



















# Number and Place Value: Counting in Fours

<p><b>Aim:</b> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>DfE Ready-to-Progress Criteria: Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. (3NF-2)</p> <p>To count in multiples of four.</p>	<p><b>Success Criteria:</b> I can count forwards in steps of four. I can count backwards in steps of four. I can recognise multiples of four.</p>	<p><b>Resources:</b> Lesson Pack</p>  <p><b>REGENT STUDIES</b> Focused education on life's walk! www.regentstudies.com</p>
	<p><b>Key/New Words:</b> Multiple, counting in steps of.</p>	<p><b>Preparation:</b> Differentiated Pond Dipping Activity Sheet – one per child Diving into Mastery Activity Sheets – as required</p>

**Prior Learning:** Year 2 conceptual prerequisite: It will be helpful if children can multiply within the 2, 5 and 10 multiplication table

## Learning Sequence

	<p><b>Remember It:</b> Children practise counting in twos. They use the prompts on the <a href="#">Lesson Presentation</a> to count forwards and backwards in multiples of two.</p>	
	<p><b>Forward Frog Leaps:</b> Children practise counting forwards in steps of four, using the illustrations on the <a href="#">Lesson Presentation</a>. They identify missing multiples of four. <i>Can children count forwards in steps of four?</i></p>	
	<p><b>Backward Frog Leaps:</b> Children practise counting backwards in steps of four, using the illustrations on the <a href="#">Lesson Presentation</a>. <i>Can children count backwards in steps of four?</i></p>	
	<p><b>Help Tiddalick:</b> Show children the statements on the <a href="#">Lesson Presentation</a>. They must decide whether each one is right or wrong, and correct any that are wrong.</p>	
	<p><b>Pond Dipping:</b> Children complete the differentiated <a href="#">Pond Dipping Activity Sheet</a> to show they understand how to count in multiples of four.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="244 1209 595 1512">  <p>Children write missing multiples of four on a number grid. They identify numbers that are multiples of four and those that are not. They count forwards and backwards in multiples of four. The activities involve multiples of four up to 40.</p> </div> <div data-bbox="627 1209 978 1592">  <p>Children complete sequences of multiples of four, from a variety of starting numbers. They count both backwards and forwards in multiples of four, up to 60. They explain how they can check their answers for counting backwards in multiples of four. They identify correct and incorrect sequences of multiples of four.</p> </div> <div data-bbox="1010 1209 1361 1538">  <p>Children complete sequences of multiples of four, from a variety of starting numbers. They count both backwards and forwards in multiples of four, up to 64. They answer word problems involving multiples of four and write a problem for their partner.</p> </div> </div>	
	<p><b>Diving into Mastery:</b> 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-top: 10px;">  <p>Children complete number tracks, filling in missing multiples of four. They identify numbers which are and are not multiples of four.</p> </div> <div style="margin-top: 10px;">  <p>Children consider a variety of statements about multiples of four and explain why they agree or disagree.</p> </div> <div style="margin-top: 10px;">  <p>Children write all multiples of four between two given numbers. They identify multiples of four from clues and write clues for a given multiple of four.</p> </div>	



**Tiddalick's Thoughts:** Use the visual prompt on the [Lesson Presentation](#) to discuss whether the statement 'multiples of four are also multiples of two' is correct. Ask the children to explain and prove their reasoning.  
**Can children recognise multiples of four?**



## Exploreit

**Jumpit:** Draw a hopscotch grid on the playground. Populate the hopscotch with multiples of four. Children throw a beanbag on a square. The children hop on the grid, counting in multiples of four. Repeat.