

**Unit 1**  
Counting and number sequences

Three daily lessons

**Merseyside Consultants'  
Cluster Group**

**Year 1**  
Spring Term

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

**Unit Objectives**  
Year 1

- Count in tens from and back to zero.
- Count on in twos from zero.
- Begin to recognise even numbers to ten.

**Link Objectives**

Reception

Year 2

- Count in tens.
- Count in twos.

- Count in steps of 5 from and back to zero.
- Recognise 2-digit multiples of 5.
- Count up to 100 objects by grouping in tens, fives or twos.

**Resources needed to teach this unit:**

- Number cards:  
1 – 20.  
Multiples of 10 to 100.
- Multiples of 10 to 100.
- Bead String (100)
- Puppet.
- Pairs of socks or gloves.
- Large and small bricks.
- Labels – odd/even.
- Worksheet 1.

Planning Sheet	Day 1	Unit 1: Counting and number sequences	Term: Spring	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<ul style="list-style-type: none"> <li>▪ Count in tens from and back to zero.</li> </ul> <p><b>Vocabulary:</b> Ten, twenty, thirty .....hundred Count in tens Backwards Forwards</p> <p><b>Resources:</b> Large number cards showing multiples of ten up to 100. 100 bead string or ITP puppet</p>	<p><b>Whole class activity:</b></p> <ul style="list-style-type: none"> <li>▪ Display cards showing multiples of 10.</li> <li>▪ Use a puppet to demonstrate counting in tens to 50. Encourage children to join in. Point to the cards as the children count.</li> <li>▪ Count forwards and ask: <b>Q. Can you start at 50 and count backwards?</b> Extend to 100.</li> <li>▪ Ask the children to say the next number when you stop. Say 20, 30, 40 ..... ? Say 60, 70, 80.....? Repeat several times. Try 50, 40, 30.....?</li> <li>▪ Puppet counts in tens missing out a multiple of ten. Ask: <b>Q. Which number is missing?</b></li> <li>▪ Show children the 100 bead string (or use ITP 'Counting to 100'). Establish that the beads are in groups of ten. Count to 100, moving the beads along as you count. Children repeat. Stop at various points and ask: <b>Q. How many now?</b></li> </ul> <p><b>Group activity:</b></p> <ul style="list-style-type: none"> <li>• Children, working in pairs, take a container and collect 10 different small objects e.g. cube, counter, crayon etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to place their containers on the carpet and sit in a circle.</li> <li>• Count in tens, pointing to the containers as you count. Ask volunteers to repeat.</li> <li>• Invite a volunteer to place some containers in a row. Class count in tens. Ask: <b>Q. How many objects do we have? How do you know?</b></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Count in tens from 10 to 100.</li> <li>▪ Count back in tens from 100 to 0.</li> <li>▪ Continue the count from 20, 30, 40, for example.</li> </ul> </div>

Planning Sheet	Day 2	Unit 1: Counting and number sequences	Term: Spring	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<ul style="list-style-type: none"> <li>Count on in twos from zero.</li> </ul> <p><b>Vocabulary:</b> Count in twos Pairs</p> <p><b>Resources:</b> Rhymes. Pairs of socks or gloves.</p>	<p><b>Whole class activity:</b></p> <ul style="list-style-type: none"> <li>Say together 'One, two buckle my shoe' or any other suitable rhymes or songs.</li> <li>Sit in a circle and count round in ones. Count round again whispering alternate numbers ..... 1 2 3 4 5 6 etc.</li> <li>Hang several pairs of socks / gloves on the washing line. Demonstrate counting by whispering alternate numbers as before (use puppet?). Stress the numbers 2, 4, 6, 8.</li> <li>Children repeat.</li> <li>Display the numbers 'stressed' and point to them as you count 2, 4, 6, 8. Count the socks / gloves in twos.</li> <li>Chant together '<b>2,4,6,8, children at the school gate</b>'.</li> <li>Choose 8 children and ask them to make pairs.</li> </ul> <p>Ask: <b>Q. How can we find out how many children there are?</b> Take suggestions. Invite children to count. (They may count in ones, whisper count or count in twos.)</p> <ul style="list-style-type: none"> <li>Count together, chanting the rhyme as you count.</li> <li>Make up more nonsense rhymes to help children remember. Extend to 10 (or 20 if appropriate).</li> </ul> <p><b>Individual follow-up:</b></p> <ul style="list-style-type: none"> <li>Children complete worksheet 1.</li> </ul>	<p>Hang socks or gloves on the line. Ask :</p> <p><b>Q. How many are there? How can we find out?</b> (Remind children of counting in twos if necessary.) Invite a volunteer to put them in pairs and count them. Repeat for a different number of socks or gloves. Use a puppet to count and make a deliberate mistake. Ask: <b>Q. What was wrong? What should he say?</b> Say or sing the rhymes again.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>By the end of the lesson the children should be able to:</b></p> <ul style="list-style-type: none"> <li>Count in twos to at least 10.</li> </ul> </div>

Planning Sheet	Day 3	Unit 1: Counting and number sequences		Term: Spring	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions	
		<ul style="list-style-type: none"> <li>▪ Count in twos from zero. Begin to recognise even numbers to 10.</li> </ul> <p><b>Vocabulary:</b></p> <p>Even Odd Count in twos</p> <p><b>Resources:</b></p> <p>Large 1 to 10 number cards. Small 1 to 10 number cards. Labels, odd and even. Large bricks. Small bricks or cubes.</p>	<p><b>Whole class activity:</b></p> <ul style="list-style-type: none"> <li>▪ Display number cards to 10. Children sit in a circle with a collection of large bricks in the middle. Two circles labelled odd and even are also needed.</li> <li>▪ Invite a child to choose a number card, take the correct number of bricks and build two equal towers.</li> </ul> <p>Ask:</p> <p><b>Q. Are there any odd bricks left over?</b></p> <p>Explain that an odd brick left over means the number is odd whilst two equal or even towers means the number is even.</p> <p>Put the number card in the correct circle. <ul style="list-style-type: none"> <li>▪ Repeat several times. Ask children to predict whether the number is odd or even before building the towers.</li> </ul> <p><b>Ask: Is this number odd or even? How do you know?</b></p> <p><b>Paired work:</b></p> <ul style="list-style-type: none"> <li>▪ Children repeat the activity working in pairs with small blocks or cubes. They should have containers labelled odd and even on the table to place their number cards in.</li> </ul> </p>	<ul style="list-style-type: none"> <li>▪ Children bring the containers of 'even' numbers to the carpet.</li> <li>▪ Fasten the numbers from one container on the board. Group the same numbers together and then invite a child to order them .... 2, 4, 6, 8, 10.</li> <li>▪ Ask: <b>Q. Do you recognise these numbers?</b> (counting in twos)</li> <li>▪ Say them together several times using funny voices.</li> <li>▪ Hold up cards from 1 to 10 (or 20) in any order and ask children to clap hands over their heads when you show an even number.</li> </ul> <p>Ask:</p> <p><b>Q. How do you know it is even?</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Count in twos to at least 10.</li> <li>▪ Recognise even numbers up to at least 10.</li> </ul> </div>	