

## Spotlight 5: a learning check

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

*Opportunity for: explaining and discussing*

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**Eyes closed**

**Time** 5–15 minutes

### Resources

- Large blank 100-square
- Two sets of tens cards (Resource sheet 24)
- Real 2p coin with 'b' on one side and 'f' on the other
- Counting stick, metre stick, scales
- Reward

### Check: does the child use key vocabulary?

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

### Teaching activity

'The task today is a game, **Eyes closed**, where you are going to shut your eyes and do some counting in tens. We are going to toss the coin. If it lands so we can see "b" for backwards, you should count back all the way to zero, and if it lands with "f" for forwards, you should count forwards all the way to a hundred.'

### How to play

1. First, ask the child to put tens cards from 10 up to and including 100 in the right place on the 100-square, and explain that they can look at that if they get stuck.
2. With a shuffled set of tens cards, ask the child to take one, for example, twenty. Then toss the coin. If it lands on 'f', the child counts from twenty all the way to a hundred, but with their eyes shut. If it lands on a 'b' they count from twenty back to zero.

3. If they are correct, they win a reward. (The card is not put back in the pile you are using.)

If this proves too challenging, or the child gets confused, let them look up at the 100-square at any time, then go back to having their eyes closed.

4. Repeat the card game a few times with different cards.

**? Can you tell me which tens number comes after seventy?**

**? Do you find it easier to count forwards or backwards?**

**? If you are counting forwards, which number comes just after forty? Explain to me how you knew that.**

**? Can you explain to me why counting in tens is so important?**

If the child is unsure about this, remind them of 10p coins and look at a metre stick and a dial on metric scales where the tens are marked boldly.

Using an unmarked counting stick, ask the child to count along it in tens, silently, pointing at the right place on the stick. After they have understood what you mean, explain that you are going to stop them sometimes and ask them the number that is in their head. This should be the number that they are pointing to.



Extend the silent counting using a counting stick during whole-class mental mathematics times.

### **Learning outcomes**

By the end of this set of activities, children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- count in tens forwards and backwards from any tens number up to a hundred;
- say a number that is either side of a tens number;
- be able to recognise a simple number pattern and talk about it.