Unit 1. Incremental Change

National Curriculum Requirement

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Notes

With counting on in steps of 2, 3 and 5 starting from 0, pupils are using repeated addition to derive the multiplication table for the respective number. Depending on a pupil's ability, it may be useful to point out that multiplication is really repeated addition:

e.g. 4 x 2 = 8 and 2 + 2 + 2 + 2 = 8

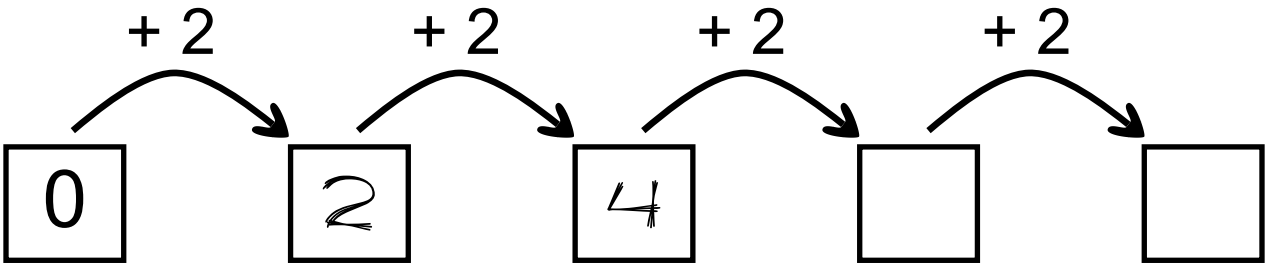
But with pupils that find mathematics more challenging, simply finding the values and looking for patterns may be more appropriate.

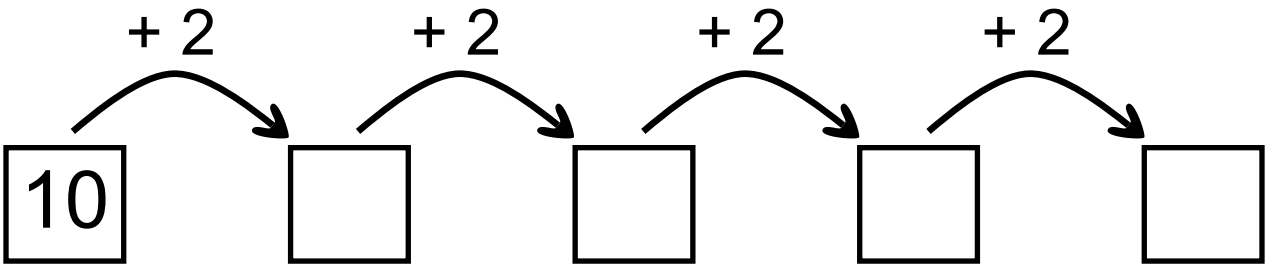
With the repeated addition or subtraction of 10, pupils need to look for patterns and extra work could be done to reinforce this idea.

