



# MATHEMATICS



**N.S. Yr. 2 P.7**

**Describe and extend number sequences.  
Count on and back.**

## Equipment

Paper, pencil, ruler.  
Number line useful.

# MathSphere

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## **Concepts**

In year 2 counting on and back will progress to larger numbers. Starting with any small number, it is expected that children will be able to count on in 2s, 3s, 4s, and 5s and continue at least to thirty and further.

Counting back from larger numbers, also in 2s, 3s, 4s, and 5s .

Sequences, or patterns of numbers can be recognised and children should begin to be able to say what the rule is.

They should also begin to make up their own sequences of numbers, given certain conditions eg make a sequence that has a 4 and a 12 in it.

The word ***multiple*** is introduced in the context of 2, 5 and 10 eg recognise that multiples of 2 end in 2, 4, 6, 8 or 0.

### Counting in fours



Start from 0. **Count on 4.**  
 Colour the number you land  
 on. Carry on.

0	1	2	3	4	5	6
						7
						8
						9
						10
17	16	15	14	13	12	11
18						
19						
20						
21						
22						
23	24	25	26	27	28	29

### Counting in fours



Start from 1. **Count on 4.**  
 Colour the number you land  
 on. Carry on.

0	1	2	3	4	5	6
→						7
						8
						9
						10
17	16	15	14	13	12	11
18						
19						
20						
21						
22						
23	24	25	26	27	28	29



How about **counting down in fours!**

Start from 33 and move 4 spaces.

Colour the space you land on.

Carry on.

<b>33</b>	<b>32</b>	<b>31</b>	<b>30</b>	<b>29</b>	<b>28</b>	<b>27</b>
						<b>26</b>
						<b>25</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>17</b>						
<b>16</b>						
<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>
						<b>8</b>
						<b>7</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Write down the numbers you coloured.



Try **counting down in fours!**  
Start from 32 and move 4 spaces.  
Colour the space you land on.  
Carry on.



33	32	31	30	29	28	27
						26
						25
18	19	20	21	22	23	24
17						
16						
15	14	13	12	11	10	9
						8
						7
0	1	2	3	4	5	6

Write down the numbers you coloured.



Count on in twos from one.  
Colour the numbers you  
land on.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35

**What pattern do you get?**



Count on in **threes** from one.

Colour the numbers you land on.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35

**What pattern do you get?**



**Counting on**

Colour the square with  
number 4 in.

Use the number square to  
count on in fours. Colour the  
squares.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

**Describe the pattern you get:**

0	1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	---	----	----	----	----

14	15	16	17	18	19	20	21	22	23	24	25	26	27
----	----	----	----	----	----	----	----	----	----	----	----	----	----

What two numbers come next?



1. 1 4 7



2. 2 5 8



3. 14 16 18



4. 25 20 15



5. 18 14 10

0	1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	---	----	----	----	----

14	15	16	17	18	19	20	21	22	23	24	25	26	27
----	----	----	----	----	----	----	----	----	----	----	----	----	----

What two numbers come next?



1. 11 14 17



2. 7 12 17



3. 9 13 17



4. 27 22 17



5. 26 23 20

0	1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	---	----	----	----	----

14	15	16	17	18	19	20	21	22	23	24	25	26	27
----	----	----	----	----	----	----	----	----	----	----	----	----	----

Find the missing numbers!  
Good luck.  
Use the number track to help you.



1. 5    10        20

2. 4    6    8   

3. 3    6        12

4. 16    14        10

5. 15    12        6

0	1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	---	----	----	----	----

14	15	16	17	18	19	20	21	22	23	24	25	26	27
----	----	----	----	----	----	----	----	----	----	----	----	----	----

Now try and find these  
missing numbers.  
Use the number track to  
help you.



1. 3      8            18

2. 20    22    24   

3. 9      12            18

4. 26    24        20

5. 20    16        8



Let's count in twos

2	4	6	8	10	12	14	16	18	20	22	24	26	28
---	---	---	---	----	----	----	----	----	----	----	----	----	----

30	32	34	36	38	40	42	44	46	48	50	52	54	56
----	----	----	----	----	----	----	----	----	----	----	----	----	----

All these numbers are called  
**multiples** of 2.  
Remember that word multiple.



