



**THIRD SPACE**  
LEARNING

# Ready-to-go Lesson Slides

## Year 2

Place Value  
Lesson 9

Aut1

**At Third Space Learning we provide personalised online lessons from specialist maths tutors to support the target groups in your school.**

These ready-to-go slides are designed to work alongside our interventions to supplement quality first teaching and raise attainment in maths for all pupils.

To find out more about how you could use our 1-to-1 interventions year-round to boost maths progress in your school then get in touch:

020 3771 0095

[hello@thirdspacelearning.com](mailto:hello@thirdspacelearning.com)

**Boosting maths progress through 1-to-1 conversations...**



# To count in 2s, 5s and 10s

- I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- I can count on or back in 10s starting from any number
- When I count I can spot patterns and use this to solve problems

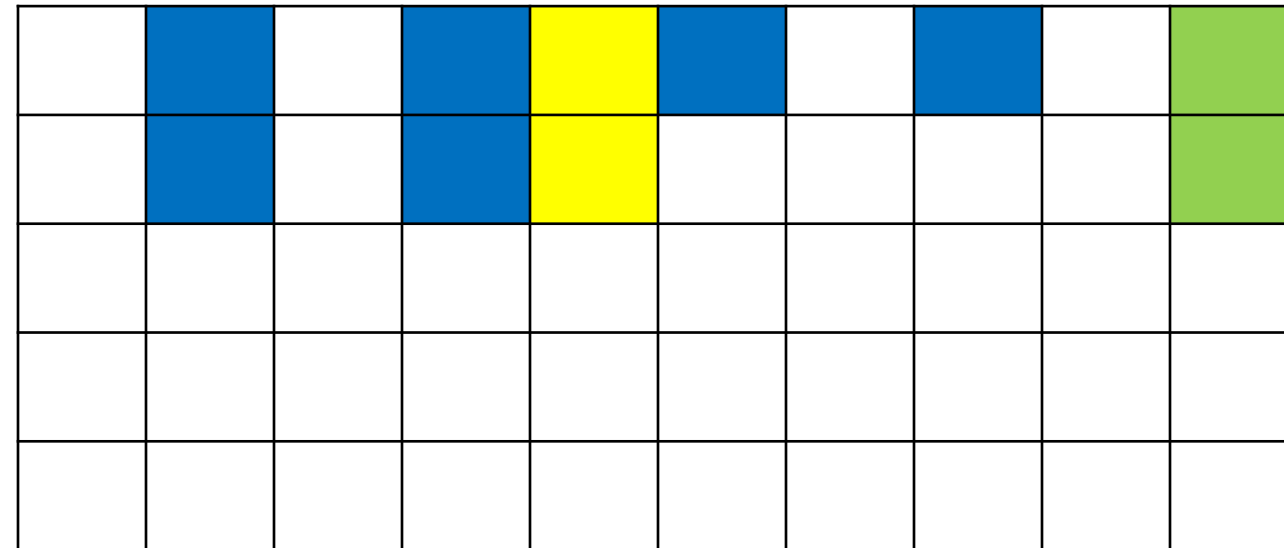
## Starter:

Here is a grid. It has 50 squares.

Lola colours every two squares blue.

She colours every five squares yellow.

How many squares will be both colours or green? Why?



# To count in 2s, 5s and 10s

- I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- I can count on or back in 10s starting from any number
- When I count I can spot patterns and use this to solve problems

## Starter:

Here is a grid. It has 50 squares.

Lola colours every two squares blue.

She colours every five squares yellow.

How many squares will be both colours or green? Why?

There will be 5 green squares.

When Lola counts in 2s she will say:

2, 4, 6, 8, **10**,  
12, 14, 16, 18, **20**...

When she counts in 5s she will say:

5, **10**, 15, **20**...



