can you explain the rule using the stem sentence?

6, 8, 10, 12, 14, 16, 18, **20**, **22**, **24**

The rule is count **forwards** in **twos**.

Are you counting forwards or backwards? How do you know?

Talking Time:

Can you continue this number sequence?
Can you explain the rule using the stem sentence?

75, 70, 65, 60, 55, 50, ☐, ☐, ☐

The rule is count _____ in _____ .

Are you counting forwards or backwards? How do you know?

Talking Time:

Can you continue this number sequence?
Can you explain the rule using the stem sentence?

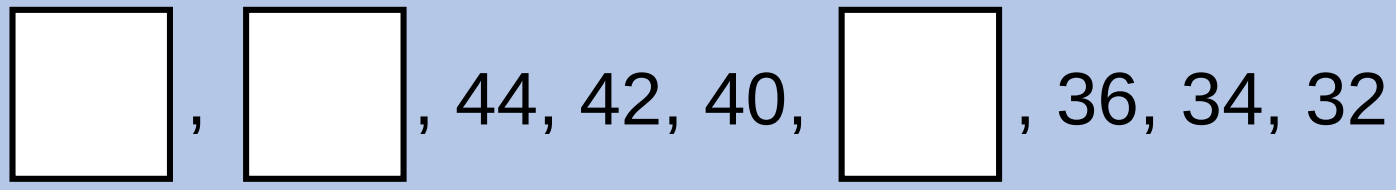
75, 70, 65, 60, 55, 50, **45** , **40** , **35**

The rule is count **backwards** in **fives**.

Are you counting forwards or backwards? How do you know?

Talking Time:

Can you fill in the gaps in this number sequence?
Can you explain the rule?



Are you counting forwards or backwards? How do you know?

Talking Time:

Can you fill in the gaps in this number sequence?
Can you explain the rule?

48, **46**, 44, 42, 40, **38**, 36, 34, 32

The rule is count backwards in twos.

Are you counting forwards or backwards? How do you know?

Talking Time:

Can you fill in the gaps in this number sequence?
Can you explain the rule?

60, 65, 70, 75, **80**, **85**, 90, 95

The rule is count forwards in fives.

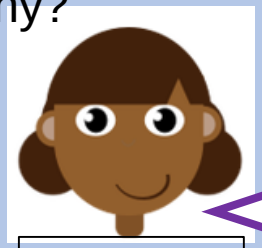
Are you counting forwards or backwards? How do you know?

Activity 2:

Which of these numbers will **ALL** the children say?

8, 15, 20, 30, 38, 45

Why?



Aisha

I am counting forwards in 5s from 0.

Ollie

I am counting forwards in 10s from 0.

I am counting forwards in 2s from 0.

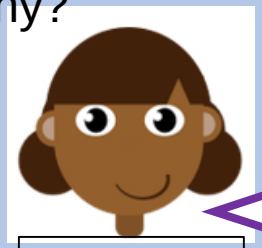
Violet

Activity 2:

Which of these numbers will **ALL** the children say?

8, 15, 20, 30, 38, 45

Why?



Aisha

I am counting forwards in 5s from 0.

Ollie

I am counting forwards in 10s from 0.

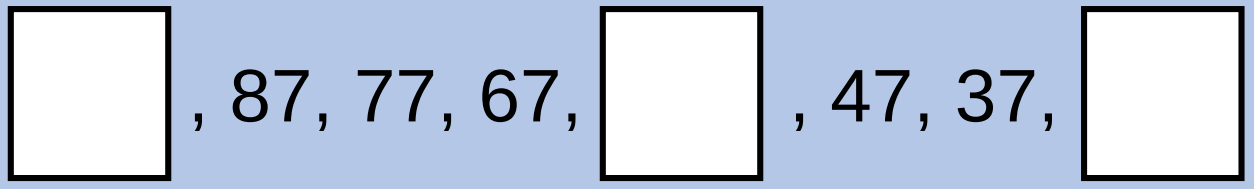
I am counting forwards in 2s from 0.

Violet

ALL the children will say **20** and **30**. Counting in 2s from 0 means all even numbers.
Counting in 5s from 0 means all numbers will end with a 5 or 0.
Counting in 10s from 0 means all the numbers will end in a 0.

Talking Time:

Can you fill in the gaps in this number sequence?
Can you explain the rule?



Are you counting forwards or backwards? How do you know?

Talking Time:

Can you fill in the gaps in this number sequence?
Can you explain the rule?

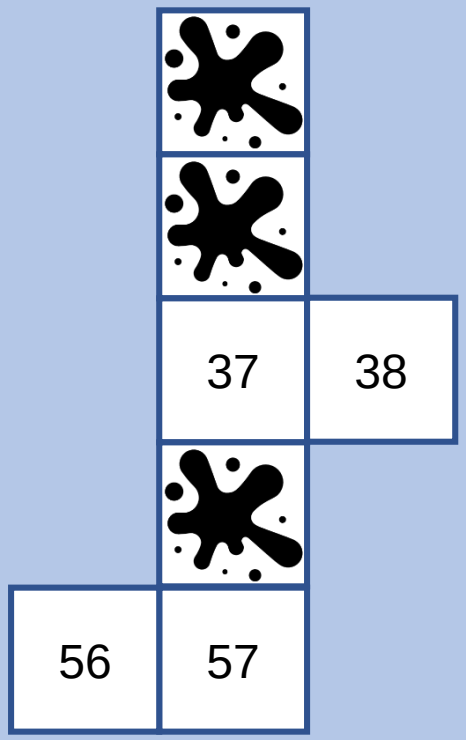
97, 87, 77, 67, **57**, 47, 37, **27**

The rule is count backwards in tens.