1. Write down 5 different multiples of 2 in the boxes.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

Notice that all the numbers you wrote down ended in 0, 2, 4, 6, or 8.

2. Now write down five more multiples of 2 that are not in the number tracks at the top of the page.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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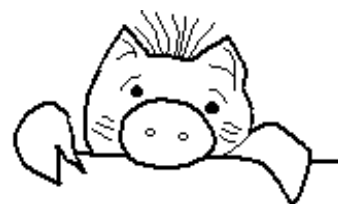
Let's count in fives

5	10	15	20	25	30	35	40	45	50	55	60	65	70
---	----	----	----	----	----	----	----	----	----	----	----	----	----

All these numbers are called  
**multiples** of 5.

Did you remember that word  
multiple?

Of course you did!



1. Write down 5 different multiples of 5 in the boxes.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

Notice that all the numbers you wrote down ended  
in 0, or 5

2. Now write down five more multiples of 5 that are not in  
the number tracks at the top of the page.

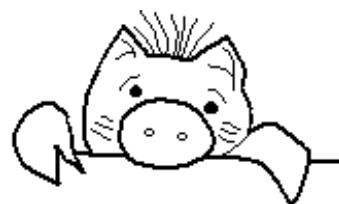
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------



Are you ready to  
count up in tens. Of  
course you are!

10	20	30	40	50	60	70	80	90	100	110	120
----	----	----	----	----	----	----	----	----	-----	-----	-----

All these numbers are called  
**multiples** of 10.  
Did you remember that word  
multiple?



1. Write down five different multiples of 10 in the boxes.

--	--	--	--	--

Notice that all the numbers you wrote down ended in 0.

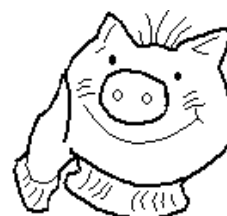
2. Now write down five more multiples of 10 that are not in  
the number tracks at the top of the page.

--	--	--	--	--



## Multiples

Try these. Remember,  
multiples of two end in  
0, 2, 4, 6 or 8.



1. Put a ring round the numbers which are multiples of 2

5      8      1      22      31      60      53

2. Put a ring round the numbers which are multiples of 5

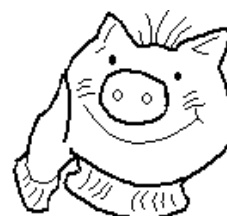
12      15      20      54      85      70      19

3. Put a ring round the numbers which are multiples of 10

14      40      16      70      100      22      1

## Multiples

Try these. Remember,  
multiples of five end in  
0 or 5.



1. Put a ring round the numbers which are multiples of 2

7      9      12      24      41      54      27

2. Put a ring round the numbers which are multiples of 5

13      25      40      72      5      20      28

3. Put a ring round the numbers which are multiples of 10

11      30      27      40      90      33      80

## Answers

### **Page 10**

1. 10, 13      2. 11, 14      3. 20, 22      4. 10, 5      5. 6, 2

### **Page 11**

1. 20, 23      2. 22, 27      3. 21, 25      4. 12, 7      5. 17, 14

### **Page 12**

1. 15      2. 10      3. 9      4. 12      5. 9

### **Page 13**

1. 13      2. 26      3. 15      4. 22      5. 12

### **Page 14**

1. Any five multiples of 2
2. Five more multiples of 2

### **Page 15**

1. Any five multiples of 5
2. Five more multiples of 5

### **Page 16**

1. Any five multiples of 10
2. Five more multiples of 10

### **Page 17**

1. ring round    8, 22, 60
2. ring round    15, 20, 85, 70
3. ring round    40, 70, 100

### **Page 18**

1. ring round    12, 24, 54
2. ring round    25, 40, 5, 20
3. ring round    30, 40, 90, 80