



Maths

Counting in Twos

Need a coherently planned sequence of lessons to complement this resource?

Lesson Breakdown

Below is our suggestion for the most coherent and progressive sequence to teach this area of Planit Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the lessons are presented.

Read and Write Numbers (1): Reading and Writing Numbers to 50
The lesson begins by children guessing what number word or numeral to 100. Children count on from different points and interpret numbers from base 10. Children learn to count objects to 50 and read and write numbers to 50.

NC Statement: Read and write numbers to at least 100 in numerals and words.

Lesson Aim: To read and write numbers to 50 in numerals and words.

Read and Write Numbers (2): Reading and Writing Numbers to 100
Children begin with a fun game, using parts of the body to represent number. Children interpret number words. Children interpret numbers from different representations. Children learn to count objects to 100 and read and write numbers to 100.

NC Statement: Read and write numbers to at least 100 in numerals and words.

Lesson Aim: To read and write numbers to 100 in numerals and words.

Recognise Place Value (1): Tens and Ones
Children explore the value of the digits in a two digit number. They work with representations and numerals, exploring what happens when there are more or less than ten.

NC Statement: Recognise the place value of each digit in a two-digit number.

Lesson Aim: To say what each digit in a two-digit number represents.

Introduction

This unit enables children to develop their understanding of place value in two-digit numbers, beginning with investigating tens and ones and moving on to more complex partitioning. Children will identify and represent numbers in different ways and will begin to estimate numbers and quantities. They will develop their skills in counting in steps and learn to read and write numbers up to 100 in numerals and words. Children will have the opportunity to practise their reasoning skills in a variety of different contexts, including through problems and puzzles. These lessons include: Diving into Mastery cards which include fluency, reasoning and problem-solving activities.

Resources

In addition to your standard maths resources you will need: colouring pencils, bearbags, masking tape, chalk and paper clips.

Challenge Cards

Assessment Statements

By the end of this unit:

- children working towards the expected level will be able to:
 - Count forwards and backwards in twos, fives and tens up to 100.
 - Identify and represent numbers up to 100 in some different ways.
 - Say one more or one less than a given number up to 100.
 - Compare numbers using the language 'more than', 'less than' and 'equal to'.
 - Read and write numbers to 50 in words.
 - Read and write numbers to 100 in numerals.
 - Partition two-digit numbers into tens and ones.
 - Provide simple explanations of mathematical concepts.
- children working at the expected level will be able to:
 - Count forwards and backwards in steps of 2 and five from zero.
 - Count forwards and backwards in steps of 10 from any number.
 - Know the value of the tens and ones in a two-digit number.
 - Partition two-digit numbers into combinations of tens and ones.
 - Identify, represent and estimate two-digit numbers using a range of representations.
 - Compare numbers using $<$, $>$ and $=$ signs.
 - Order numbers up to 100.
 - Read and write numbers to at least 100 in words.

Number and Place Value

Maths | Year 2 | Steps to Progression Overview

The aim of this overview is to support teachers using Planit Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within Planit Maths. Wherever possible, lesson packs have been matched to each of the annual steps on the White Rose Maths scheme of learning.

Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division			
Spring	Number: Multiplication and Division		Statistics	Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation		
Summer	Position and Direction		Problem Solving and Efficient Methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations			

See our [Number and Place Value Steps to Progression](#) document.

Twinkl Planit is our award-winning scheme of work with over 4000 resources.



Aim

- 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.

Counting in Twos



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Remember It



Sort these numbers into whether they are odd or even.

Odd	Even

25

18

34

76

45

52

41

62

57

29

Challenge: Which of these numbers would be in the two times table?

Feed the Monkeys



Zac the zookeeper needs to feed the cheeky monkeys.




He gives the monkeys 2 bananas at a time.

Add the correct number of bananas to your **Feed the Monkey Grid** as Zac feeds the monkeys.

Feed the Monkeys



How many bananas have the monkeys eaten?