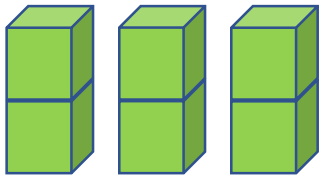
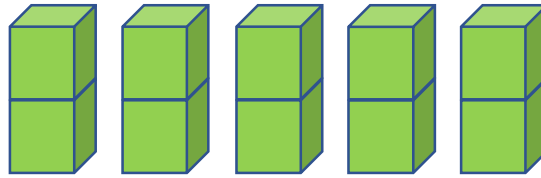
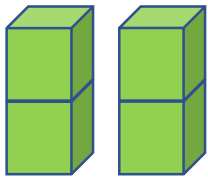
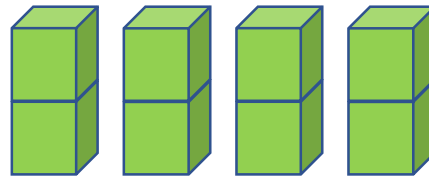
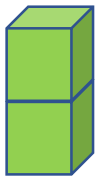
# To count in 2s, 5s and 10s

## Talking Time:

Here is a number sequence.

What will come next in the pattern?

How do you know that you are right?



# To count in 2s, 5s and 10s

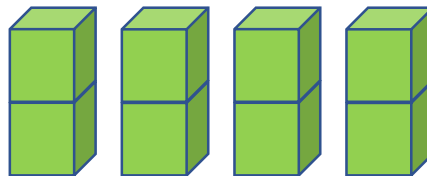
## Talking Time:

Here is a number sequence.  
What will come next in the pattern?  
How do you know that you are right?

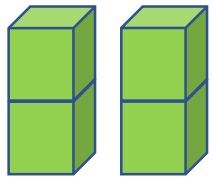
It will be 6 towers of 2 cubes because the pattern is counting up in 2s and goes 2, 4, 6, 8, 10, **12**.



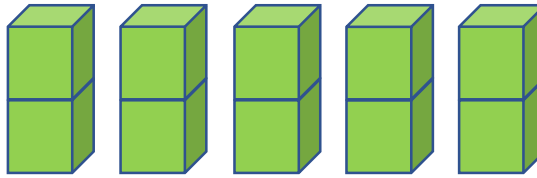
2



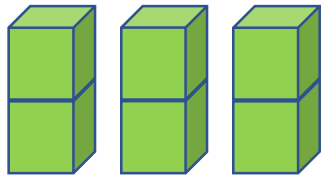
8



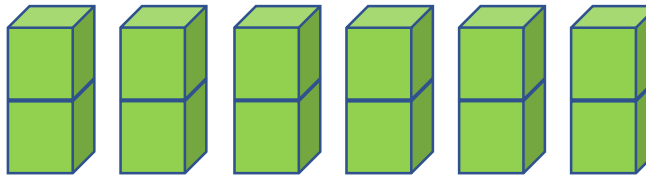
4



10



6



12

# To count in 2s, 5s and 10s

## Talking Time:

Here is a number sequence showing fingers on a handprint.

What will come next in the pattern?

How do you know that you are right?



# To count in 2s, 5s and 10s

## Talking Time:

Here is a number sequence showing fingers on a handprint.

What will come next in the pattern?

How do you know that you are right?

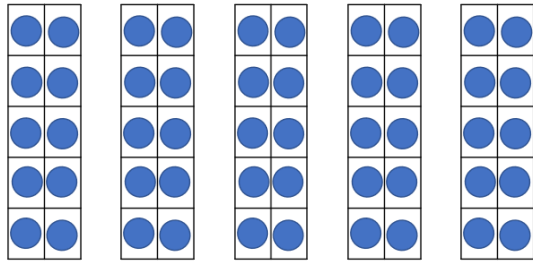


It will be 2 hand prints showing 10 fingers because the pattern is counting back in 5s and goes 25, 20, 15, 10.

