

# Multiples of 50 and 100

## National curriculum attainment target

- Count from 0 in multiples of 50 and 100; find 100 more or less than a given number

## Lesson objectives

- Count on and back in multiples of 50 and 100
- Find 100 more or less than a given number

### Prerequisites for learning

Pupils need to:

- count in steps of 5 and 10, forward and backward

### Vocabulary

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

### Success criteria

Pupils can:

- recognise the multiples of 50
- recognise the multiples of 100



## Getting Started

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

**Collins  
Connect**  
Year 3, Unit 8,  
Week 1

## Teach

- Ask children to count in fives from 0 to 50. As they are counting, write the numbers across the board.
- Say: **Today we are going to count in multiples of 50.** Underneath the first multiple of five, write 50. Ask: **What is the next multiple of 50?** (100) Write underneath 10 (the second multiple of five). Continue until the number 500 is reached.
- Ask: **Can you see any pattern between the multiples of five and 50?** (the multiples of 50 are 10 times larger) Ask: **Can you see any differences between the multiples of five and the multiples of 50?** (the multiples of five end in five and zero; the multiples of 50 end in 0; the multiples of 50 are all even)
- Count in multiples of 50 forward and backward. Repeat several times.
- In pairs, ask children to repeat counting in multiples of 50 forward and backward – taking turns to say each number as they count.
- Write a multiple of 50 on the board, for example, 250. Ask children to continue counting from this number.
- Repeat with other multiples of 50.
- Circle the number 100. Ask: **What is the next multiple of 100?** (200) Circle 200. Repeat until all multiples of 100 have been circled.
- Rewrite the multiples of 100 below and continue to 1000.
- Ask: **What patterns can you see in the multiples of 100?**
- Ask: **What is the multiple of 100 before 800? After 700? What is the multiple of 100 that is two before 500?** Repeat with other examples.
- Next, write a three-digit number on the board, for example, 250.
- Ask: **What is the number that is 100 more than 250?** (350) Write this number below.
- Ask: **What is the number that is 100 more than 350?** (450) Write this number below.
- Continue to at least 950.
- Ask: **What do you notice about the numbers?** (the hundreds digit is increasing by one hundred each time while the tens and ones digits remain unchanged)
- Count in hundreds starting from this number. Gradually remove the numbers so children are memorising the order.
- Repeat with other three-digit numbers.
- Write various three-digit numbers on the board, one at a time. Ask: **What number is 100 more than this number? What number is 100 less?**



↑ Say: Can we continue counting in multiples of 50 to 1000?



↑ Say: Can we continue counting in multiples of 100 to 2000?



## Individualised Learning

Refer to Activities 1, 2 and 3 from the Learning activities on pages 310-311.

**Pupil Book 3B** – Page 44: Counting in steps of 50 and 100

## Plenary

- Arrange the children in a circle. The first child says 50. Continue counting around the circle in multiples of 50 as far as the children can go.
- When the children can go no further, use the finish number to begin counting backwards in multiples of 50 until all children in the circle have had a turn.
- Repeat with multiples of 100.