

Give me five

Focus of activity: Counting in 5s.

Working together: conceptual understanding

- Use the 100 bead bar to support counting on in 5s from 5 to 100. Move all the beads to the right as the children see them, then move groups of five beads at a time to the left as you all say *five, ten, fifteen, twenty... one hundred!*
- Repeat so that more children can join in. Point out the pattern of a 10s number, then a number ending in 5, a 10s number, a number ending in 5 and so on.
- Show a 1-100 grid. Ask children to help you to ring the numbers you said when counting in 5s from 5. Point out the stripy pattern they make. Make sure that children see that the numbers all end in 0 or 5.
- Together use the 1-100 grid to support counting on in 5s from 5 to 100.
- Start the count but stop and ask children to say the next number, e.g. *five, ten, fifteen, twenty...* the children say the next number.
- Repeat, but stop at a different place.
- Do some 'Mexican wave counting' with the group. Ask a child to hold up one hand as you all say *five*, then hold up the other hand as you say *ten*. The next child holds up a hand as you say *fifteen*, then another hand as you say *twenty*, and so on round the group. *We could have counted all our fingers in ones - one, two, three, four... but that would have taken ages! Counting in 5s is much quicker.*

Up for a challenge?

Can children count in 5s with their eyes closed, as they hear you move the beads?

Now it's the children's turn:

- Children count in 5s to count the total number of fingers on cards. They stick the card on a piece of paper and write the total number of fingers (including thumbs) underneath. Repeat for as many cards as possible.
- Go round the group and mark their counts as they do them, e.g. initially after three examples.

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

If children cope well, ask them to write the missing numbers in this sequence: 5, 10, 15, __, 25, 30, __, 40, 45, __, 55, 60, 65, 70, 75, __, 85, 90, 95, 100.

Things to remember

What's special about the numbers we say when counting in 5s from 5? Count round the group in 5s, round and round until you reach 100. What amazing counters they are!

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

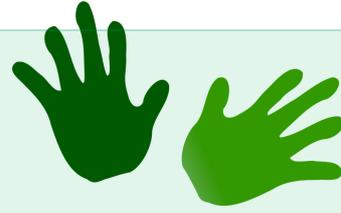
Resources	Outcomes
<ul style="list-style-type: none">• 100 bead bar• 1-100 grid	<ol style="list-style-type: none">1. Children can count in 5s to at least 50.2. Children begin to write missing numbers in the sequence made by counting in 5s.

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Work in pairs

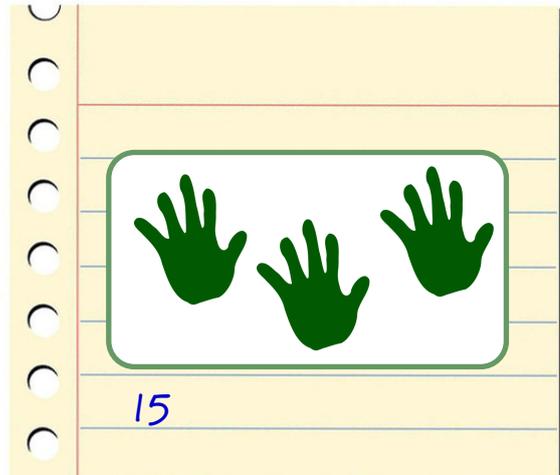
Things you will need:

- A set of hands cards
- A glue stick
- A pencil



What to do:

- Spread the cards out. Choose one.
- Count in fives to find out how many fingers there are.
- Stick the card on a piece of paper.
- Write the number of fingers underneath.
- Repeat for as many cards as you can.



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

Write the missing numbers in this sequence:

5, 10, 15, __, 25, 30, __, 40, 45, __, 55, 60, 65, 70, 75, __, 85, 90, 95, 100.

Learning outcomes:

- I can count in 5s to at least 50.
- I am beginning to write missing numbers in the sequence made by counting in 5s.

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