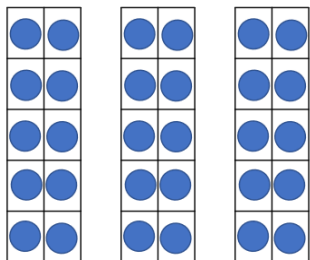
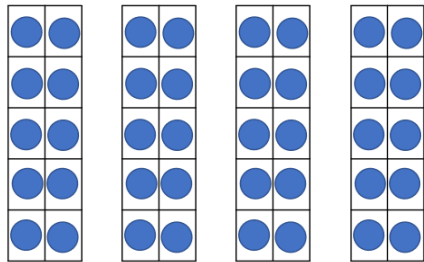


# To count in 2s, 5s and 10s

## Talking Time:

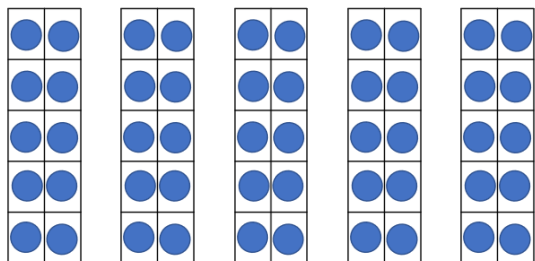


Here is a number sequence.  
What **two** images will come next in the pattern?  
How do you know that you are right?



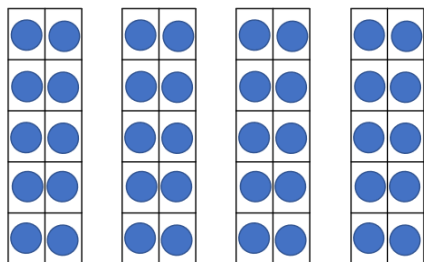
# To count in 2s, 5s and 10s

## Talking Time:

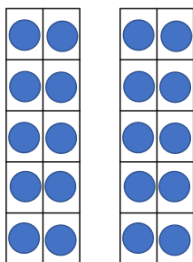


50

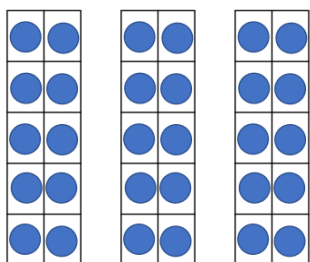
Here is a number sequence.  
What **two** images will come next in the pattern?  
How do you know that you are right?



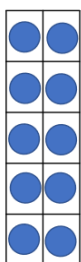
40



20



30



10

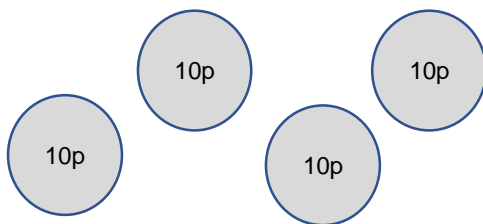
It will be 2 tens frames, then 1 tens frame because we are counting back in 10s and the pattern goes 50, 40, 30, **20**, **10**.

# To count in 2s, 5s and 10s

## Activity 1:



Evie



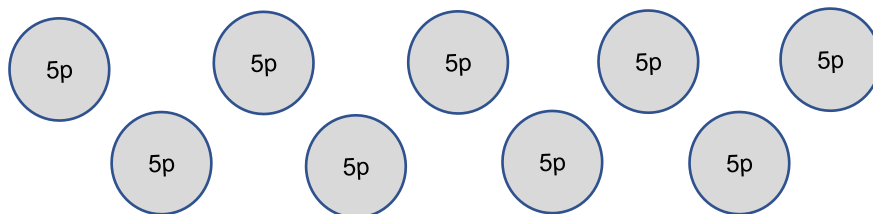
Who has the **greatest amount of money?**  
How do you know?

