

Homework/Extension

Step 9: Count in 2s, 5s, 10s

National Curriculum Objectives:

Mathematics Year 2: (2N1) [Count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Complete the number sequences when counting forwards in 2s, 5s and 10s from multiples of 2, 5 and 10 using numbers within 12x12. Numerals and the same pictorials within each question.

Expected Complete the number sequences when counting forwards and backwards in 2s, 5s or 10s up to and beyond 12x12. Counting from multiples of 2 and 5 or from any number when counting in 10s. Using numerals and a variety of pictorials.

Greater Depth Complete the number sequences when counting forwards and backwards in 2s, 5s and 10s up to and beyond 12x12 and sometimes starting from any number within 100. Using numerals, words and mixed pictorials within a question.

Questions 2, 5 and 8 (Varied Fluency)

Developing Select the correct number using knowledge of counting forwards in 2s, 5s and 10s from multiples of 2s, 5s and 10s using numbers within 12x12. Numerals and the same pictorials within each question.

Expected Select the correct number using knowledge of counting forwards and backwards in 2s, 5s or 10s up to and beyond 12x12. Counting from multiples of 2 and 5 or from any number when counting in 10s. Using numerals and a variety of pictorials.

Greater Depth Select the correct number using knowledge of counting forwards and backwards in 2s, 5s and 10s up to and beyond 12x12 and sometimes starting from any number within 100. Using numerals, words and mixed pictorials within a question.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Describe a sequence using knowledge of counting forwards in 2s, 5s and 10s. Two of the numbers are given in direct sequence on a number track.

Expected Describe a sequence using knowledge of counting forwards in 2s, 5s or 10s where only the starting and ending numbers are given on a number track.

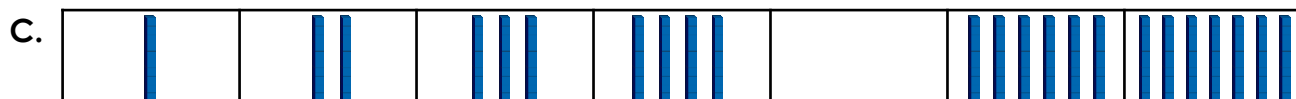
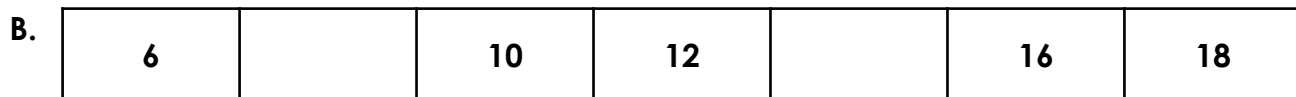
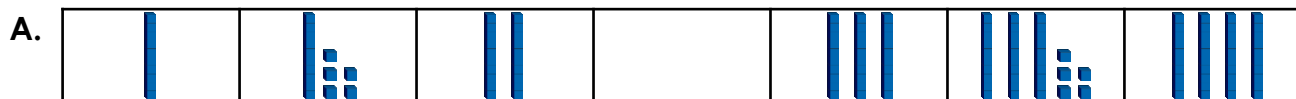
Greater Depth Describe a sequence using knowledge of counting backwards in 2s, 5s and 10s up to and beyond 12x12. Counting in multiples of 2, 5 and 10 and starting from any number within 100.

More [Year 2 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

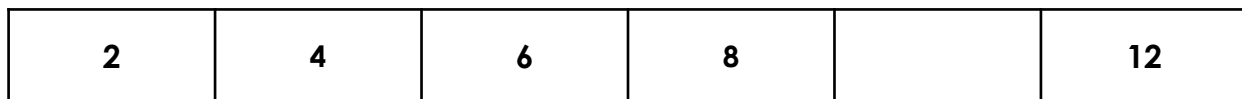
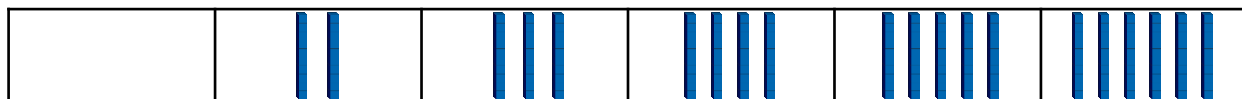
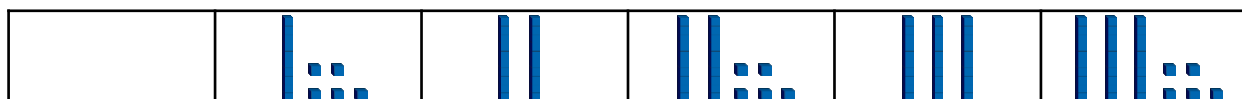
Count in 2s, 5s, 10s

1. Insert the correct number card in each sequence.



VF
HW/Ext

2. Which number will fit in every sequence?



- A. 5
B. 10
C. 14



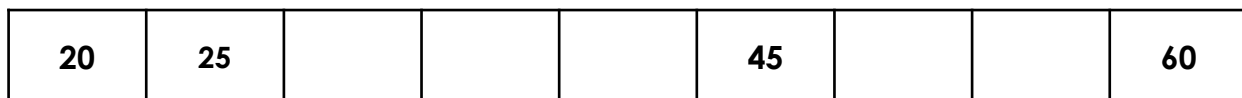
VF
HW/Ext

3. Dylan is thinking of a sequence.



I start at 20 and end at 60. In my sequence I say 25 and 45.

What is his sequence counting in?


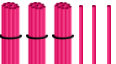





RPS
HW/Ext

Count in 2s, 5s, 10s

4. Insert the correct number card in each sequence.







A.

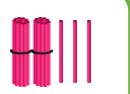
						
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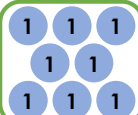


B.

50	45		35	30	25	
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C.

						
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30	20				40
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5. Which number will fit in every sequence?

					
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15			30		40
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30	25		15	10	5
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- A. 20
B. 35
C. 10



6. Jed is thinking of a sequence.



I start at 6 and end at 22. All of my numbers are even.

What is his sequence counting in?

6								22
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Count in 2s, 5s, 10s

7. Insert the correct number card in each sequence.

A.

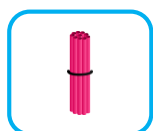
thirty-five			20		ten	
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B.

73	sixty-three		43		23	
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C.

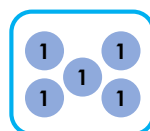
		seventeen			twenty-three	25
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thirty



fifteen



53

twenty-one

VF
HW/Ext

8. Which number will fit in every sequence?

25	thirty-five		fifty-five		75
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59	sixty-one			67	sixty-nine
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seventy		60		fifty	forty-five
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- A. sixty
- B. twenty
- C. 65



VF
HW/Ext

9. Tara is thinking of a sequence.



I start at 41 and end at 1. There are 9 numbers in my sequence.

What is her sequence counting in?

41								1
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RPS
HW/Ext

Homework/Extension

Count in 2s, 5s, 10s

Developing

1. **A: 25; B: 8 and 14; C: 50**
2. **B – 10**
3. **Dylan is counting forwards in 5s.**

Expected

4. **A: 23 and 73; B: 40 and 20; C: 8**
5. **A – 20**
6. **Jed is counting forwards in 2s.**

Greater Depth

7. **A: thirty and 5; B: 53 and 13; C: fifteen and twenty-one**
8. **C – 65**
9. **Tara is counting backwards in 5s.**