Counting in fives

National Curriculum attainment target

• Count in multiples of twos, fives and tens

Lesson objective

• Count in multiples of five

Previous related lessons

Unit 1, Week 1, Lesson 2; Unit 3, Week 1, Lessons 2 and 4; Unit 3, Week 2, Lesson 2

Prerequisites for learning

Pupils need to:

• recognise, read and write numbers 0–20

• be familiar with numbers up to 50

• be able to count in fives from 0 to 20

**Vocabulary**

zero, nought, one, two … fifty, count, count on, count up to, count back, count in ones, count in twos, count in fives,
before, after, forwards, backwards, multiple, multiples of …

Future related lessons

Unit 6, Week 2, Lesson 4; Unit 8, Week 1, Lesson 4;
Unit 9, Week 1, Lessons 1 and 4; Unit 10, Week 1,
Lessons 3 and 4

Success criteria

Pupils can:

• accurately count in multiples of five, up to 50

• recognise multiples of five up to at least 50



Getting Started

• Choose an activity from Number – Multiplication and division/Number – Number and place value.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Multiplication and division/ Number and place value.

**Year 1, Unit 6, Week 1**

Teach

Resources

Resource 43: Multiples of 5 cards (0–50) (one card per child); squares of paper (per pair)

• Display: Slide 1 showing the numbers 0–20 on the number line.

• Count on from zero to 20 in steps of five, pointing to each number as you count.

• Ask: **How did I count? Did I count on or back? In ones?**

• Say: **I counted forwards. I counted on from zero to 20 in steps of five.**

• Count on from zero to 20 in steps of five with children, pointing to each number as you count.

• Display: Slide 2 showing the numbers 0–50 on the number line.

• Say: **We are going to count in steps of five again, but this time we’ll count on from zero to *50*.**

• Count on from zero to 50 in steps of five with children, pointing to each number as you count.

• Click to hide all the numbers on the 0–50 number line.

• Give each child a card showing a multiple of five in the range 0–50.

• Say: **We are going to count on from zero in steps of five. What comes first? If you have the number that comes first, hold it up.**

• Agree that zero comes first, and reveal it on the number line.

• Say: **Count on five. If you have the number that comes after zero when we count forwards in fives, hold it up.**

• Agree that the next number is five and click to reveal it on the number line.

• Continue in this way until all the multiples of five from zero to 50 are shown on the number line.

• Count on from zero to 50 in steps of five with children, pointing to each number as you count.

• Ask children to close their eyes. Click to hide two of the multiples of two, e.g. 20 and 35.

• Ask pairs to look at the number line and decide which two numbers are missing from the ‘pattern of fives’ and write them on a square of paper, one on each side.

• Point to the first space for children to hold up the number they think is missing.

• Choose several children to say the number, then reveal it on the number line.

• Say: **Zero, five, ten, 15 … 25. Twenty was the missing number.**

• Repeat for the second space.

• Repeat for several other pairs of multiples of five.

• Count on from zero to 50 in steps of five with children, pointing to each number as you count.

Individualised Learning

**Activity Book 1B** – Page 15: Fearsome 5s!

**Progress Guide 1** – Extension, Year 1, Unit 6, Week 1, Lesson 2:

Patterns of 5s

Resources: scissors and glue (per child)

Refer to Activity 2 from the
Learning activities on page 248.

Plenary

• Display: Slide 2 showing the numbers 0–50 on the number line.

• Count on from zero to 50 in steps of five with children, pointing to each number as you count.

• Say: **Now we are going to count in steps of five again, but this time we’ll count back from 50 to zero.**

• Count back from 50 to zero in steps of five with children, pointing to each number as you count.

• Say: **Look at the number line. Which number in the pattern of fives comes after 15? … before 25? … between 30 and 40?**

• Continue asking similar questions for various multiples of five.

• Count on from zero to 50 in steps of five with children, following a rhythm, e.g. 0 (clap) (clap),
5 (clap) (clap), 10 (clap) (clap)…

• When you reach 50, count backwards to the same rhythm.

• Repeat, making up different rhythms with children, including different actions, e.g. shrugging shoulders, nodding head.

Overcoming Barriers

• Although children may be able to repeat the sequence of multiples of five, they may not appreciate that they are adding five each time. Display a 0–50 number line, and ask ten children to stand at the front of the class and hold up five fingers each. Count the fingers with the class, and after each set of five, ask the child to close their hand and place a counter on the corresponding number on the number track. Continue to 50, so that all the children’s fingers have been counted and the number track shows multiples of five to 50. Count on in steps of five with children, pointing to the numbers on the number track as you count..