### Extension:

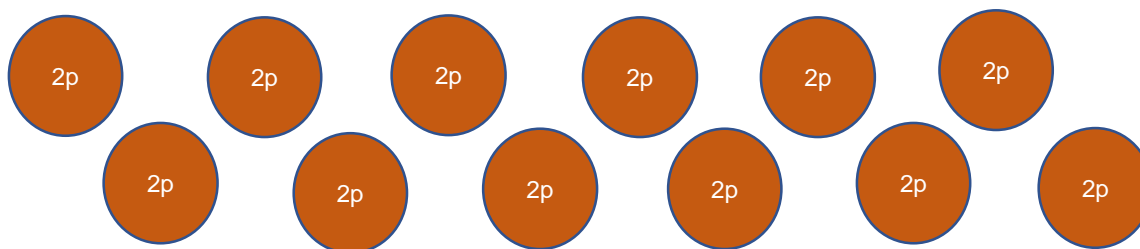
How many more coins  
would Riley need to  
match the same amount  
of money as Evie?  
Why?



Jenson



Riley

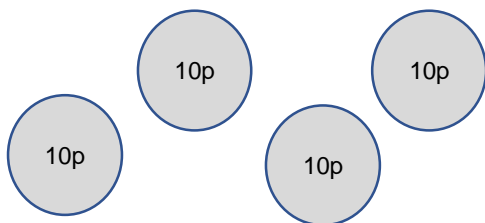


# To count in 2s, 5s and 10s

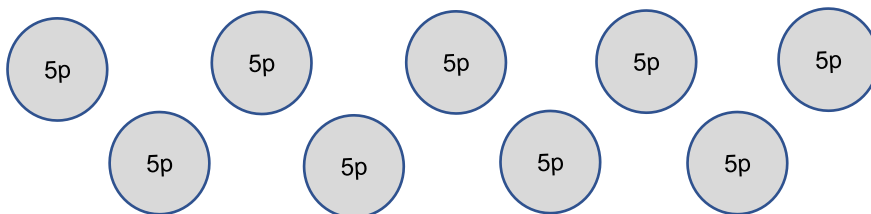
## Activity 1:



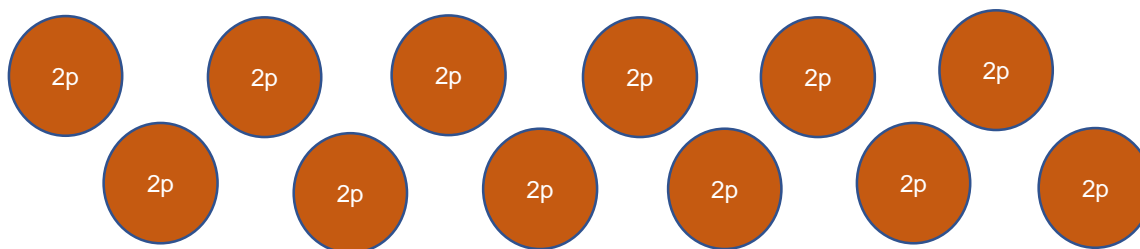
Evie



Jenson



Riley



Who has the **greatest amount of money**?  
How do you know?

Jenson has the greatest amount of money.  
He has 45p.  
Evie has 40p.  
Riley has 24p.

## To count in 2s, 5s and 10s

### Talking Time:

Can you continue this number sequence?

Can you explain the rule using the stem sentence?

6, 8, 10, 12, 14, 16, 18, , ,

The rule is count \_\_\_\_\_ in \_\_\_\_\_ .

*Are you counting forwards or backwards? How do you know?*

## To count in 2s, 5s and 10s

### Talking Time:

Can you continue this number sequence?

Can you explain the rule using the stem sentence?

6, 8, 10, 12, 14, 16, 18, 20, 22, 24

The rule is count forwards in twos.

*Are you counting forwards or backwards? How do you know?*

## To count in 2s, 5s and 10s

### Talking Time:

Can you continue this number sequence?

