

Skip-counting pattern sequences

recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens

Learning intention

- recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens

Teach and model

- using number charts, songs, rhymes and stories to establish skip counting sequences of twos, fives and tens
- using shapes and objects to represent a growing pattern formed by skip counting; for example, using blocks or beads to represent the growing patterns 2, 4, 6, 8, 10 ... and 5...
- recognising the patterns in sequences formed by skip counting; for example, that skip counting in fives starting from zero always results in either a 5 or zero as the...

Check understanding

- Explain the main idea in skip-counting pattern sequences using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.