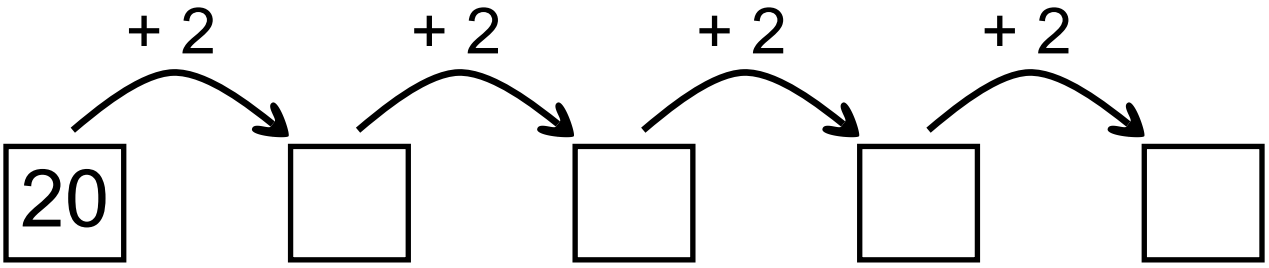
© www.brain-cells.co.uk

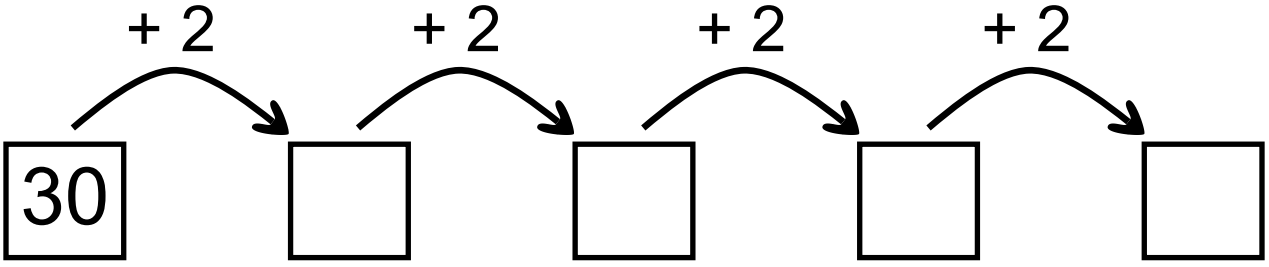
Counting in Steps of Two

Write into the boxes the numbers required to make the sequences (list) of numbers that have a pattern made by counting on in steps of two. The first two have been done for you.





