Counting in tens

National Curriculum attainment target

• Count in multiples of twos, fives and tens

Lesson objective

• Count in multiples of ten

Previous related lessons

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

Unit 3, Week 2, Lesson 2

Prerequisites for learning

Pupils need to:

• recognise, read and write numbers 0–20

• recognise numbers that are multiples of ten up to 50, and have a good awareness of numbers that are multiples of ten up to 100

• be able to count in tens from zero to 50

**Vocabulary**

zero, nought, one, two … fifty, sixty, seventy, eighty, ninety, one hundred, count, count on, count up to, count back, count in ones, count in twos, count in fives, count in tens, before, after, forwards, backwards, multiple, multiples of …

Future related lessons

Unit 6, Week 2, Lesson 4; Unit 8, Week 1, Lesson 4;

Unit 9, Week 1, Lessons 1 and 4; Unit 10, Week 1,

Lessons 3 and 4

Success criteria

Pupils can:

• accurately count in multiples of ten, up to 100

• recognise multiples of ten up to at least 100



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 44: Multiples of 10 cards (0–100) (one card per child); squares of paper (per pair)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:2.jpg• Display: Slide 1 showing the numbers 0–50 on the number line.

• Count on from zero to 50 in steps of ten, pointing to each number as you count.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask: **How did I count? Did I count on or back? In ones?**

• Say: **I counted forwards. I counted on from zero to 50 in steps of ten.**

• Count on from zero to 50 in steps of ten with children, pointing to each number as you count.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:graph.jpg• Display: the Number Square tool.

• Say: **We** **are going to count on in steps of ten again, this time from zero to *100*.**

• Count on from zero to 100 in steps of ten with children, pointing to each number as you count.

• Click to hide all the numbers on the number square.

• Give each child a card showing a multiple of ten in the range 0–100.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **We are going to count on from zero in steps of ten. 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 square.

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

• Agree that the next number is ten, and click to reveal it on the number square.

• Continue in this way until all the multiples of ten from zero to 100 are shown on the number square.

• Count on from zero to 100 in steps of ten with children, pointing to each number as you count.

• Count back from 100 to zero in steps of ten with children, pointing to each number as you count.

• Ask children to close their eyes. Click to hide two of the multiples of ten, e.g. 30 and 70.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask pairs to look at the number square and decide which two numbers are missing from the ‘pattern of tens’ 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 click to reveal it on the number square.

• Say: **Zero, ten, twenty … forty. Thirty was the missing number.**

• Repeat for the second space.

• Repeat for several other pairs of multiples of ten.

• Count on from zero to 100 in steps of ten with children, then back from 100 to zero, pointing to each number as you count.

Individualised Learning

**Activity Book 1B** – Page 16: Tenpin 10s

**Progress Guide 1** – Extension, Year 1, Unit 6, Week 1, Lesson 3:

Tomato ketchup 10s

Resources: scissors and glue (per child)

Refer to Activity 3 from the   
Learning activities on page 249.

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• Display: the Number Square tool.

• Count on from zero to 100 in steps of ten with children, pointing to each number as you count.

• Repeat as you count back from 100 to zero in steps of ten with children.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **Look at the number square. Which number in the pattern of tens comes after 30? … before 70? … between 80 and 100?**

• Continue asking similar questions for various multiples of ten.

• Count on from zero to 100 in steps of ten with children, following a rhythm, e.g. 0 (clap) (clap), 10 (clap) (clap), 20 (clap) (clap)…

• When you reach 100, count backwards to the same rhythm.

**Homework Guide 1**

Year 1, Unit 6, Week 1, Lesson 3:

Patterns of 2s, 5s and 10s

• Repeat, making up different rhythms with children, including different actions, e.g. shrugging shoulders, nodding head.

Overcoming Barriers

• Although children may be able to repeat the sequence of multiples of 10, they may not appreciate that they are adding  
ten each time. Display a 0–100 number track, and ask ten children to stand at the front of the class and hold up ten fingers  
each. Count the fingers with the class, and after each set of ten ask the child to close their hand and place a counter on the corresponding number on the number track. Continue to 100, so that all the children’s fingers have been counted and the  
number track shows multiples of ten to 100. Count on in steps of ten with children, pointing to the numbers on the number   
track as you count.