























Number and Place Value: Counting in Tens

<p>Aim: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>To count forwards and backwards in steps of ten from any number.</p>	<p>Success Criteria: I can use place value to spot a pattern. I can work out the next numbers in a sequence. I can explain what happens to the ones digit and the tens digit. I can use the pattern to help me count on and back from any number.</p>	<p>Resources: Lesson Pack Base ten blocks</p>
	<p>Key/New Words: Number, even, odd, place value, forwards, backwards, teen, two-digit, multiple, non-multiple, steps of.</p>	<p>Preparation: Differentiated Lily Pad Hopping Activity Sheet - 1 per child 100 Square - as required Diving into Mastery Activity Sheets - as required</p>

Prior Learning: Year 1 prerequisite: Count in multiples of 2, 5 and 10.

Learning Sequence

	<p>Remember It: Children recognise what numbers are missing on a number line shown on the Lesson Presentation. After, they spot which representation is the odd one out.</p>	
	<p>Counting in Tens from Zero: Use the Lesson Presentation to count up to 100 in tens, from 0, with different representations including base ten and money. Look at the pattern made on a 100 square when counting forwards in tens from 0.</p>	
	<p>Counting in Tens from Any Number: Next, children use counting in tens to help them find the total of different representations which also have ones. Next, use the Lesson Presentation to show what happens with base ten when we count in tens, but starting from 4. Can the children spot a pattern? Look at this pattern on the hundred square. What do children notice? Point out that the ones digit stays the same but the tens digit gets bigger. Ask the children to talk about what they think the pattern will be when counting in tens from 26. Can children explain what happens to the ones and tens digits?</p>	
	<p>Frog Leaps: Use the Lesson Presentation to show what happens when we count forwards in leaps of 10 across a range of representations, making sure children can spot and talk about the pattern. Look at what happens when we count backwards in steps of 10. The ones digit always stays the same. The tens digit gets smaller. Can the children identify the pattern that occurs when counting in tens from any positive number? Look at the examples of sequences that cross 100. Can children work out the next numbers in a sequence?</p>	
	<p>Is Frankie Correct? Using the statements (relating to counting in steps of ten) on the Lesson Presentation, the children discuss and provide reasoning to prove the statements incorrect/correct. Children may use concrete and/or pictorial representations to support their answers.</p>	

	<p>Lily Pad Hopping: Children complete the differentiated Lily Pad Hopping Activity Sheet, counting in steps of 10 from any number. Adult questioning during the session may be supported by the Lanyard-Sized Year Two Number and Place Value Objectives Cards. Provide children with a 100 Square, number shapes and base ten to support them, as required. Can children work out the next numbers in a sequence?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="236 248 587 450">  Children count in steps of ten, forwards and backwards, from any number up to 100. They fill in the next numbers in some sequences. </div> <div data-bbox="619 248 970 450">  Children count in steps of ten, forwards and backwards, from any number up to 130. They find number sequences that count in steps of ten. </div> <div data-bbox="1002 248 1353 539">  Children count in steps of ten, forwards and backwards, from any number up to 130. They find number sequences that count in tens, filling in missing numbers to complete the sequences. </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="margin-bottom: 10px;">  Children count forwards and backwards in tens from any number. They work out the next number in a sequence. </div> <div style="margin-bottom: 10px;">  Children find the odd one out in sequences counting forwards and backwards in tens. </div> <div>  Children count in tens to solve problems. </div>	
	<p>Lily Pad Spinner: The children take it in turns to spin the spinner in the Lesson Presentation and complete the challenge. Children can answer verbally or record the sequence on whiteboards. Can children count forwards and back in tens from any number?</p>	

Explore it

- Countit:** Children order multiples of ten using [Counting in 10s Snake Puzzles](#).
- Callit:** Children work with a partner. One child calls out a number and the other child must then say the next five numbers in the sequence when counting forwards or backwards in steps of ten.
- Jointit:** Children count in multiples of ten using the [Counting in 10s Dot to Dot Animal Sheets](#).
- Learnit:** This fantastic double-sided [Knowledge Organiser](#) 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.