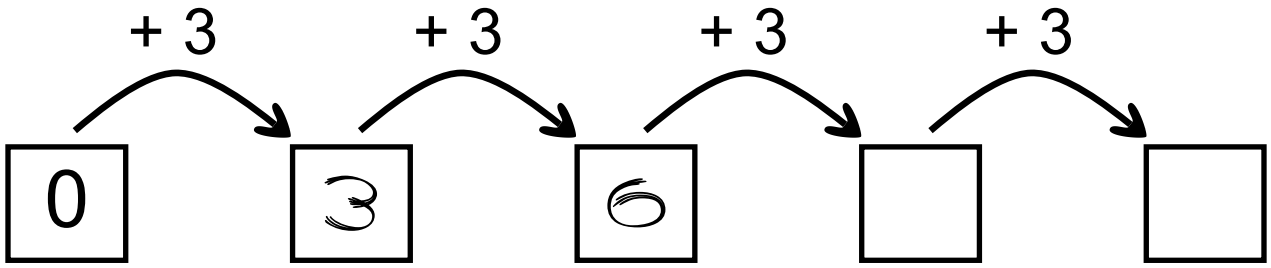


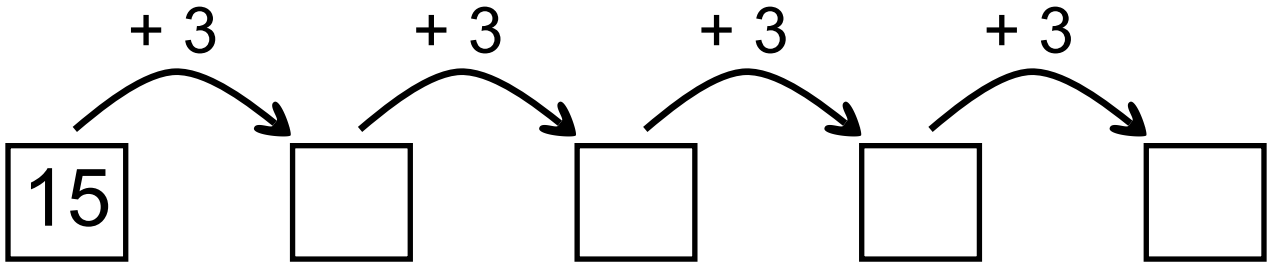


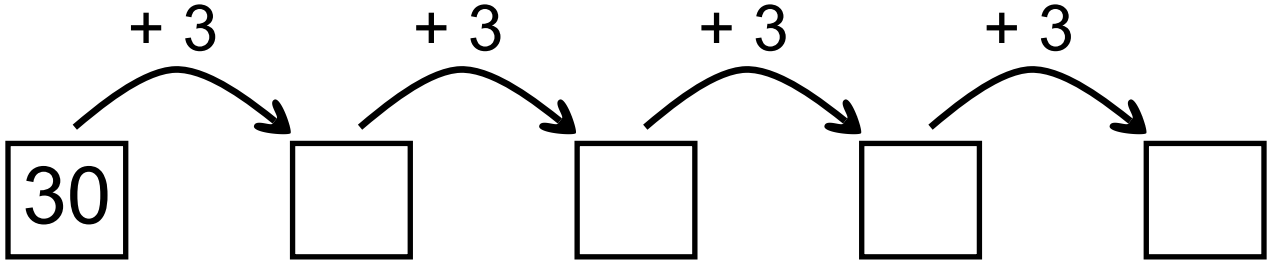
© www.brain-cells.co.uk

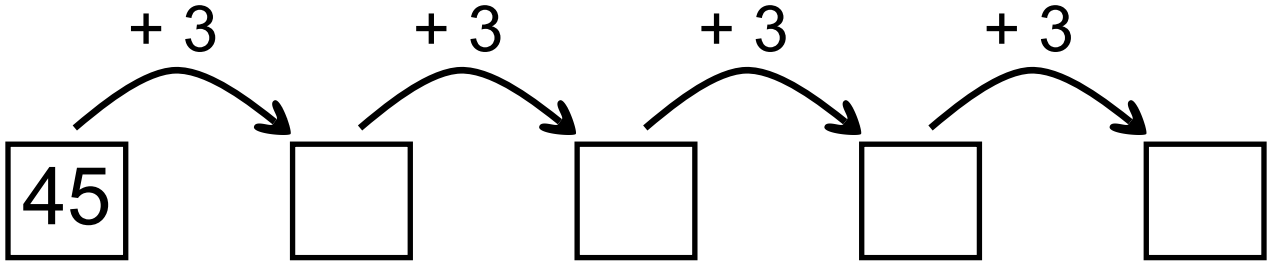
Counting in Steps of Three

Write into the boxes the numbers required to make the sequences (list) of numbers that have a pattern made by counting on in steps of three. The first two have been done for you.





