

## Year 1: Counting on and back in 5s within 50

### GUIDANCE FOR PARENTS

#### **Learning objective**

In this lesson, your child will learn how to count in 5s, from 0 up to 50, and find out about the pattern in counting in 5s.

#### **Key mathematical language**

**5s** – when we talk about ‘counting in 5s’ we mean that we are counting in groups of 5s. There is a pattern to counting in 5s – the numbers always end in 5 or 0.

### LEARN

#### **Video 1: *Counting on and back in 5s within 50 – Part A***

This video familiarises your child with what it sounds like to count in 5s and the numbers that you say up to 50. It then shows them how to use their counting skills to find the answer to a real-life question with a sports theme.

- This video sets the question: *How many tennis balls are there in 5 tubes?* The aim of this question is to demonstrate counting in 5s. Pause the video when it suggests discussing the points below with your child.
- Practise counting in 5s. Count aloud together. Really emphasise the sound of the ‘five’ and ‘ty’ 5 (e.g. twenty-five, thirty) and show a group of five (e.g. 5 fingers) each time you say the next number to help your child learn the pattern. The number square on screen shows this visually.
- The video models counting in 5s to work out the answer to a real-life question. (*How many tennis balls are there in 5 tubes?*). The number line shows this visually.
- To reinforce the idea, you could show 5 groups of the same 5 objects. You could use blocks or pieces of dried pasta, but try to find objects that are the same and relatively uniform. Ask, *how many are there in each group? Let’s count them in 5s together.*

#### **Video 2: *Counting on and back in 5s within 50 – Part B***

This video follows on from Video 1 and extends the pattern of counting in 5s. The video shows more than one way of using counting in 5s to answer this question.

- This video set the question: *how many tennis balls are there in 6 tubes?* The aim of this question is to encourage your child to notice they don’t need to start counting

from zero again. Pause the video when it suggests discussing the points below with your child.

- The video shows that there are two methods: counting 6 lots of 5 from 0 or using the answer to the previous question and counting on one more 5. The number line shows both methods visually.
- To reinforce the idea, you could use groups of objects as you did during Video 1. Get your child thinking by asking: *What's different about counting in 5s compared to counting in 1s? Do you always need to start from 0 when counting in 5s?*
- Take this opportunity to practise counting in 5s once again. (There are suggestions in Activity 1, below, to help you.)
- This video shows two images that are helpful for counting in 5s: a number line and a number square. Point out that these may come in useful in Activity 2!

## PRACTISE

### Activity 1

Practise counting in 5s, making it as practical as possible. Here are some suggestions for how you can do this, using whatever you have available in the house.

- Sort objects into fives and then practice counting them one group of 5 at a time. You could use any object where you have a sufficient number and they are relatively uniform, such as marbles, plastic blocks or dried pasta.
- Allow your child to draw groups of 5 objects and count them aloud.
- Provide paint and allow your child to create fingerprints or handprints in groups of 5 and encourage them to count aloud, one group of 5 at a time.
- Wave or flash 5 fingers as you count aloud together!

### Activity 2

In this activity your child will use the method they learnt in the videos to count in 5s and by the end of the activity they will reach 50.

Remind your child that the video showed how to work out the number of tennis balls by counting in 5s on a number line.

Read **Question 1** aloud. Model counting 7 groups of 5 by moving your finger along the number line and counting aloud: 5, 10, 15, 20, 25, 30, 35. Answer: **There are 35 tennis balls in 7 tubes.**

Point to the number square in Question 1. Ask your child to help you find the numbers 5, 10, 15, 20, 25, 30 and 35 on the square. If you can, circle the numbers on a printed copy or use the tools to highlight the numbers on the PDF.

# Daily lessons

Read **Question 2** aloud. Ask, *can you work out how many tennis balls are in 8 tubes by counting on the number line?* Encourage them to count aloud. Answer: **There are 40 tennis balls in 8 tubes.**

Ask: *Can you circle 40 on the number square? What do you notice about the numbers we've circled?* They might notice that the numbers end in 0 or 5 and/or that all the numbers appear in the same two columns.

Read **Question 3** together. You could guide your child as you did for Questions 1 and 2 but if they are feeling confident, they could work independently on Question 3.

Here are the answers:

**There are 45 tennis balls in 9 tubes.**

**There are 50 tennis balls in 10 tubes.**