

Counting forwards and back within 20

CURRICULUM ALIGNMENT

NUM.NCT.2

demonstrate proficiency in using and applying different counting strategies.

INTERACTIVES **Number Line** · challenge, display, explore

WHAT THIS LESSON TEACHES

When you count forwards you say each next number going up from where you stand. When you count back you say each next number going down. The first number you say is always the next one along, not the number you started on.

→ Standing on 8, count on: 9, 10, 11, 12, 13.

→ Standing on 15, count back: 14, 13, 12, 11.

MODEL THIS ON THE BOARD

COUNT ON 4 STEPS FROM 6

- 1 Stand on **6**. The first number you say is the next one: **7**.
- 2 Keep counting on: **8**, then **9**, then **10**.
- 3 After 4 steps you land on **10**.

LESSON ARC

Open with a brisk whole-class countdown from 10, then from 15, before any number line appears. Model three journeys on the number-line interactive: stand on 8 and count on to 13, stand on 15 and count back to 11, then hold on 17 so the class names 18 before the step. Pupils take turns moving the marker while everyone counts aloud. Copybook write counts back from 15 to 10, then Class Challenge runs four step-count prompts at the board. Close by asking why 9 is the first number said when counting on from 8.

TEACHING MOVES

1. **Getting Started.** Lead the countdown from 10 as a playful lift-off chant, then jump straight to 15 without restarting from 10. Keep it brisk and unison — this plants counting back before the number line is on screen.
2. **Watch and Notice.** On the number-line interactive, stand the marker on 8 and say nothing until you step to 9 — stress once that the start is where you stand, not the first number said. Repeat counting back from 15 to 11. On the third journey, freeze on 17 and wait for the class to name 18 before you move.
3. **Try It Together.** One pupil steps the marker; the class counts aloud and agrees or corrects. Give one journey at a time from the four listed. Catch anyone who says the start number as the first count — stop, re-stand the marker, and restart the count from the next number along.
4. **Write the counting-back line.** Pupils write 15 down to 10, one number under the next, in their copybook. Walk the room for numeral order only — this is practice, not marking. Glance for anyone who starts the list at 14 or jumps a number.
5. **Class Challenge.** Run the four step-count prompts as brisk whole-class board turns. Before each check ask: do we say the start number — why not? Watch for pupils who leave the marker on the start instead of the number they stop on. Skip any extra prompts if time is tight.

6. What Did We Notice?. Ask why 9 is the first number said when counting on from 8. Listen for ‘we are already on 8’ or ‘8 is where we stand’, then revoice: the start is where we stand — the first number we say is the next one along.

COMMON MISCONCEPTIONS

⚠ Pupils say the start number as the first count: standing on 8 they chant ‘8, 9, 10...’ instead of ‘9, 10, 11...’.

Freeze the marker on the start. Point: ‘We are already here — we do not say it again.’ Step once and have the class name only the landing number, then restart the full count.

⚠ On a step-count prompt, pupils leave the marker on the start number or count the starting square as step one, so ‘count on 4 from 6’ lands on 9 instead of 10.

Show one clear step per hop on the number-line interactive. Count the hops out loud with fingers: ‘one hop — 7, two — 8...’ so the class sees steps are moves, not the square they began on.

⚠ When counting back, some pupils restart from the top or jump straight toward zero instead of stepping one number at a time from the start.

Return to the lift-off chant from 15, slowing each number. Then rebuild the same journey on the number line, stepping one tick at a time so every landing is named.

DIFFERENTIATION

EMERGING

- Keep journeys counting on only, and stay within 1–10 on the number line while the class works within 20.
- Pre-place the marker on the start and have the pupil only make the hops; the class still says each landing number.

DEVELOPING

- After a correct board turn, ask: if we had taken one more step, where would we land — and how do you know?
- Give a silent think-time prompt: start at 11, count back 3 — show the stop number on fingers before anyone speaks.

PROFICIENT

- Narrate a harder board variant: start at 13, count on 6 — then ask them to say the stop number before the marker moves.
- On the copybook write, add a second line: count back from 20 to 14 and circle every even number they land on.

✂ **Cross-curricular:** Tie to PE — pupils take a set number of hops across the yard from a marked start and say each landing count aloud.

ANSWER KEY

Your turn · Write the missing numbers. A) 4, 6, 8 B) 12, 14 C) 15, 17, 19

Your turn · Write the missing numbers. A) 9 B) 15, 13

Is it right? · It lands on 10. **tick** · It lands on 9. **cross**

Star challenge · Write the missing numbers. 7, 10, 13, 16

EXTENSION SHEET · STRETCH ANSWERS

S1: 20

S3: 15

S2: 15

S4: 10