



Maths

Counting in Fives

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 Children count on from different points and interpret numbers from base ten reasoning game. 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 pairs of the ability to represent number recognise 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 no tens or ones.

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 numerals and 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 5.

Success Criteria

- I can count on and back in fives using my hands.
- I can count on and back in fives using objects.
- I can read and write multiples of fives.
- I can find and make patterns when counting in fives.

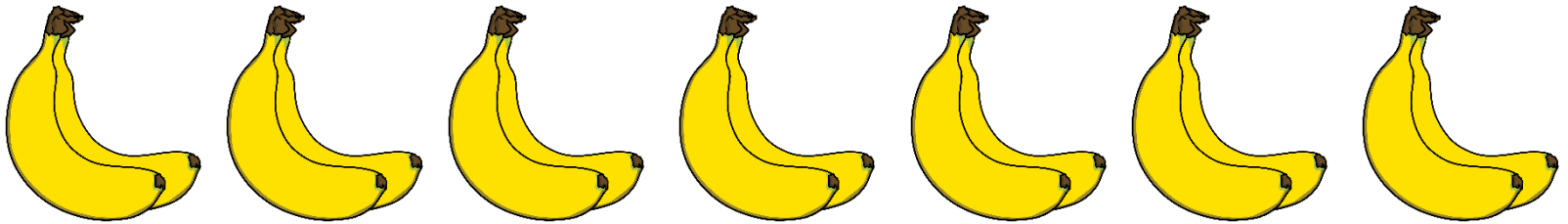
Counting in Fives



Remember It



How many bananas are there altogether?



14

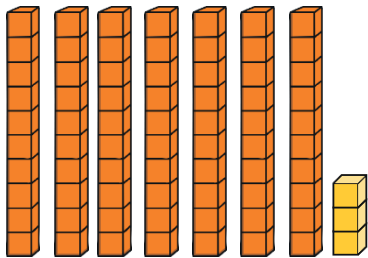
What if there was one more pair?

16

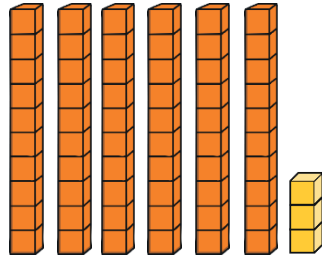
Remember It



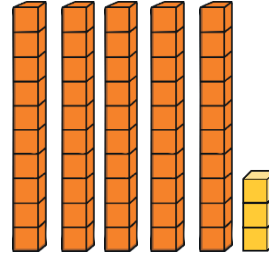
What number is missing in the sequence?



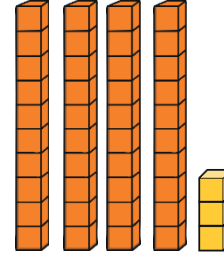
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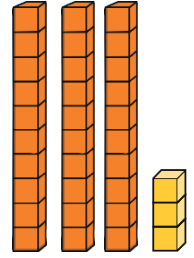
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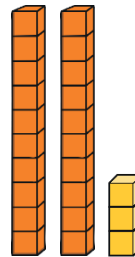


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What would be the next number?

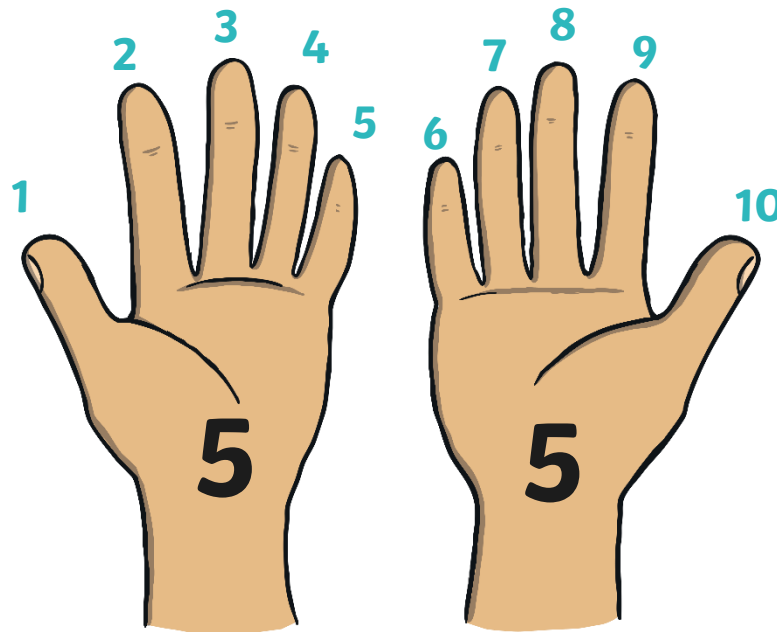


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Fingers or Hands?



How many fingers now?



