

Counting in Fives

Adult Guidance with Question Prompts



Children learn to count forwards and backwards in multiples of 5. Children will count forwards and backwards in fives from multiples of five. Children will need to use dice and 5p coins or the 'Dice 5s Cards' and '5p Cards' from the lesson resource pack.

Are the sequences going forward or backward in fives?

How do you know?

What numbers are missing?

Will this missing number end in a five or a zero?

Why do you think that?

What comes after five when we count back in fives?

How can you tell if these numbers are multiples of five?

Can you represent that number using 5p coins/dice fives?

Counting in Fives



Complete these sequences counting forwards and backwards in fives.

25	30				50
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		15		5	
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100	95			80	
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	60		70		
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Circle the numbers that are multiples of 5.

55

5

60

45

30

9

32

2

15

51

70



Represent the multiples of 5 using dice pictures or 5p coins.

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Children learn to count forwards and backwards in multiples of 5. Children will need practical equipment to represent a problem involving the five times table. The equipment could include number shapes, 5p coins, sticks of five cubes, etc.

How many children are there?

Each child has five fingers. What do you think is the most efficient way to count all their fingers?

Why do you think that?

Can you prove it?

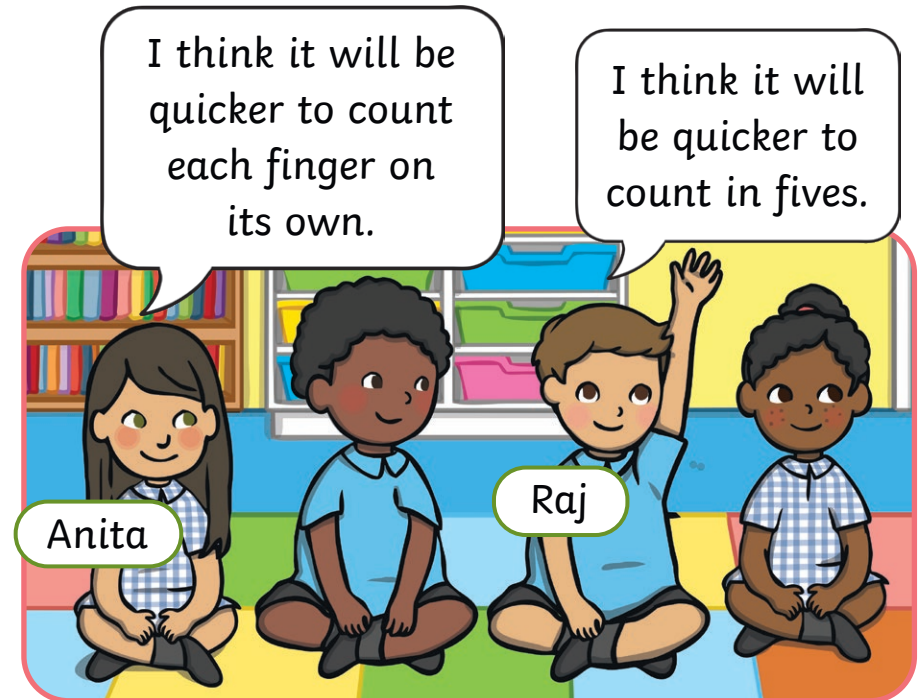
How many groups of five fingers does each child have?

Can you use equipment to represent the groups of five fingers we need to count?

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A group of children have been asked to find out how many fingers they have altogether. Each child has 5 fingers.



Who do you agree with? Explain why.

Count in fives to find out how many fingers the children have. Use equipment to represent the total.

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Children learn to count forwards and backwards in multiples of 5. Children read clues about numbers that are multiples of five. They should then list all the possible solutions.

Clue A

What do we know about the number?

Could the number be 100? Why not?

Could it be 50? Why?

Clue B

What digit will be in the ones column if it is even and a multiple of 5?

Could it be 20? Why?

Could it be 10? Why not?

Clue C

What digit will be in the ones column? How do you know?

Could it be 75? Why not?

Could it be 5? Why?

Think of a multiple of five between 0 and 100 and give your friends clues to work out what the number is. Can you use the words 'greater than', 'less than', 'odd', 'even' or 'multiple of five' in your clues? How else could you describe your number?

Counting in Fives



Detective Donna is thinking of three numbers.

A

I am thinking of a 2-digit number. It is a multiple of 5. It is greater than 45. It has 0 in the ones column.

B

I am thinking of an even number. It is a multiple of 5. It is between 15 and 75.

C

I am thinking of a number less than 60. It is a multiple of 5. It is an odd number.



List all the possible solutions for clues A, B and C. Can you make clues like this for a friend to solve?