Can you explain the rule using the stem sentence?

75, 70, 65, 60, 55, 50, , ,

The rule is count \_\_\_\_\_ in \_\_\_\_\_ .

*Are you counting forwards or backwards? How do you know?*

# To count in 2s, 5s and 10s

## Talking Time:

Can you continue this number sequence?

Can you explain the rule using the stem sentence?

75, 70, 65, 60, 55, 50, 45, 40, 35

The rule is count backwards in fives.

*Are you counting forwards or backwards? How do you know?*



# To count in 2s, 5s and 10s

## Talking Time:

Can you fill in the gaps in this number sequence?

Can you explain the rule?

, , 44, 42, 40, , 36, 34, 32

*Are you counting forwards or backwards? How do you know?*

# To count in 2s, 5s and 10s

## Talking Time:

Can you fill in the gaps in this number sequence?

Can you explain the rule?

48, 46, 44, 42, 40, 38, 36, 34, 32

The rule is count backwards in twos.

*Are you counting forwards or backwards? How do you know?*

# To count in 2s, 5s and 10s

## Talking Time:

Can you fill in the gaps in this number sequence?

Can you explain the rule?

60, 65, 70, 75, 80, 85, 90, 95

The rule is count forwards in fives.

*Are you counting forwards or backwards? How do you know?*

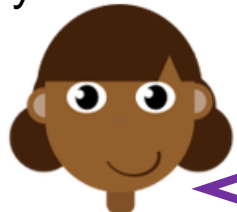
# To count in 2s, 5s and 10s

## Activity 2:

Which of these numbers will **ALL** the children say?

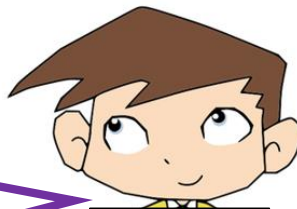
8, 15, 20, 30, 38, 45

Why?



Aisha

I am  
counting  
forwards in  
5s from 0.



Ollie

I am  
counting  
forwards in  
10s from 0.



Violet

I am  
counting  
forwards in  
2s from 0.

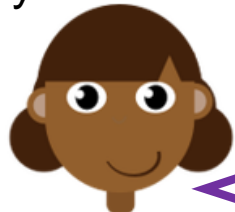
# To count in 2s, 5s and 10s

## Activity 2:

Which of these numbers will **ALL** the children say?

8, 15, 20, 30, 38, 45

Why?



Aisha

I am  
counting  
forwards in  
5s from 0.



Ollie

I am  
counting  
forwards in  
10s from 0.



Violet

I am  
counting  
forwards in  
2s from 0.

**ALL** the children will say **20** and **30**. Counting in 2s from 0 means all even numbers.  
Counting in 5s from 0 means all numbers will end with a 5 or 0.  
Counting in 10s from 0 means all the numbers will end in a 0.

# To count in 2s, 5s and 10s

## Talking Time:

Can you fill in the gaps in this number sequence?

Can you explain the rule?

, 87, 77, 67, , 47, 37,

*Are you counting forwards or backwards? How do you know?*

# To count in 2s, 5s and 10s

## Talking Time:

Can you fill in the gaps in this number sequence?

Can you explain the rule?

97, 87, 77, 67, 57, 47, 37, 27

The rule is count backwards in tens.