												
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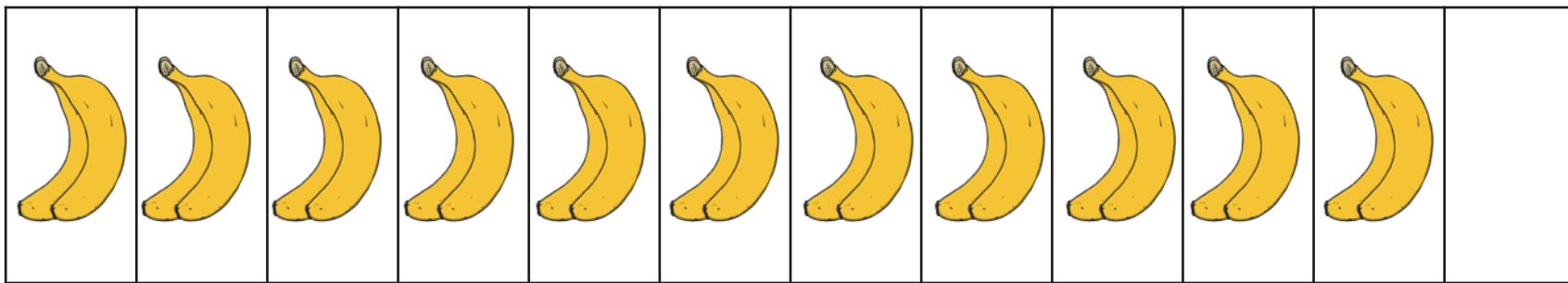
1 2



Feed the Monkeys



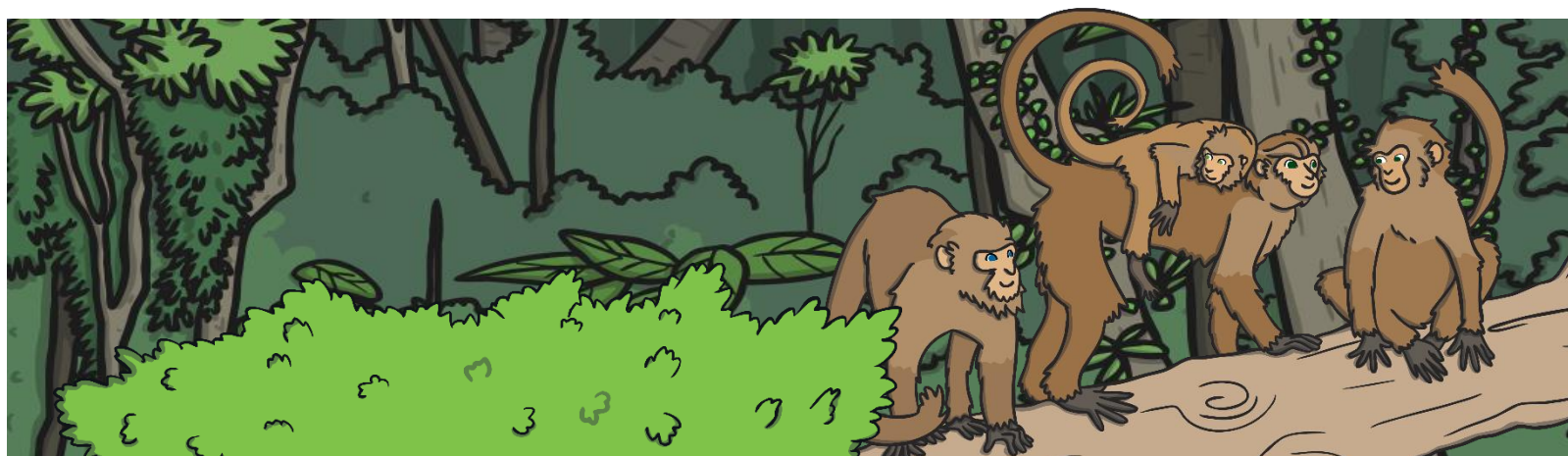
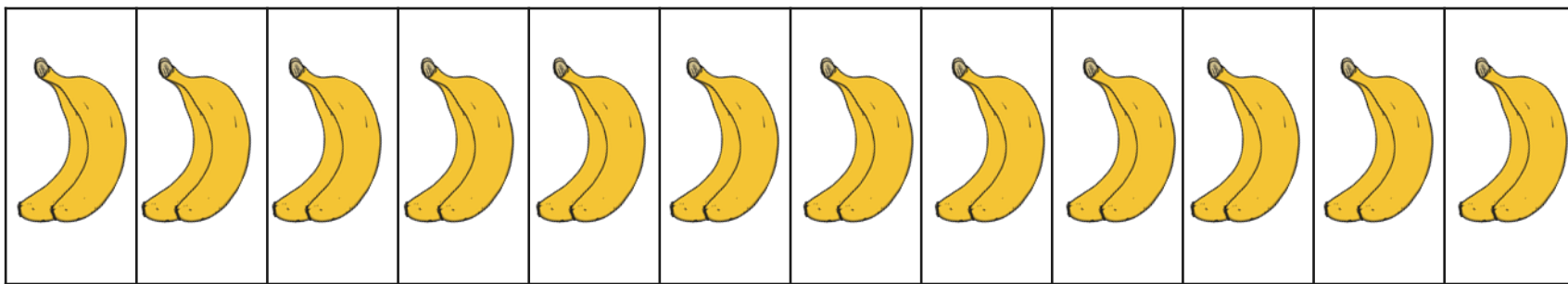
How many bananas have the monkeys eaten now?



