Odd and even numbers

National Curriculum attainment targets

• Count, read and write numbers to 100 in numerals; count in multiples of twos

• Count to and across 100, beginning with 0 or 1

Lesson objective

• Develop recognition of pattern in the number system – odd and even numbers

Previous related lessons

Unit 1, Week 1, Lesson 1–4

Prerequisites for learning

Pupils need to:

• recognise, read and write numbers 0–20

• be familiar with numbers beyond 20

• be able to count in twos up to 20, starting from 0

**Vocabulary**

zero, nought, one, two … twenty, count back, count on, before, after, forwards, backwards, odd, even, pattern, larger, smaller, less than, more than

Future related lessons

Unit 5, Week 1, Lesson 2; Unit 8, Week 1, Lessons 1–4;  
Unit 9, Week 1, Lessons 1–4

Success criteria

Pupils can:

• count in twos up to 20, starting from 0 and from 1

• accurately order a set of numbers in the range 0–20



Getting Started

• Choose an activity from Number – Number and place value.

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



**Year 1, Unit 5, Week 1**

Teach

Resources

Number cards, 2–20 (one card per child)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:2.jpg• Display: Slide 1 showing a 0–10 number track.

• Circle 0 on the track.

• Say: **Let’s count in twos from zero.** Count on two steps from zero. **What number do we land on?** (2)

• Circle 2 on the number track.

Children may not

be familiar with

the term ‘digit’. If not,

explain that the numerals

0, 1, 2, 3, 4, 5, 6, 7, 8

and 9 are also called

‘digits’. Explore with

children the idea that we

use these ‘digits’ to write

all the other numbers,

e.g. 1 and 2 are the digits

we use to write 12; and

explore which is the ‘last’

digit in a number, e.g. 2

is the last digit in 12.



• Say: **Zero, two. What comes next, counting in twos?** Count on two more steps from two. **Which  
number do we land on?** (4) Circle 4 on the number track.

• Continue in this way until the sequence of even numbers to 10 is circled.

• Point to each number in the sequence in turn, except 10.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:arrow 2.jpg• Say: **Zero, two, four, six, and eight are all *even numbers*. Any number that has one of these  
even numbers as its last digit is also even.**

• Point out that ten has zero as its last digit. Establish that ten must also be an even number.

• Point to each number not circled on the track, in turn.

• Say: **One, three, fi ve, seven and nine are all *odd numbers*. Any number that has one of these  
odd numbers as its last digit is also an odd number.**

• Point to the even numbers zero to ten in turn and say them with the children.

• Repeat for the odd numbers one to nine.

• Ask: **Is three odd or even?** (odd) **Is two odd or even?** (even) Continue in this way for children to  
identify numbers on the number track as odd or even.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:11 copy.jpgpublishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Display: Slide 2 showing a 0–20 number track. Circle the even numbers 0–10.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Point to several numbers between ten and 20. Ask children to identify each number, and whether it  
is odd or even.

• Ask: **Is 13 odd or even? How do you know? Is 14 even? Why is it even?**

• Circle the numbers that are even, until all even numbers, 0–20 are shown circled.

• Distribute cards showing numbers 2–20 to children. Display a 0 card above a 1 card.

• Say: **Tell your partner about your number, without showing it. Is it odd or even? Is it smaller  
than ten? Larger than three? Can they guess your number?**

• Say: **We are going to make a pattern of even numbers, counting up from zero to 20. If you have the next even number after zero, hold it up.**

• Collect a 2 card and position it next to the 0 card. Say**: If you have the next even number after  
two, hold it up.** Collect a 4 card and position it next to the 2 card.

• Continue in this way, until the pattern of even numbers from 0 to 20 is complete.

• Point to the 1 card. Say: **We are going to make a pattern of odd numbers, counting up from  
one. If you have the next odd number after one, hold it up.**

• Repeat the activity, as before, this time to make a pattern of odd numbers from 1 to 19.

Individualised Learning

**Activity Book 1B** – Page 3: Odd Jobs and Even Stevens

Resources: red and blue coloured pencils

(per child)

**Progress Guide 1** – Support, Year 1, Unit 5, Week 1, Lesson 1:  
Odds and evens gardens

Resources: scissors and glue (per child)

Refer to Activity 2 and from the   
Learning activities on page 214.

Plenary

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:11 copy.jpg• Display: Slide 2 showing Resource 91: 0–20 number track.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **I am thinking of a number. It is an even number. It is less than ten, but more than six.  
What’s the number?** (8)

• Say: **I am thinking of a number. It is an odd number. It is more than 11 but less than 15. What’s the number?** (13)

• Repeat several times for children to identify odd and even numbers between 0 and 20.

• Point to the number track. Say: **Numbers  
ending in zero, two, four, six and eight  
are all even numbers. Numbers ending  
in one, three, five, seven and nine are all  
odd numbers.**

**Homework Guide 1**

Year 1, Unit 5, Week 1, Lesson 2:

Odds and evens patterns