

Blues and twos

Activity 1

Focus of activity: Counting in 2s from 1 and from 2.

Working together: conceptual understanding

- Lay out a set of 1-20 cards, odd numbers on yellow card and even numbers on blue card (see child instructions for the set of cards).
- Count along the cards from 1 to 20.
- Now use whisper counting: whisper one, say two, whisper three, say four, whisper five, say six, and so on to twenty. Chn join in as they pick up the pattern. *What do you notice about the numbers we whispered?* (On yellow cards.) *And the numbers we said?* (On blue cards.)
- Remove the yellow cards, and keep the blue numbers in order. Say the blue numbers: *two, four, six... twenty. We're counting in 2s, adding two each time, starting at two.*
- Next tell chn that you are going to start counting in 2s, then will stop and they are to carry on the count! *Two, four, six, eight, ten, twelve, fourteen.* Chn say *sixteen, eighteen, twenty.* Point to the numbers on the cards as they say them. Repeat, stopping at a different point. If chn cope well, see if they can continue the count with the following cards turned over.
- Ask chn to help you to put all the cards back in order.
- Use whisper counting, but this time say one, whisper two, say three, whisper four and so on to 20. *Which numbers did we say this time?*
- Remove the blue cards and order the yellow cards. Count along them: *one, three, five... nineteen. We're counting in 2s, adding two each time, but this time starting at one.*
- Count in 2s until 13, and ask chn to continue the count, firstly with you pointing to the numbers in the line, then with cards after 11 for example turned over.

Up for a challenge?

Can anyone count in 2s from 2 to 20 without the cards? Can anyone count in 2s from 1 to 19 without the cards? Ask for volunteers to 'perform' the counting in 2s.

Now it's the children's turn:

- Give each pair a shuffled set of even 2-20 cards.
- Their first task is to put them in order, and then count in 2s along the line.
- They then take it in turns to close their eyes whilst their partner turns over a card. They say which number has been turned over, counting along the line if necessary. They turn the card over to check.
- Repeat for odd 1-19 cards.
- Go round the group and check that they are counting in 2s accurately. As chn are not recording, you may wish to make notes as a record. If chn are struggling, refer them to a 1-20 track.

S-t-r-e-t-c-h:

If chn cope well, ask them to shuffle the blue cards and take one. One child counts in 2s to that number, the other child carries on the count to 20. Swap roles and use the yellow cards.

Things to remember

Remember that when we count in 2s, we say every other number. Count round the group in 2s from 2 to 20, then from 1 to 19.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources <ul style="list-style-type: none">• 1-20 cards, odd numbers on yellow card and even numbers on blue card (see child instructions for a set of cards)	Outcomes <ol style="list-style-type: none">1. Chn can count in 2s from 1 and from 2.2. Chn begin to count in 2s from other numbers.
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Blues and twos

Activity 1

1

3

5

7

9

11

13

15

17

19

Clever counting

Activity 2

Focus of activity: Counting in 10s from 10.

Working together: conceptual understanding

- Show chn a 100 bead bar. Do they know how many beads are on it? Remind them that we don't need to count them in ones, we can count in 10s. *This is called 'clever counting'!* Move all the beads to the right as chn see them. Move a group of 10 beads to the left with a 'swoosh' as you say 10, another as you say 20, and so on to 100. Repeat asking chn to join in as they can. Repeat until chn are joining in.
- Show chn a 1-100 grid. Ask them where the numbers you have just been saying are on this grid. Agree that they are all at the end of the rows, and form one column.
- Use the grid to support counting on in 10s from 10 to 100, pointing to the numbers as you say them together. Repeat. *What do you notice about the numbers when we count in 10s from 10?* e.g. They all have a zero at the end, when we say them they end in '-ty' apart from 10 and 100.
- Next tell chn that you are going to start counting in 10s, then will stop and they are to carry on the count! 10, 20, 30, 40, 50. Chn say 60, 70, 80, 90, 100. The first time point to numbers on the grid as they say them. If they cope well, next time see if they can continue the count without you pointing to the numbers on the grid.
- Finally, ask chn to count in 10s from 10 to 100, 'flashing' both hands as they say each number.

Up for a challenge?

Challenge chn to count in 10s with their eyes shut!

Now it's the children's turn:

- Give each pair a shuffled set of 10s cards.
- Their first task is to put them in order, and then count along the line.
- They then take it in turns to close their eyes whilst their partner turns over a card. They say which number has been turned over, counting along the line if necessary. They turn the card over to check.
- Go round the group and check that they are counting in 10s accurately. As chn are not recording, you may wish to make notes as a record. If chn are struggling, refer them to the 1-100 grid.

S-t-r-e-t-c-h:

If chn cope well, ask them to shuffle the cards and take one. One child counts in 10s to that number, the other child carries on the count to 100.

Things to remember

Remember that 10s numbers all end in zero. We can use clever counting in 10s to count big numbers of things rather than counting in ones. Show chn a big collection of cubes (e.g. 80). Say that they are going to use clever counting to find how many there are. Chn help you to put the cubes in towers of 10 cubes. Now count along the towers to find the total.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
<ul style="list-style-type: none">• Bead bar (100 beads)• 1-100 grid• 10s cards (10, 20, 10... 100, see child instructions)• Cubes (e.g. 80)	<ol style="list-style-type: none">1. Chn can count in 10s from 10 to 100.2. Chn begin to count in 10s from a multiple of 10 to 100.

Clever counting

Activity 2

Work in pairs

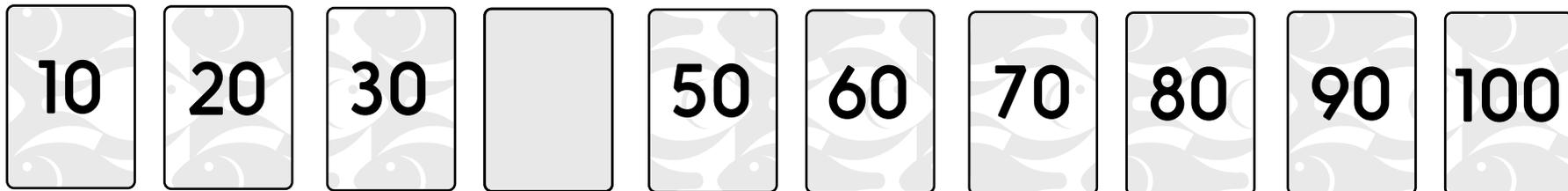
Things you will need:

- A set of 10s cards



What to do:

- Your first task is to put the cards in order, smallest first.
- Count in 10s along the line of cards.
- Close your eyes whilst your partner turns over a card in the line.
- Open your eyes. Which number do you think your partner turned over? Count in 10s along the line to check.
- Now turn over the card. Were you right? If so, collect a cube.
- Now swap roles, so you turn over a card for your partner.
- Keep taking turns.
- Who collected most cubes?



S-t-r-e-t-c-h:

Shuffle the cards. Take one. Count in 10s to that number. Your partner carries on the count to 100. Now swap roles.

Learning outcomes:

- I can count in 10s from 10 to 100.
- I am beginning to count in 10s from a 10s number to 100.

Clever counting

Activity 2

10

20

30

40

50

60

70

80

90

100