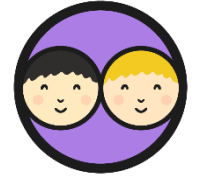
Feed the Monkeys



Can you predict how many bananas the monkeys have eaten if they are given 2 more bananas? Prove it.










Zookeeper for the Day








Explore counting in twos using a range of materials available in the classroom on your **Feed the Monkeys Grid**.

Can you count forwards in steps of 2 using different equipment?

											
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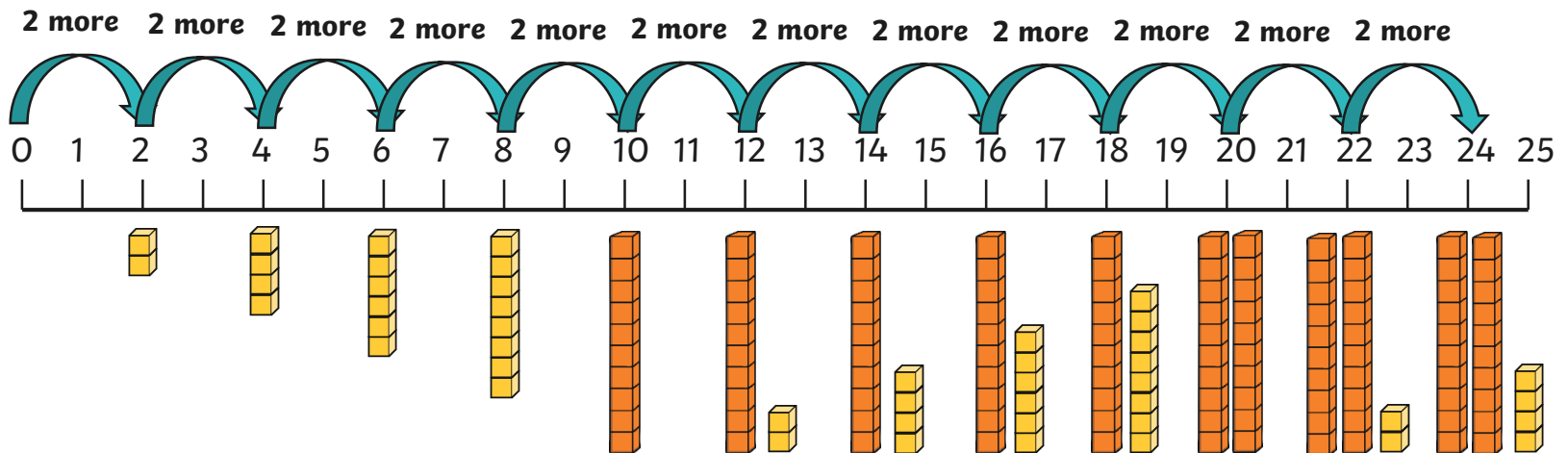
											
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Counting in Twos



Let's look at counting forwards in twos on a number line.



