# Counting in threes

# National Curriculum attainment target

• Count in steps of 3 from 0, forward and backward

#### Previous related lessons

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

#### Prerequisites for learning

Pupils need to:

- count in twos, fives and tens
- be familiar with counting in multiples of a given number **Vocabulary**

zero, nought, three, six, nine ... thirty-six, count, count on, count up to, count back, count in threes/twos/fives/tens, before, after, forwards, backwards, multiples of

# Lesson objective

• Count in steps of 3

#### Future related lessons

Unit 6, Week 1, Lessons 1 and 3; Unit 6, Week 2, Lesson 1; Unit 8, Week 1, Lesson 1; Unit 9, Week 1, Lesson 1; Unit 10, Week 1, Lessons 1 and 3; Unit 10, Week 2, Lesson 1; Unit 12, Week 1, Lesson 1

Collins

Connect

Year 2, Unit 5,

Week 1

#### Success criteria

Pupils can:

- accurately count in steps of three up to at least 36
- begin to recognise multiples of three up to 36

# **Getting Started**

- Choose an activity from Number Number and place value.
- Choose an activity from *Fluency in Number Facts:* Y1/Y2 Number and place value.

The word 'ones' has been used throughout this lesson when referring to the least significant digit. However, children also need to be familiar with the word 'units'.



#### Resources

Resource 69: Multiples of 3 (enough for one per child); whiteboard, pen and eraser (per pair); 0–9 number fan (per child)

- Display the Number Square tool showing the numbers 0–50 and hide all the numbers.
- Remind the class that they know how to count in twos, fives and tens. Say: When we count on in twos, starting from zero, we know that each number that we land on is called a multiple of two. Can you tell me a multiple of 2?
- When children suggest multiples of two, reveal them (up to 50) on the number square and confirm with the class that any number that has 0, 2, 4, 6 or 8 as its ones digit is a multiple of two.
- Repeat in the same way to identify multiples of five and then multiples of ten.
- Set up the number square to show the numbers 0–36. Say: Now we are going to count in steps of three from zero. Count together with me.
- Count on with the class, in steps of three, from zero to 36 (the 12th multiple), pointing to each number as you count.
- Say: Look at this number square. Which number in the pattern comes after 12? Before 27? In between 18 and 24?
- Repeat several times.
- Hide all the numbers on the number square, leaving only 0 in position.
- Distribute the cards showing multiples of three from zero to 36.
- Say: We are going to count on from zero, in steps of three. If you have the card that comes after zero when we count forwards in threes, hold it up.
- The children/child with the number card showing 3 hold/s it up. Collect the card/s and reveal the number 3 on the number square and say: **Count on three. If you have the card showing the number after three, please hold it up.**

- Continue in this way until all cards showing multiples of three, from zero to 36, are revealed.
- Count on with the class in threes from zero to 36, pointing to the numbers as you count.
- Ask children to close their eyes, then hide three numbers on the square.
- Ask the class to open their eyes and look at the number sequence.



- Say: With your partner, I want you to count on in threes to find the missing multiples of three from the square. Write the numbers on your whiteboard.
- Ask children to hold up their numbers. Choose several children to say one number written on their whiteboard and then reveal the missing number in the sequence.
- Reveal all three missing numbers.
- Repeat using three different multiples of three.
- Point to the number square and, together with the class, count on in steps of three from zero to 36.

# Individualised Learning

Refer to Activity 1 from the Learning activities on page 226.

h II.

Activity Book 2B: – Page 2: Three step 3s Progress Guide 2: – Support, Year 2, Unit 5, Week 1, Lesson 1: Trees of 3

Resources: scissors and glue (per child)

# Plenary

- Display: the Number Square tool and point to a multiple of three, e.g. 24.
- Ask: Which two numbers will come next if I count on in threes from here? (27 and 30)
- Repeat several times, asking children to continue the pattern of threes each time.
- Ask children to identify the missing multiples of three from a sequence. Say: I am counting in multiples of three from zero. Which number is missing from my pattern? Listen carefully, 15...18...24... (21 is missing)
- Repeat several times for missing multiples of three, from zero to 36.
- If appropriate, using the number square, continue the count up to 50/100, highlighting each number landed on to show and discuss the resulting pattern.

## **Overcoming Barriers**

- Some children may have difficulty in identifying or predicting the steps of three as they count as, unlike the multiples of 10 or 5, for example, they cannot be identified as ending in a particular number. A visual clue or pattern only becomes apparent once the range of numbers is extended to say 50 or 100.
- Encourage children to count in ones aloud using a number track to support their counting and saying the count to a rhythm. They whisper the first two numbers, then say the third loudly, e.g. 'One... two... **three**... four... five... **six**...' Then replace the whisper with a nod of the head, e.g. 'nod... nod... three... nod... nod... six...' etc., supporting children in counting by using a number line.