*Are you counting forwards or backwards? How do you know?*

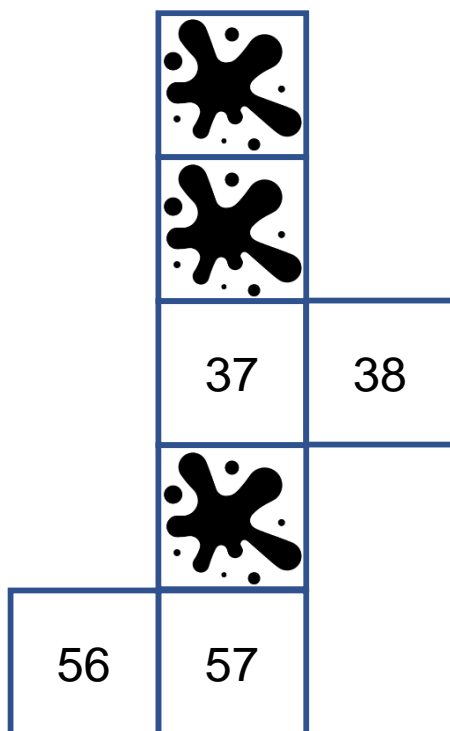
# To count in 2s, 5s and 10s

## Talking Time:

Here is part of a hundred square.

Which numbers have been splatted?

How do you know?





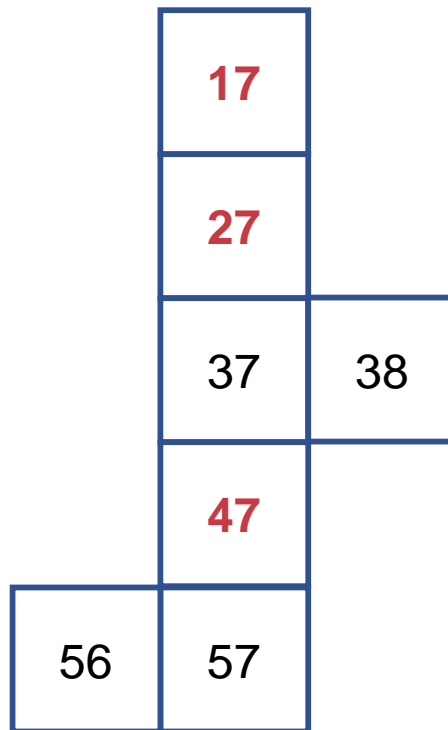
# To count in 2s, 5s and 10s

## Talking Time:

Here is part of a hundred square.

Which numbers have been splatted?

How do you know?



# To count in 2s, 5s and 10s

## Activity 3:

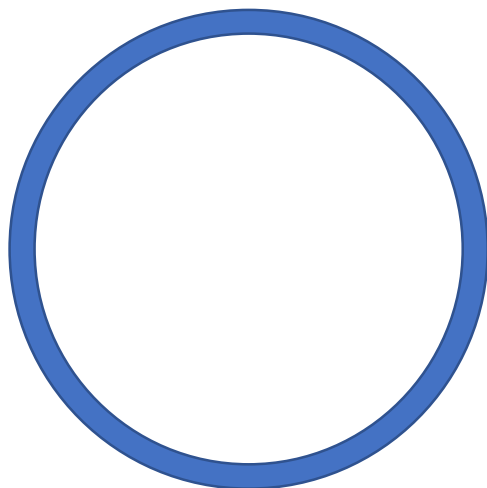
Evie starts to **count forwards from 14 in tens**.

Can you sort out which of these numbers she will say and which she will not say?

How did you decide?



Numbers that  
Evie **will** say.



45

47

84

24

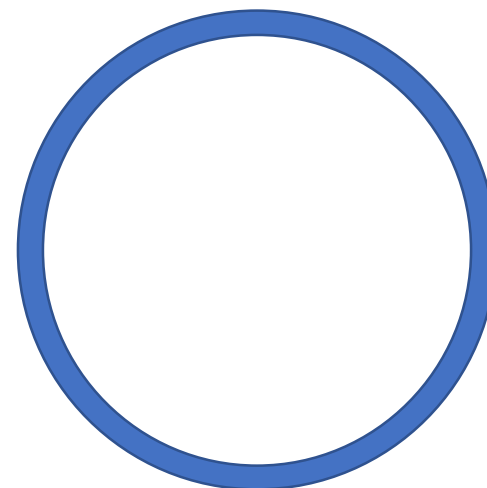
44

32

94

4

Numbers that  
Evie **will not** say.