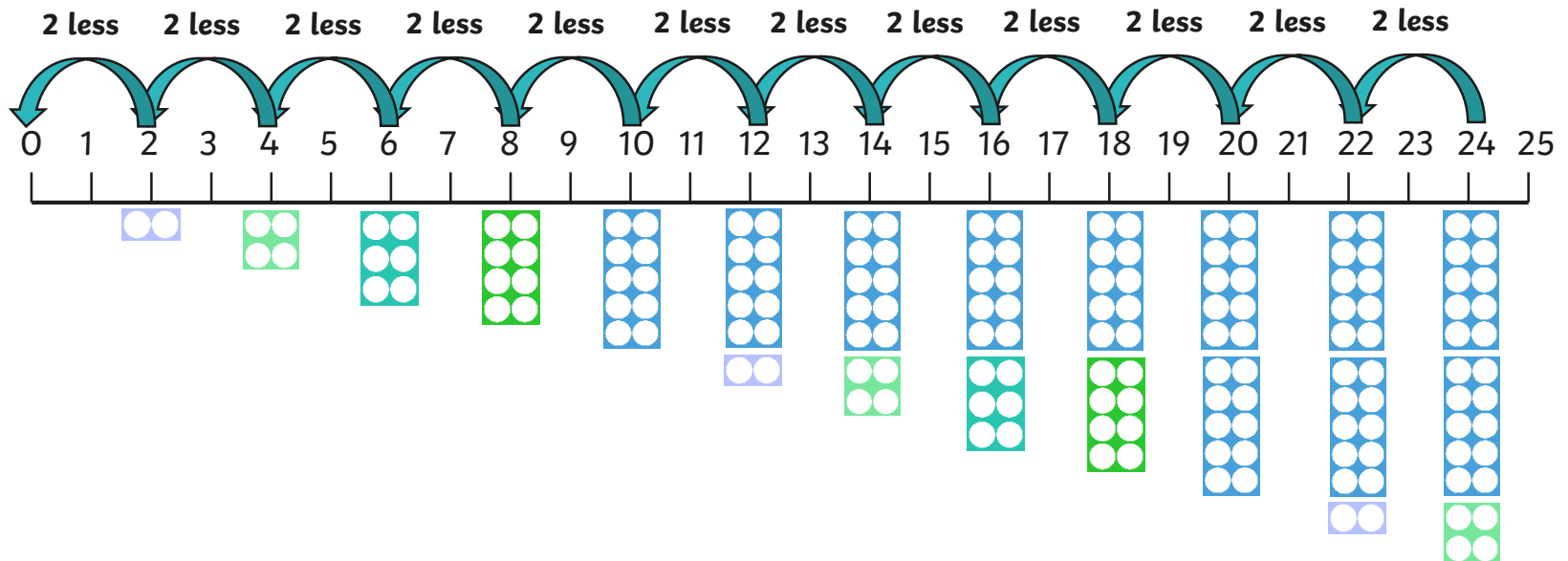
What do you notice about the numbers?

When counting forwards in 2s, we count on 2 more at a time, so our number gets bigger by 2 each time. They are even numbers. These numbers are in the 2 times table, which means they are multiples of 2.

Counting in Twos



Let's look at counting backwards in twos on a number line.



What do you notice about the numbers?

When counting backwards in 2s, there is 2 less at a time, so our number gets smaller by 2 each time. They are even numbers. These numbers are in the 2 times table, which means they are multiples of 2.

