

















Number and Place Value: Counting in Threes

<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 three.</p>	<p>Success Criteria: I can count on and back in threes by counting objects.</p> <p>I can count on and back in threes using pictures.</p> <p>I can read and write steps of three.</p>	<p>Resources: Lesson Pack</p> <p>Small manipulatives</p>
	<p>Key/New Words: Three, six, nine, twelve, fifteen, eighteen, twenty-one, twenty-four, twenty-seven, thirty, thirty-three, thirty-six, steps, forwards, backwards, count on, count back, objects, digit, multiple.</p>	<p>Preparation: Tricycle Grids – as required (print A3 or print A4 and enlarge to A3) Tricycles Activity Sheets – one per child 0-40 Number Lines – as required 100 Square – as required Multiples of 3 on Square Number Cards – one set per pair Diving into Mastery Activity Sheets - as required</p>

Prior Learning: The previous three lessons have taught [counting in tens](#), [counting in twos](#) and [counting in fives](#).

Learning Sequence

	<p>Remember It: Children develop fluency in counting in twos by answering the questions on the Lesson Presentation. Encourage children to count in twos rather than counting the pictures individually. Children answer questions that use the vocabulary 'less' and 'more'.</p>	
	<p>Counting in Threes: Use the prompts on the Lesson Presentation to demonstrate how 'tri' is used at the start of words to show there is three of something. Count the number of wheels on tricycles. Discuss whether it is quicker to count each wheel individually or in threes. Look at counting forwards in threes on a number line and on a 100 square and discuss the pattern. Look at counting back in threes on a number line. Can the children count on and back in threes using pictures? Children work out how many wheels 12 tricycles would have altogether. Children could use counters (or draw dots) on the Tricycle Grids, a 0-40 Number Line or 100 Square for support. The Lesson Presentation also shows counting with number shapes. Children then count back in threes using a number line on the Lesson Presentation. Can the children count on and back in threes by counting objects?</p>	
	<p>Tricycles Activities: Children complete the differentiated Tricycles Activity Sheets, counting forwards and backwards in steps of three from zero. Provide children with some 100 Squares for support, as required. Can the children read and write steps of three?</p>	
	<p>Children practise counting forwards and backwards in steps of three up to 36. They put small manipulatives (or draw dots) on the Tricycle Grids to support them. They may also find a 0-40 Number Line useful.</p>	
	<p>Children practise counting forwards and backwards in steps of three up to 36. They find missing numbers in sequences.</p>	
	<p>Children practise counting forwards and backwards in steps of three up to 48. They find missing numbers in sequences and spot a pattern when counting in threes.</p>	

	<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> <p> Children look for patterns and complete sequences that involve counting in threes.</p> <p> Children identify whether counting forwards and backwards in threes has been done correctly and explain their reasoning.</p> <p> Children apply their problem-solving skills in a game that develops their understanding of counting forwards and back in steps of three.</p>	
	<p>Order the Threes: Children work in pairs using the Multiples of 3 on Square Number Cards. Children work together to put the multiples of three in order, counting forwards. They then shuffle the cards and repeat the activity counting backwards. These cards take them beyond 12×3 (up to 48). Remove the cards beyond 36 for some children, if necessary.</p>	

Explore it

- Write it:** Children work with a partner. One child calls out a number from the three times table and the other child must then write down the next three numbers in the sequence when counting forwards or backwards in threes.
- Make it:** Children use the **Multiples of 3 on Square Number Cards**. They turn them upside down and take it in turns to select one at random. They then have to represent this number by grouping small manipulatives into sets of three, for example, to represent the number 27, children should make nine sets of three.
- Build it:** Children complete this super
- Learn it:** Children will find this visually exciting _____ a useful tool for understanding number and place value.