Counting in twos

National Curriculum attainment target

• Count in multiples of twos, fives and tens

Lesson objective

• Count in multiples of two

Previous related lessons

Unit 1, Week 1, Lesson 2; Unit 3, Week 1, Lessons 1 and 4; Unit 3, Week 2, Lesson 1; Unit 5, Week 1, Lesson 2

Prerequisites for learning

Pupils need to:

• recognise, read and write numerals 0–20

• be familiar with numbers up to 50

• be able to count in twos from 0 to 20

Vocabulary

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

**Future related lessons**

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

Success criteria

Pupils can:

• accurately count in multiples of two, up to 30

• recognise multiples of two up to at least 20

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 42: Multiples of 2 cards (0–50) (one card per child); squares of paper (per pair)

• Display: Slide 1 showing the numbers 0–30 on the number line.

• Remind children of their experience of counting in steps of two, from zero to 20.

• Say: **Let’s count on in steps of two, this time from zero to *thirty*.**

• Count on from zero to 30 in steps of two with children, pointing to each number as you count.

• Say: **Now we are going to count in steps of two again, but this time we’ll count back from 30 to zero.**

• Count back from 30 to zero in steps of two with children, pointing to each number as you count.

• Say: **Look at the number line. Which number in the pattern of twos comes after 18? … before four? … between 12 and 16?**

• Continue asking similar questions for various multiples of two.

• Click to hide all the numbers on the 0–30 number line.

• Give each child a card showing a multiple of two in the range 0–30.

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

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

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

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

• Continue in this way until all the multiples of two from zero to 30 are shown on the number line.

• Count on from zero to 30 in steps of two 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. 18 and 24.

• Ask pairs to look at the number line and decide which two numbers are missing from the ‘pattern of twos’ 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: **10, 12, 14 … 18. Eighteen was the missing number.**

• Repeat for the second space.

• Repeat for several other pairs of multiples of two.

• Count on from zero to 30 in steps of two with children, then back from 30 to zero, pointing to each number as you count.

Individualised Learning

**Activity Book 1B** – Page 14: Toucan twos

**Progress Guide 1** – Support, Year 1, Unit 6, Week 1,
Lesson 1: Bug trail 2s

Resources: scissors and glue (per child)

Refer to Activity 1 from the
Learning activities on page 248.

Plenary

• Display: the Number Square tool. Colour 0.

• Say: **If I start at zero and make steps of two until I reach 30, which numbers will I land on?**

• Choose individual children to answer, and colour each multiple of two from zero to 30.

• Ask: **Does anyone notice a pattern in the numbers we land on when we count in twos from zero?**

• Encourage children to notice that the numbers they land on when counting in twos repeat the sequence 0, 2, 4, 6, 8 in the last digit.

• Prompt children to recall that any number they land on when counting in twos is a *multiple* of two.

• Say: **Any number that ends with zero, two, four, six or eight is a multiple of two.**

• Say: **I am going to count in multiples of two from zero. Which multiple of two is missing from the pattern? Zero, two, four, eight…** (6 is missing)

• Repeat for several different missing multiples of two, from zero to 30.