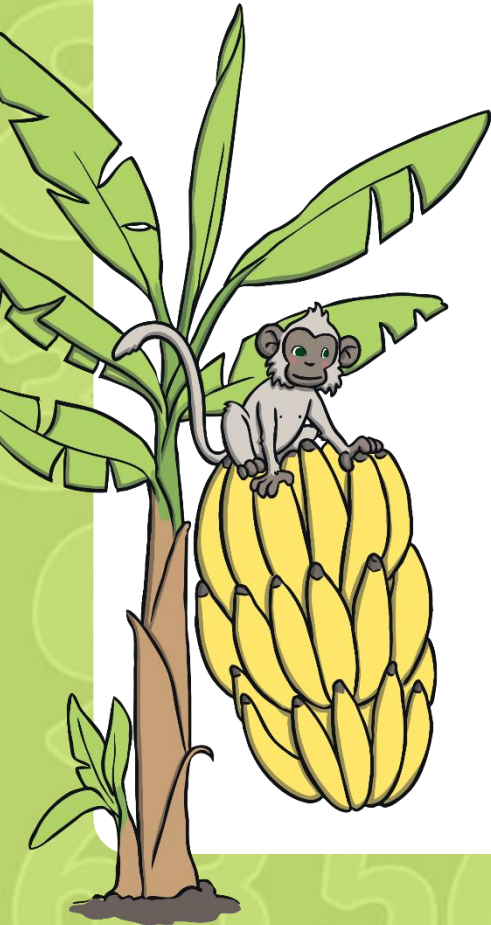
Counting in Twos



Count forwards and backwards in twos using the interactive number square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice?



Counting in Twos Activities



Missing Numbers

To count in steps of two.

Write the missing numbers in the sequence by counting forwards and backwards in steps of 2.

Explain to a partner how you found the missing numbers.

Zoe the zookeeper says, "34, 36, 38... If I keep on counting forwards in steps of 2, what numbers will I never use?"

Write 5 numbers Zoe the zookeeper will never say. Explain your reasoning.

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Counting in Twos Puzzle

To count in steps of two.

Can you help Zac the zookeeper to put his zoo picture back together? Cut out the puzzle pieces. On the next page, stick them in the correct order to complete the picture, counting in steps of 2 from 0. Be careful - some pieces are from the wrong puzzle so won't be needed!

Diving into Mastery

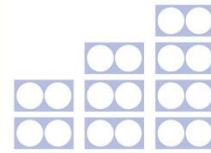
Dive in by completing your own activity!



Counting in Twos



Continue these sequences by counting in twos.



90, 92, 94, _____, _____, _____

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

10, 8, 6, _____, _____, _____

What do you notice?



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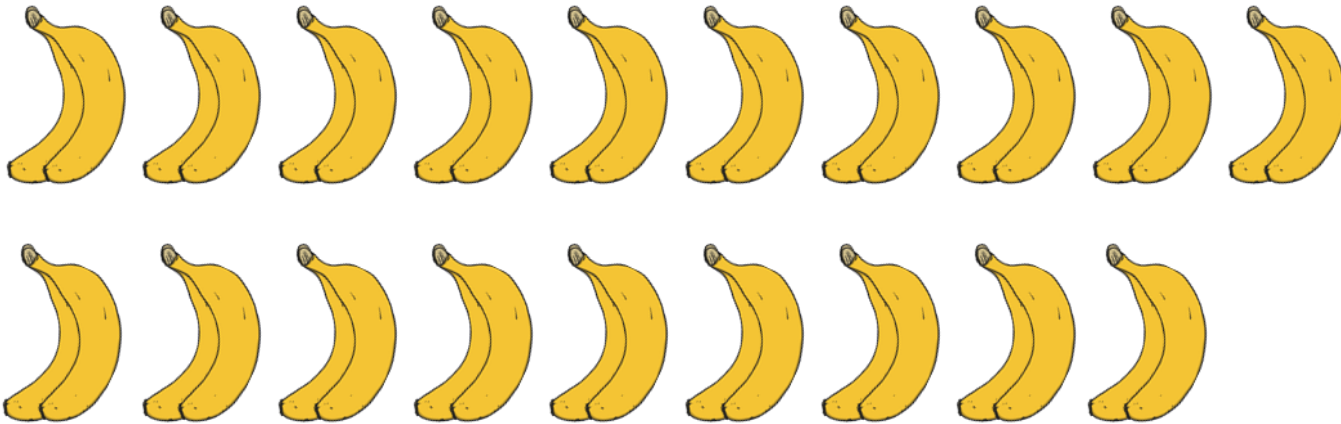


Bananas



Zac has counted 12 bananas so far.

Can you help count on in twos?



