Multiples of 25, 100 and 1000

National Curriculum attainment target

• Count in multiples of 25 and 1000

Lesson objective

• Count in multiples of 25, 100 and 1000

Prerequisites for learning

Pupils need to:

• count in steps of 50, 100 forward and backward

Vocabulary

multiple, forward, backward, next, previous, more, less

Success criteria

Pupils can:

• recognise the multiples of 25

• recognise the multiples of 1000

Getting Started

• Choose an activity from Number – Multiplication and division.

• Choose an activity from *Fluency in Number Facts: Y3/Y4* – Multiplication and division.
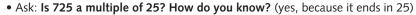
Teach

• Write 1000 on the whiteboard. Ask: **If we add 1000 to this number what would the next number be?** Write 2000 below 1000. Continue to 10 000. Ask children to count in 1000s to 10 000 forward and backward. Discuss any patterns the children can see, that is, each number has a zero in the hundreds, tens and ones places.

• Write 1000 again.

• Ask: **If we add 100 to 1000 what number do we have?** (1100). Keep adding 100 until 2000 is reached. Start a new column and carry on adding 100 until 3000 is reached.

• Ask: **What if we started with 6000 and added 100. What would the next number be?** (6100)

• Say: **Count in 100s with your partner to 7000. Count backward.**

• Refer children back to the 3000 written on the whiteboard. Count backward as a class to 1000.

• Ask: **What number comes before 1000 if we are counting in 100s?** (900). Write 900 on the board. Count backward to zero in 100s. Discuss any patterns, that is, each number has a zero in the tens and ones places.

• Say: **Now we are going to count in multiples of 25.** Write 25 on the whiteboard.

• Ask: **What number do we get if we add 25 to 25?** (50) Write 50 below 25.

• Ask: **What will be the next number in the sequence?** Add another 25 and write 75. Add another 25 and write 100. Continue until 200 is reached.

• Ask: **Can you see any patterns in the numbers that have been written?** (the tens and ones digits are in a repeating pattern of 25, 50, 75, 00)

• Say: **Count in multiples of 25 to 500.**

• Share children's answers, writing the multiples of 25 on the whiteboard to 500.

Write a multiple of 25 on the whiteboard, for example, 350. Ask: **What is the number that is 75 more than this number?** (Refer to the fact that three lots of 25 is equal to 75, so if we add three multiples of 25, the answer will be 425.)

- Ask: **Is 725 a multiple of 25? How do you know?** (yes, because it ends in 25)
- Ask: **Who can tell me a multiple of 25 between 500 and 700?**
- Say: **Like the multiples of 100, some of the multiples of 25 end in 00.**
- Say: **Discuss why this is the case.** Share ideas, eliciting from the children that four times 25 is equal to 100.
- Ask: **What is the multiple of 25 before 675? After 800? What is the multiple of 25 that is two multiples before 500?** Repeat with other examples.
- Ask: **What number is 50 more than/75 less than this number?**

Individualised Learning

Refer to Activity 1 from the Learning activities on page 238.

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Fizz buzz: Two multiples are identified to count in, for example 25 and 100. When a multiple of 25 is reached, the child says "Fizz". When a multiple of 100 is reached the child says "Buzz". When a multiple of 25 and 100 is reached the child says "Fizz buzz".

Plenary

- Arrange the pupils in a circle.
- Play Fizz or Fizz buzz. Pupils count round the circle in multiples of 25 to 1000. When a multiple of 25 is reached, instead of saying the multiple of 25, the pupil says "Fizz".

Homework Guide 4

Year 4, Unit 6, Week 1, Lesson 1: Multiples of 25, 100 and 1000

Resources: coloured pencils (per child)