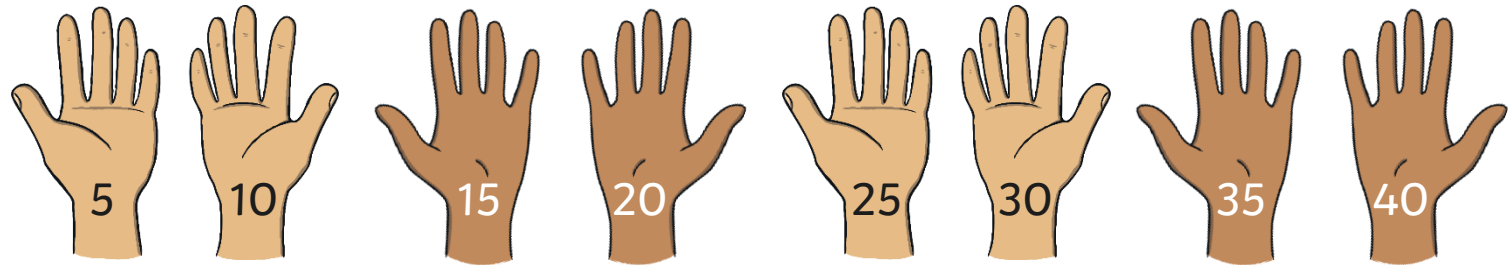
Do we need to count every finger?

We can just count in fives using our hands instead.

Fingers or Hands?



A group of friends place their hands on a table.



How many fingers are there altogether?

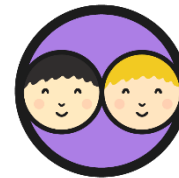
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Can you work this out by counting in fives?

Can you count fingers forwards and backwards round the group, remembering that each hand has 5 fingers?

Now you're counting in fives – well done!

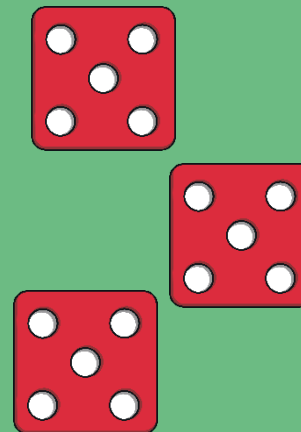
Fives



Now, we are going to play a game.

- Work with a partner.
- One person needs to mix up the cards and choose one.
- The other person must make that number using groups of 5 objects, dice pictures or 5p coins.
- Remember, each 5p stands for five 1p coins.

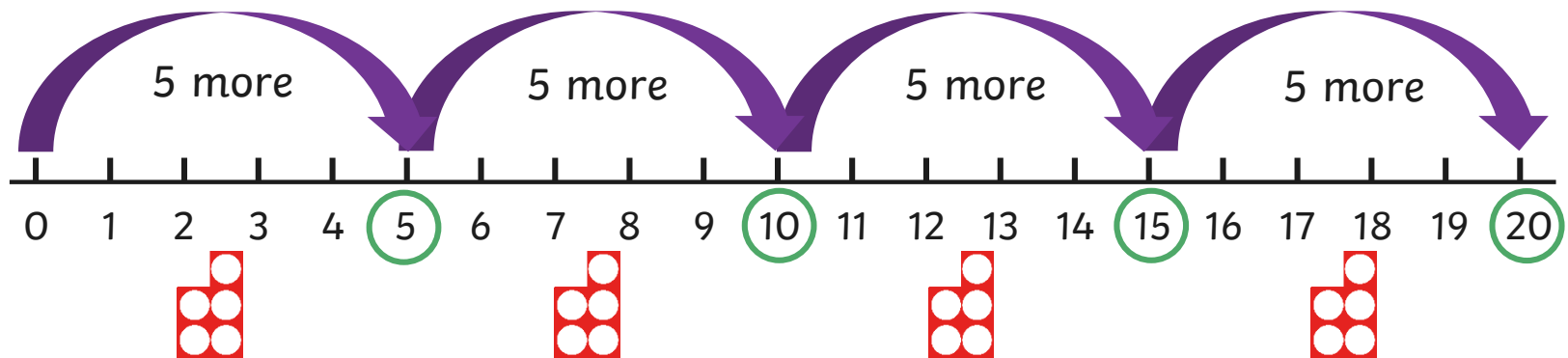
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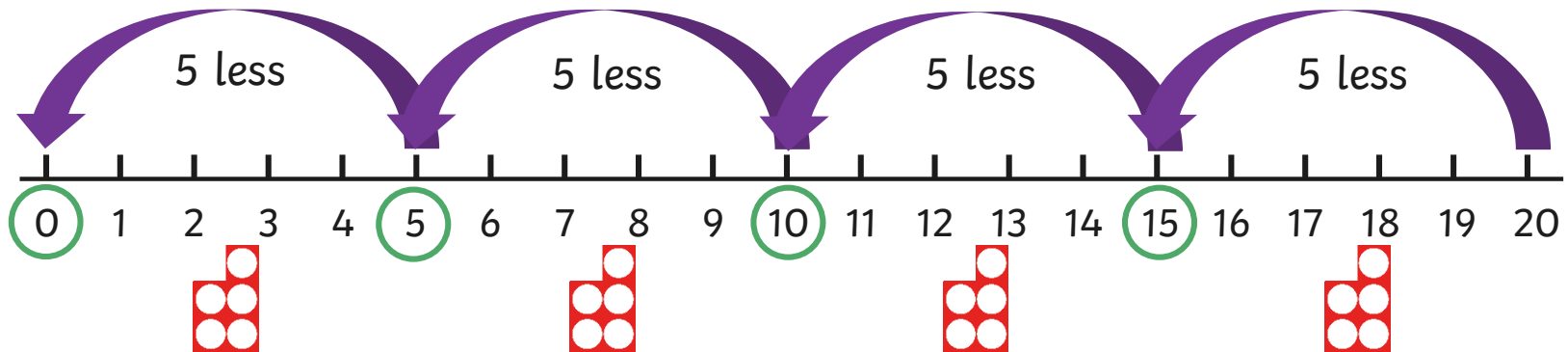
Counting in Fives