12

How many bananas does Zac have now?

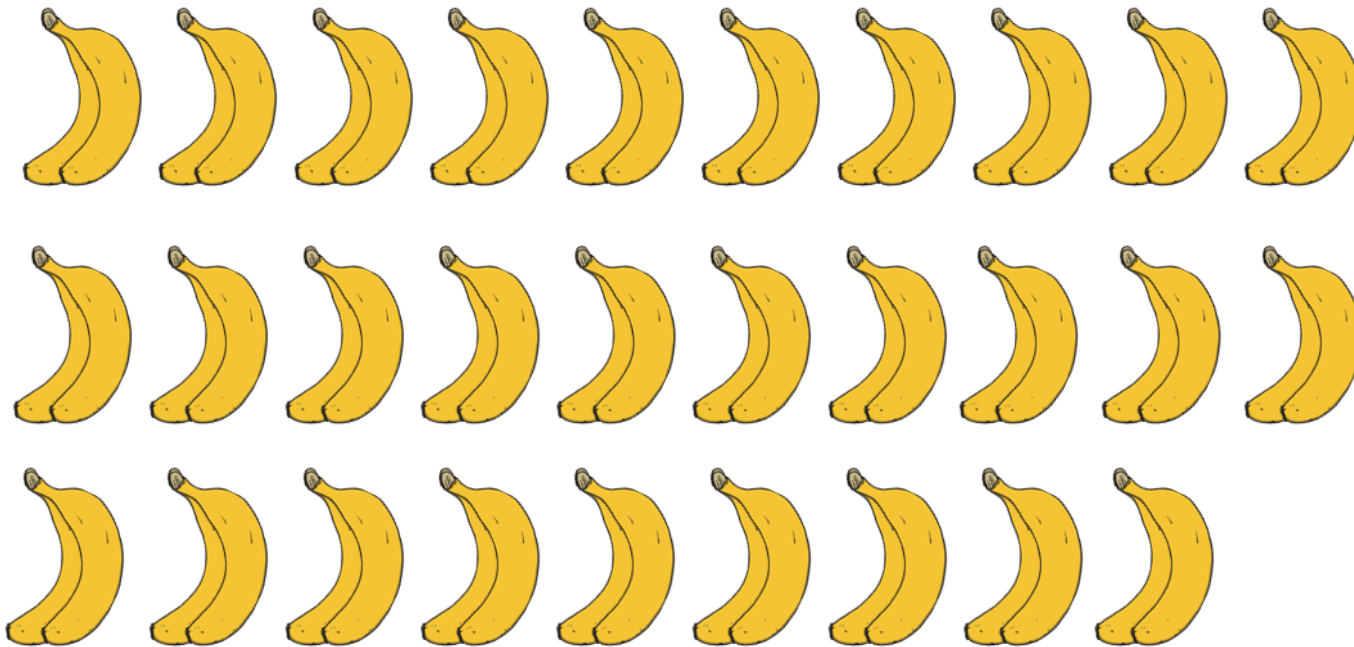
Zac now has 38 bananas.

Bananas



Zac has counted 32 bananas so far.

Can you help him count forwards in twos?



32

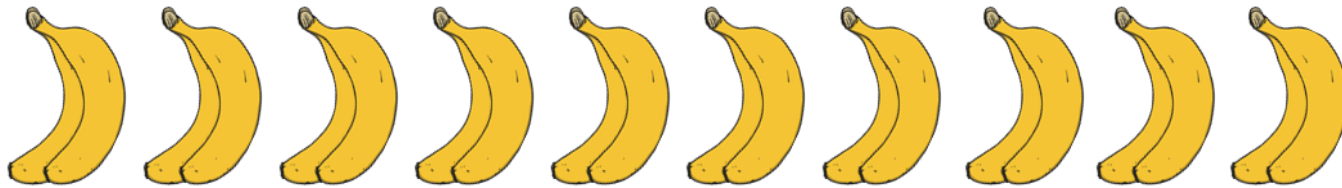
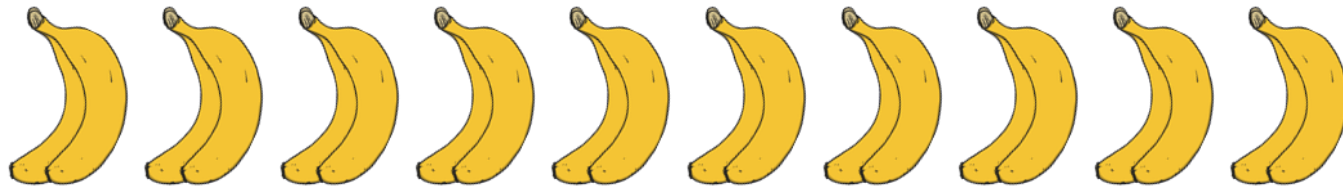
Now, Zac has 58 bananas.

