













Number and Place Value: Counting in Twos

Aim: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. To count in steps of two.	Success Criteria: I can count objects in twos. I can spot a pattern. I can count forwards in twos. I can count backwards in twos.	Resources: Lesson Pack Beanbag Counters Number shapes Number rods Base ten blocks Masking tape Chalk
	Key/New Words: Steps of, forwards, backwards, multiple, non-multiple, even.	Preparation: Banana Cut-Outs – 1 set per group Feed the Monkeys Grid – 1 per group Counting in Twos Puzzle – 1 per child Missing Numbers Activity Sheet – 1 per child Diving into Mastery Activity Sheets - as required

Prior Learning: Year 1 prerequisite: Count in multiples of 2, 5 and 10. The previous lesson taught [counting in tens](#).

Learning Sequence

	Remember It: Children sort the two-digit numbers on the Lesson Presentation into whether they are odd or even. As an extra challenge, ask children to identify which of the two-digit numbers would be in the two times table.	
	Feed the Monkeys: Zac needs to feed the cheeky monkeys. He gives the monkeys two bananas at a time. While following the Lesson Presentation , prompt the children (in table groups) to add the correct number of Banana Cut-Outs to their Feed the Monkeys Grid . (Alternatively, you may wish to use counters.)	
	Zookeeper for the Day: Children explore counting in twos using a range of concrete materials available in the classroom e.g. number shapes, number rods, base ten blocks, on their Feed the Monkeys Grid . Explore the number sequence, asking children to prove any statements that they have established using reasoning. Can the children count forwards in steps of two using objects? Can they spot patterns?	
	Counting in Twos: Use the number line and the tens and ones representation on the Lesson Presentation to model what happens when you count forwards in steps of two. Read through the following slides to model counting backwards in steps of two, and remind children about odd and even numbers. Use the interactive number square on the Lesson Presentation to count in twos as a class. Can the children count forwards and backwards in twos?	

	<p>Counting in Twos Activities: Children to practise counting forwards and backwards in steps of two to help Zac the zookeeper.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="236 192 662 629">  <p>Draw a number track on the floor, featuring a number in each square, from 0 to 24. Children jump along the number track, only landing on multiples of 2. For some children, you could support them further by removing the odd numbers initially, with children saying each number that they land on. Once children are confident, put the odd numbers back in and children jump on, and say, the even numbers only.</p> </div> <div data-bbox="703 192 1011 685">  <p>Children cut and stick the correct pieces of the Counting in Twos Puzzle in order to complete the picture, counting in steps of two from zero. (Please note that some pieces are not multiples of two.) Children provide reasoning why some pieces have not been used for the puzzle.</p> </div> <div data-bbox="1043 192 1351 450">  <p>Children write the missing numbers in the sequence, counting forwards and backwards in steps of two up to 100 using the Missing Numbers Activity Sheet.</p> </div> </div>	
	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div data-bbox="236 875 1219 954">  <p>Children count on and back in twos from multiples of two to complete sequences.</p> </div> <div data-bbox="236 981 1150 1059">  <p>Children reason about the numbers that will be said when counting in twos.</p> </div> <div data-bbox="236 1086 1315 1164">  <p>Children count on and back in twos to find a way through the number maze to the bananas and extend each of the number sequences.</p> </div> </div>	
	<p>Bananas: Using the Lesson Presentation, children count on in multiples of two, then backwards in multiples of two. Can the children count forwards and backwards in step of two from different numbers?</p>	

Exploreit

Sayit: Children work with a partner. One child calls out a number and the other child must then count in steps of two from that number. If they say the next five numbers in the sequence correctly, they may take their turn to call a number.

Thinkit: Using the _____, children place them face down and take it in turns to turn two over. If the child chooses two odd numbers or two even numbers, they can keep the cards. Encourage children to check the answer by counting in twos.

Solveit: Children complete the

Learnit: This fantastic double-sided _____ features key vocabulary and visual representations relating to the use of number and place value in year 2. This is a great resource to display or to have on tables during your maths lessons to reinforce the key facts of the topic and to send home.