

Counting in 2s: two at a time

CURRICULUM ALIGNMENT

NUM.NCT.2

demonstrate proficiency in using and applying different counting strategies.

ALG.PRR.2

identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.

INTERACTIVES Hundred Square · challenge, display, explore

WHAT THIS LESSON TEACHES

Counting in 2s means jumping two each time: 2, 4, 6, 8 and so on. Each jump skips one number in between.

→ Six pairs of wellies: 2, 4, 6, 8, 10, 12.

→ Jumps of two land on 2, 4, 6, 8 and so on.

MODEL THIS ON THE BOARD

SIX PAIRS OF WELLIES

- 1 Look at the six pairs lined up by the classroom door.
- 2 Shade the first pair as **2**, then jump two for each pair: **4, 6, 8, 10**.
- 3 The sixth pair lands on **12**: six pairs give **12** boots counted in twos.

LESSON ARC

Open with paired muddy wellies at the classroom door and five seconds of quiet think-time on a quicker count. Walk three hundred-square snapshots on the IWB — shade 2–12, then through 20, then past 20 — chanting each landing until a pupil spots the tidy columns. Pupils take turns shading the next two on the interactive while the class predicts aloud, write the 2-to-20 line in their copy, then run the Class Challenge bank at the board. Student Activity Book page 52 is the desk practice.

TEACHING MOVES

1. **Getting Started.** Show the paired-wellies image. Give five silent seconds, then take three hands-up answers. Steer toward counting the pairs without naming ‘twos’ yet — hold the pattern name for the next step.
2. **Watch and Notice.** Run three snapshots on the hundred-square interactive. Chant 2–12 with the class, keep the beat steady through 20, then point down each shaded column past 20 and ask ‘what is the same?’. Hold the phrase ‘tidy stripes’ until a pupil notices the columns, then revoice it.
3. **Try It Together.** Start the chant from 2. Before each shade, pause for a hands-up prediction. Invite a few pupils to the board; the watching class keeps chanting. If a wrong cell is shaded, ask the class to check the last digit before correcting.
4. **Write the twos line in your copy.** Pupils write 2, 4, 6... 20 in their maths copy. Walk the row for numeral formation and commas. This is whole-class practice, not marking — a pupil who needs support may stop at 12.
5. **Class Challenge.** Keep board turns brisk. Class confirms each shade before the next pupil. On the final target (three jumps after 14), watch that they shade 16, 18 and 20 — not just one cell.

6. **What Did We Notice?**. Ask why twos is quicker than counting every one, and where else things come two at a time. Revoice 'each jump covers two, so we land only on the twos line'. Celebrate any mention of the stripes.

COMMON MISCONCEPTIONS

⚠ A pupil counts on by one instead of two and shades 15 after 14, treating the hundred square like a one-by-one count.

Freeze the board. Point at the last shaded cell and ask 'how big is our jump?'. Chant the last three landings together, then let the pupil re-shade the correct cell.

⚠ A pupil shades only one cell when the prompt asks for three jumps of two after 14.

Revoice the prompt: 'three jumps — shade each landing'. Count the jumps on your fingers with the class as 16, 18, 20 appear.

⚠ A pupil reads the shaded columns across the row instead of down, missing that tidy stripes run top to bottom.

Trace one column with your finger on the IWB — 2, 12, 22 — and ask what stays the same in the ones place. Name the vertical stripe only after they see it.

DIFFERENTIATION

EMERGING

- Let the pupil stop the copybook line at 12 and join the class chant for the rest.
- On board turns, pre-point at the correct column so they only choose which cell in that stripe.

DEVELOPING

- After the copybook line, ask: if we kept going, what comes after 20? After 28?
- On the last Class Challenge target, ask which numbers we skipped between 14 and 20, and why.

PROFICIENT

- Pose: shade three more twos past 20 on the hundred square and tell the class what the ones digit is doing.
- Ask: would counting in twos from 1 make tidy stripes too? Predict before anyone shades.

✂ **Cross-curricular:** Link to the wellies hook — count pairs of outdoor shoes at the class door after break, chanting in twos.

ANSWER KEY

Scaffold: visual check on the page

Q1: 56

Q2: 20

Q3: 66

Q4: 38

a) Always : Adding two to 14 gives 16.

b) Never : 15 is odd so jumps of two from 2 never land on it.

EXTENSION SHEET · STRETCH ANSWERS

S1: 95

S2: 90

S3: 70

S4: 90