

Learning objectives

- Count on and back in ones from any small number; in tens from and back to zero; in twos from zero, then one.
- Begin to recognise odd or even numbers to about 20 as 'every other number'; count in fives from zero to 20 or more, then back again; begin to count in threes from zero.

Resources

Counter software, available on the CD-ROM in the *Using ICT to support mathematics in primary school* training pack (DfES0260/2000); photocopiable page 99 'Odd or even?'; one for each child; sets of 0-20 numeral cards, one for each pair.

Links to other subjects Science

QCA Unit 1C 'Sorting and using materials'

- When counting collections, encourage the children to say whether the total is odd or even, and to explain how they know this.

Odd and even

Starter

Ask the children to watch Counter counting (see Resources). Explain that you would like them to say how Counter is counting. Begin with counting in ones from any small number. When you stop Counter, ask the children to say what the next number will be, and the next, and so on. Repeat for counting back in ones. Then reset Counter, and repeat for counting from and back to zero in tens.

Whole-class shared work

- Explain that you would like the children to count with Counter. Set Counter to counting in twos, beginning on 0 and ending on 20. Repeat this several times.
- Now repeat again, this time counting back in twos from 20 to 0.
- Explain that the numbers the children have just said are the even numbers, or every other number starting from zero.
- Repeat, this time starting on 1. Explain that these are the odd numbers, or every other number starting from 1.
- Clear the screen. Ask the children to count, without Counter's prompting, even numbers, then odd numbers, forwards and back.
- Over time, extend this to include counting in threes and fives.

Independent work

- Ask the children to work in pairs. Give out copies of the photocopiable sheet and sets of 0-20 numeral cards.
- The children should shuffle the cards and take turns to pick one. They say whether it is odd or even. If their partner agrees, they keep the card and record the number on their sheet.
- When all the cards have been used, they order the numbers, 0 to 20, odd and even, on their sheet.
- Decide whether to limit less confident learners to numbers to 10, 12 or 15.
- Extend the range for more confident learners to up to about 30.

Plenary

- Set Counter to count in twos, from 1. Ask the children to identify the number pattern.
- Repeat this for counting even numbers, and then for counting in ones and tens.
- Over time, repeat for counting in threes and fives.

Whiteboard tools

None