Bananas



Zac has counted 44 bananas in total. Can you help him count back as he gives the bananas to the monkeys?

Count backwards in twos to find out how many he has left.



How many bananas does Zac have now?

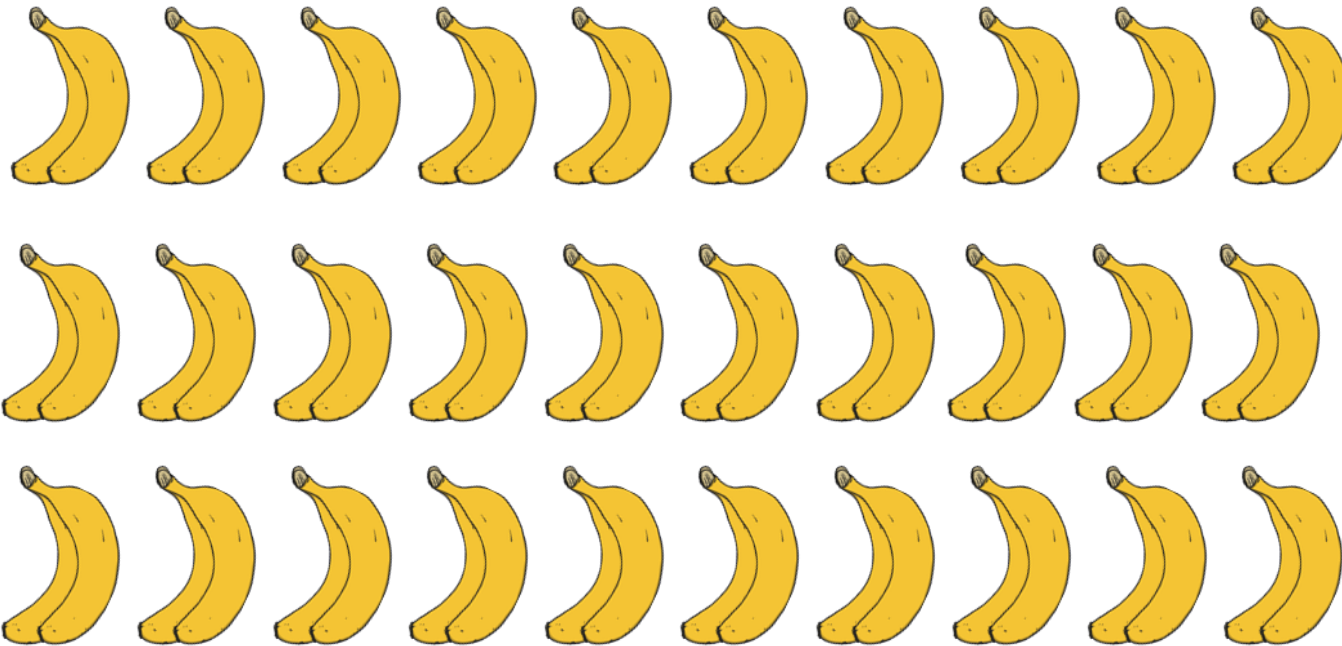
Now, Zac has 18 bananas left.

Bananas



Zac has counted 60 bananas in total. Can you help him count back as he gives the bananas to the monkeys?

Count backwards in twos to find out how many he has left.



60

Now, Zac has 44 bananas left.

Aim



- 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.

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