When we count forwards in fives, the number gets bigger by 5 each time.



When we count backwards in fives, the number gets smaller by 5 each time.



What's Hidden?



This hundred square shows us a pattern for counting in fives.

				5					10
				★					20
				25					★
				35					40
				★					50
				★					60
				65					70
				75					80
				85					90
				95					100

How can we work out what

What do you notice about all multiples of 5?

front zero in fives.

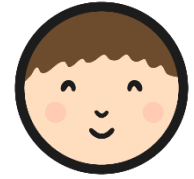
Multiples of 5 always have a 5 or 0 in in the ones column.

How many tens and ones should the missing number have?



Click on a star to reveal the hidden number.

High Five Activities



Can you work out the missing numbers?

Counting in Fives

To count in steps of five.

Can you continue the sequences counting in 5s?

5, 10, 15, _____, _____, _____,

15, 20, 25, 30, _____, _____,

35, 30, 25, 20, _____, _____,

25, 30, 35, 40, _____, _____,

55, 50, 45, _____, _____, _____,

30, 35, 40, 45, 50, _____, _____

Can you fill in the missing numbers?

0		10		20	
	40		50		60
20		30		40	
35		45		55	

Some of these numbers are not multiples of 5. Can you circle them?

5, 12, 15, 20, 22, 32
50, 45, 40, 35, 31, 26
24, 60, 35, 38, 46, 57

Counting in Fives

To count in steps of five.

Can you continue the sequences counting in 5s?

5, 50, 45, 40, _____, _____,

5, 40, 35, 30, _____, _____,

5, 30, _____, 40, _____, _____,

_____, 10, 15, _____, _____,

5, _____, _____, _____, 10

5, _____, _____, _____, 0

Can you fill in the missing numbers?

25		15		5	
65			50		
30		40		50	
	5			20	

Some of these numbers are not multiples of 5. Can you circle them?

5, 42, 61, 60, 50, 5
7, 36, 15, 45, 51, 56
26, 41, 55, 65, 60, 25
5, 10, 16, 22, 29

Complete the sentence:

Multiples of 5 always have a 5 or a _____ in the ones column.

Counting in Fives

To count in steps of five.

Can you continue the sequences counting in 5s?

_____, _____, _____,

_____, _____, 25

_____, 35, 40, _____,

15, 20, _____,

_____, _____,

_____, 45, _____, _____,

Can you fill in the missing numbers?

			40	
		15		25
	30	35		
				65

Write the multiples of 5 and write them in the table. The first one is done for
1, 65, 30, 47, 5, 12, 15, 39, 56, 43

Multiples of 5	
Tens Digit	Ones Digit
5	5

Notice about the ones digit in multiples of 5?

Diving into Mastery

Dive in by completing your own activity!



Counting in Fives



Complete these sequences counting forwards and backwards in fives.

25	30				50
----	----	--	--	--	----

		15		5	
--	--	----	--	---	--

100	95			80	
-----	----	--	--	----	--

	60		70		
--	----	--	----	--	--

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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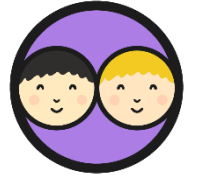
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Number Detective



Can you count all the way up to 100 in steps of 5.

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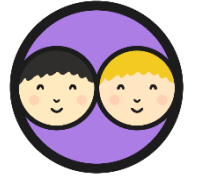
35 40 45 50 55 60

65 70 75 80 85 90

95 100



Number Detective



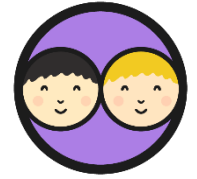
Be a number detective.

Which numbers in this grid are multiples of 5?
Tell your partner how you know that they are multiples of 5.

75	9	83
56	15	40
35	22	100



Number Detective



Multiples of 5 always have a 5 or 0 in the ones column.

7 <u>5</u>	9	83
56	1 <u>5</u>	4 <u>0</u>
3 <u>5</u>	22	10 <u>0</u>

H	T	O
	7	5
	1	5
	4	0
	3	5
1	0	0



Aim



- To count in steps of 5.

Success Criteria

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- I can count on and back in fives using objects.
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