Are you counting forwards or backwards? How do you know?

Talking Time:

Here is part of a hundred square.
Which numbers have been splatted?
How do you know?



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Which numbers have been splatted?
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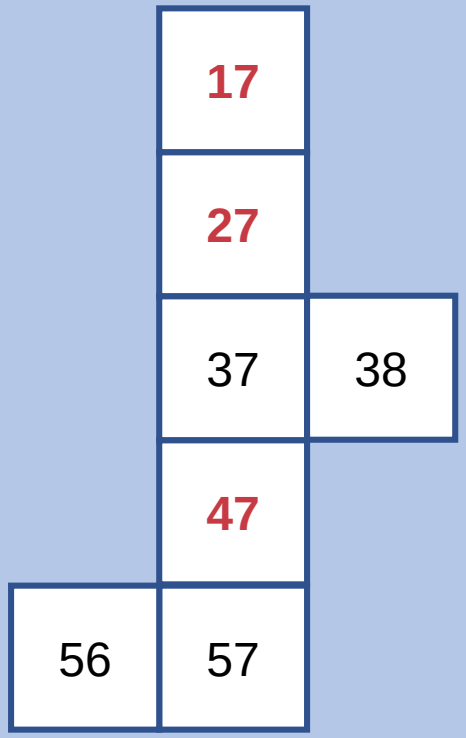


Activity 3:

Evie starts to **count forwards from 14 in tens**.
Can you sort out which of these numbers she will say and which she will not say?
How did you decide?

45

47

84

24

44

32

94

4

Numbers that Evie **will** say.

Numbers that Evie **will not** say.

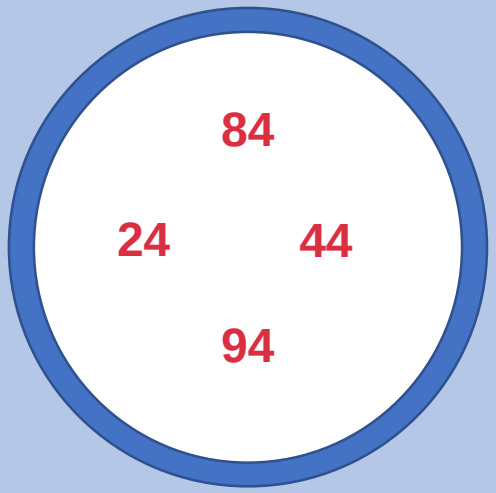
Activity 3:

Evie starts to **count forwards from 14 in tens**.
Can you sort out which of these numbers she will say and which she will not say?
How did you decide?

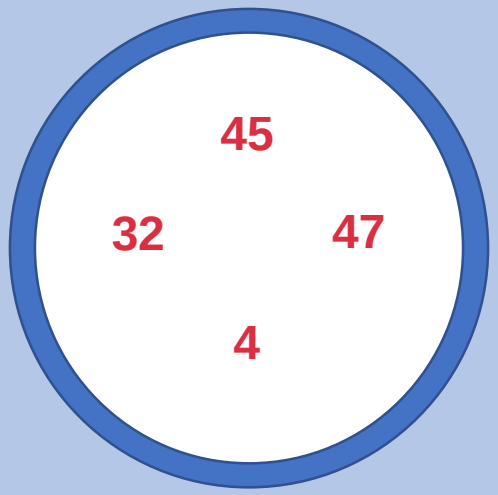
Evie will say all the numbers ending in 4, but not the number 4 because she started counting forwards from 14.

45 47 84 24 44 32 94 4

Numbers that Evie **will** say.



Numbers that Evie **will not** say.



- ❑ I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- ❑ I can count on or back in 10s starting from any number
- ❑ When I count I can spot patterns and use this to solve problems

Evaluation:

Can you spot which numbers do not belong in these sequences?
Can you explain why they do not belong?

a) 34, 32, 30, 28, 26, 24, 22, 21, 20

b) 75, 70, 65, 60, 58, 55, 50, 45, 40

c) 92, 82, 72, 70, 62, 52, 42, 32, 22, 12

- ❑ I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- ❑ I can count on or back in 10s starting from any number
- ❑ When I count I can spot patterns and use this to solve problems

Evaluation:

Can you spot which numbers do not belong in these sequences? Can you explain why they do not belong?

a) 34, 32, 30, 28, 26, 24, 22, 21, 20

21 does not belong because the sequence is counting back in 2s.

b) 75, 70, 65, 60, 58, 55, 50, 45, 40

58 does not belong because the sequence is counting back in 5s.

c) 92, 82, 72, 70, 62, 52, 42, 32, 22, 12

70 does not belong because the sequence is counting back in 10s, starting from 92. All the numbers will have a value of 2 in the ones.