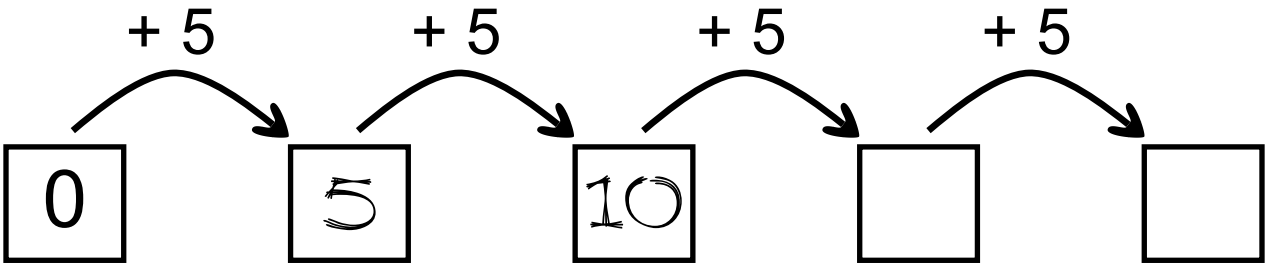


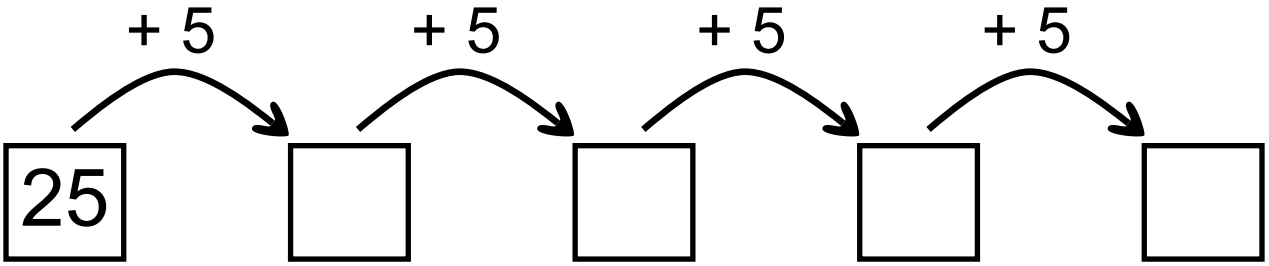


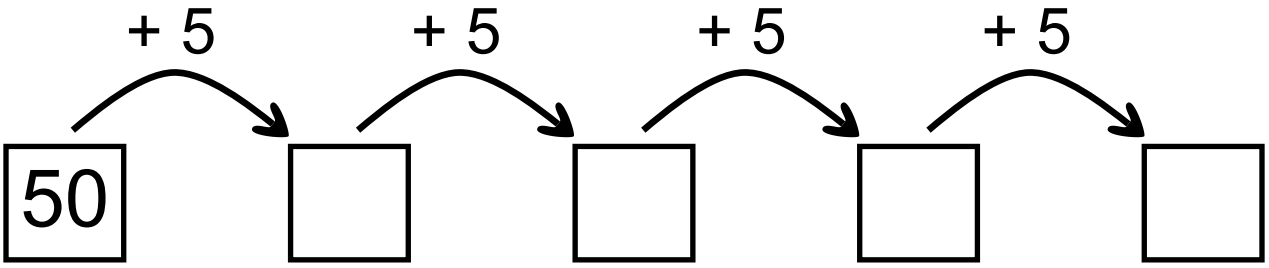
© www.brain-cells.co.uk

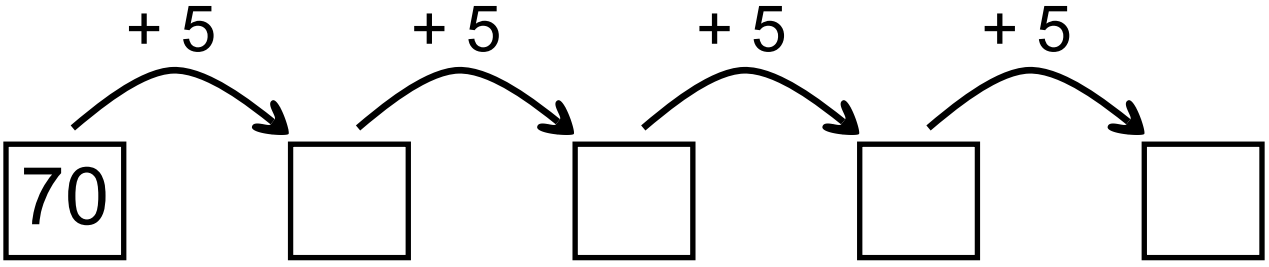
Counting in Steps of Five

Write into the boxes the numbers required to make the sequences (list) of numbers that have a pattern made by counting on in steps of five. The first two have been done for you.









© www.brain-cells.co.uk

Counting in Steps of Ten

Here are some rows of numbers (sequences) that have a pattern made by counting in steps of ten. Try to complete the missing numbers in each line

0	10	20	30				
20	30	40		60			
12	22	32		52			
7	17	27		47			
75	65	55					
77	67	57					
94	84	74					
21	31		51				

© www.brain-cells.co.uk