

Has difficulty with counting reliably in tens from a multiple of ten

Opportunity for: looking for patterns

Resources

- 100-square
- Tens cards (Resource sheet 24)
- Multiples of ten (10–100) written on A5 pieces of paper
- Beanbags

Key vocabulary

ten, twenty, thirty, and so on to a hundred
backwards
forwards

Teaching activity

Time 10–15 minutes

Explain to the child that the activity today is a game called **Whisper and jump**, and it will help them to count in tens.

? What do you think counting in tens means? Can you count in tens?

Show the child the number cards (10, 20, and so on to 100).

? Can you put these cards in order?

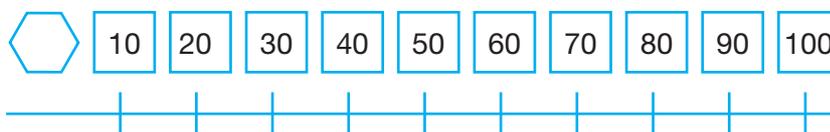
If the child finds this hard, support putting them in order and refer to a 100-square, clearly indicating the vertical line of tens numbers. The child might prefer to order the cards vertically rather than horizontally.

Help the child to count in tens, by rote at first, pointing to the cards.

Suggest that the child tries to do the count with their eyes shut, making a picture of the next ten number in their head.

? Can you start at forty and count on? Which number comes just before one hundred?

If the child needs further support, put a spaced out paper tens number line to 100 on the floor, with something for zero. Put a beanbag by each ten number (but not by zero).



How to play

1. The player stands on zero and counts from one to nine in a whisper, but when they get to ten they say it loudly and jump onto the 10 paper. (If you do this in the hall or playground, so that they can shout the tens numbers, it can be good fun and leave a lasting impression!)
2. Then they whisper the numbers from eleven to nineteen inclusive and shout and jump to 20, and so on to 100.

? How many jumps and shouts did you do? How many beanbags are there?

Ask the child to shut their eyes while you move some of the tens numbers out of order.

? Can you put the numbers back in the right order?

If the child finds this hard, encourage them to look closely at the numbers to see the patterns of one, two, three, and so on to ten, within the numbers.

Repeat the activity, counting either with cards or the floor number track, but counting back in tens from one hundred to zero. (Counting by whispering all the numbers between the tens is quite hard, so that might be a supporting whole-class task.)

You can say the counting back numbers as a different way, to blast off a rocket – one hundred, ninety, eighty, and so on to zero or ‘blast off’!

? When you are counting back in tens, which number do you say just after twenty? Just before fifty?**? Can you tell me something you learned today?**

Go over counting in tens, forward and back, and the vertical pattern down the edge of a 100-square, and keep this on display.

Count back from one hundred by whispering ninety-nine to ninety-one then shouting ninety, and so on back to zero.