# To count in 2s, 5s and 10s

## Activity 3:

Evie starts to **count forwards from 14 in tens**.

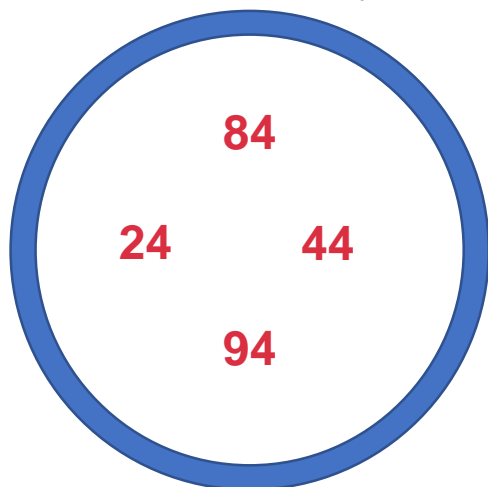
Can you sort out which of these numbers she will say and which she will not say?

How did you decide?

Evie will say all the numbers ending in 4, but not the number 4 because she started counting forwards from 14.



Numbers that  
Evie **will** say.



45

47

84

24

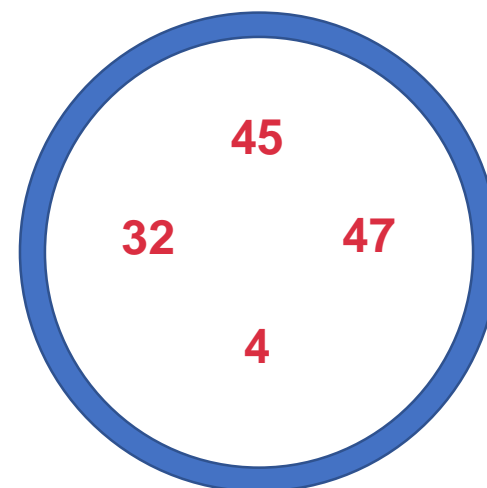
44

32

94

4

Numbers that  
Evie **will not** say.



## To count in 2s, 5s and 10s

- I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- I can count on or back in 10s starting from any number
- When I count I can spot patterns and use this to solve problems

### Evaluation:

**Can you spot which numbers do not belong in these sequences?  
Can you explain why they do not belong?**

a) 34, 32, 30, 28, 26, 24, 22, 21, 20

b) 75, 70, 65, 60, 58, 55, 50, 45, 40

c) 92, 82, 72, 70, 62, 52, 42, 32, 22, 12

## To count in 2s, 5s and 10s

- I can count on or back in 2s and 5s when I start from zero or a multiple of 2 or 5
- I can count on or back in 10s starting from any number
- When I count I can spot patterns and use this to solve problems

### Evaluation:

**Can you spot which numbers do not belong in these sequences?**

**Can you explain why they do not belong?**

a) 34, 32, 30, 28, 26, 24, 22, 21, 20

21 does not belong because the sequence is counting back in 2s.

b) 75, 70, 65, 60, 58, 55, 50, 45, 40

58 does not belong because the sequence is counting back in 5s.

c) 92, 82, 72, 70, 62, 52, 42, 32, 22, 12


70 does not belong because the sequence is counting back in 10s, starting from 92. All the numbers will have a value of 2 in the ones.


## Do you have a group of pupils who need a boost in maths this term?

Each pupil could receive a personalised lesson every week from our specialist 1-to-1 maths tutors.

- Raise attainment
- Plug any gaps or misconceptions
- Boost confidence

### **Speak to us:**

 [thirdspacelearning.com](https://thirdspacelearning.com)

 0203 771 0095

 [hello@thirdspacelearning.com](mailto:hello@thirdspacelearning.com)