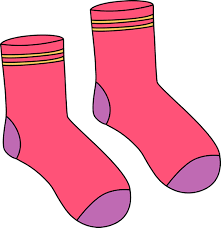
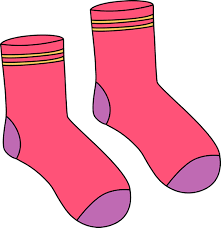
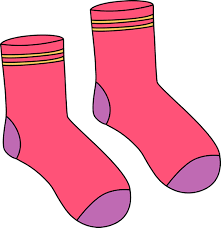
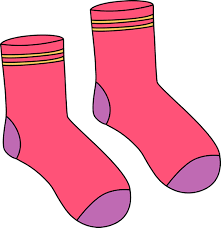
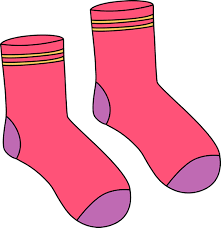
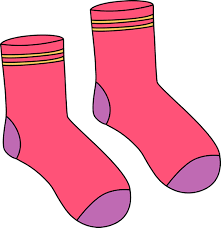
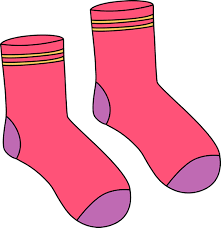
**Autumn Term 1 Counting Fluency Number Patterns to learn – Year 2**

The aim of developing fluency with number patterns is that children know number patterns fluently, counting forwards and backwards in 2’s, 5’s and 10’s within numbers to at least 100.

**Counting in 2’s**

When counting in 2’s forwards and backwards the starting number should always be a multiple of 2. Children should be encouraged to recognise the pattern of counting 2’s, e.g. 2 4 6 8 10 12 14 16 18 20 22

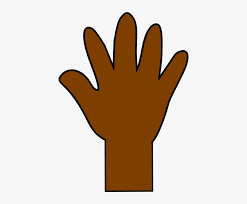
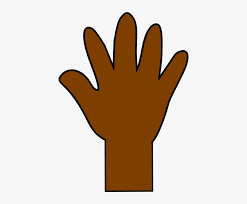
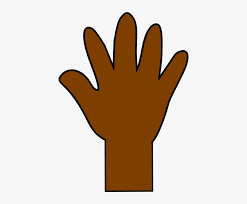
Children can use concrete objects to support their learning such as counters.

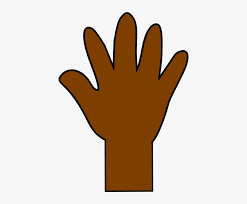
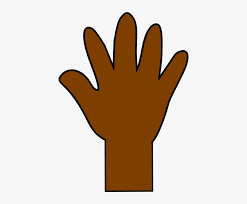
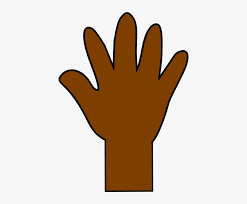


**Counting in 5’s**

When counting in 5’s forwards and backwards the starting number should always be a multiple of 5. Children should be encouraged to recognise the pattern of counting 5’s, e.g. 5 10 15 20 25 30 35 40

Children can use concrete objects to support their learning such as counters.





**Counting in 10’s**

When counting in 10’s children should be able to count forwards and backwards starting from any number, e.g. 10 20 30 40 50 or 2 12 22 32 42 52 62 or 77 67 57 47 37 27 17 7

Children can use concrete objects to support their learning such as counters.



**Key questions you could ask:**

When counting forwards do the numbers get greater or smaller?

What happens to the ones digit when counting in 10’s

What do you notice about the numbers when you are counting in 2’s, 5’s, 10’s

White Rose Maths has a free app that you can download with games that support children’s instant recall of these facts.

Graphical user interface, text, application, chat or text message

Description automatically generated