

Reasoning and Problem Solving

Step 9: Count in 2s, 5s, 10s

National Curriculum Objectives:

Mathematics Year 2: (2N1) [Count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward](#)

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Explain if a statement is true or false using knowledge of counting forwards and backwards in 2s, 5s or 10s from multiples of 2, 5 or 10 using numbers within the 12 times tables. Numerals only.

Expected Explain if a statement is true or false using knowledge of counting forwards and backwards in 2s, 5s or 10s up to and beyond 12 times. Counting from multiples of 2 and 5 or from any number when counting in 10s. Using numerals and words.

Greater Depth Explain if a statement is true or false using knowledge of counting forwards and backwards in 2s, 5s or 10s up to and beyond 12 times. Counting in multiples of 2, 5 and 10 sometimes starting from any number within 100. Using numerals and words.

Questions 2, 5 and 8 (Problem Solving)

Developing Complete a sequence when counting forwards and backwards in 2s, 5s or 10s from multiples of 2, 5 or 10 using numbers within the 12 times tables. Numerals only.

Expected Complete a sequence when counting forwards and backwards in 2s, 5s, or 10s up to and beyond 12 times. Counting from multiples of 2 and 5 or from any number when counting in 10s. Using numerals and words.

Greater Depth Complete a sequence when counting forwards and backwards in 2s, 5s or 10s up to and beyond 12 times. Counting in multiples of 2, 5 and 10 sometimes starting from any number within 100. Using numerals and words.

Questions 3, 6 and 9 (Reasoning)

Developing Complete a sequence when counting forwards and backwards in 2s, 5s or 10s from multiples of 2, 5 or 10 using numbers within the 12 times tables. Numerals only.

Expected Complete a sequence when counting forwards and backwards in 2s, 5s or 10s up to and beyond 12 times. Counting from multiples of 2 and 5 or from any number when counting in 10s. Using numerals and words.

Greater Depth Complete a sequence when counting forwards and backwards in 2s, 5s or 10s up to and beyond 12 times. Counting in multiples of 2, 5 and 10 sometimes starting from any number within 100. Using numerals and words.

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Count in 2s, 5s, 10s

1a. Lila is counting forwards in 5s.

If I start at 20, I will say 22.



Is she correct? Prove it.



R

Count in 2s, 5s, 10s

1b. Jude is counting forwards in 2s.

If I start at 2, I will say 10.



Is he correct? Prove it.



R

2a. Find your way through the maze by counting forwards through multiples of 10.

Start →	30	40	50	85	
	28	35	60	70	→ Finish
	90	100	22	34	
	29	58	86	51	



PS

2b. Find your way through the maze by counting forwards through multiples of 5.

Start →	10	15	20	25	
	5	10	37	30	→ Finish
	16	12	25	62	
	48	45	22	24	



PS

3a. Jaylin says the following numbers:

14, 16, 18, 20, 22



What number will he say next? Explain how you know.



R

3b. Anya says the following numbers:

50, 60, 70, 80, 90



What number will she say next? Explain how you know.



R

Count in 2s, 5s, 10s

4a. Larissa is counting backwards in 2s.



If I start at 38, I will say 30.

Is she correct? Prove it.



R

Count in 2s, 5s, 10s

4b. James is counting forwards in 10s.



If I start at 12, I will say 20.

Is he correct? Prove it.



R

5a. Find your way through the maze by counting backwards through multiples of 5.

Start →	45	40	92	80
	28	35	30	100
	91	19	25	20
	33	47	87	15 → Finish



PS

5b. Find your way through the maze by counting forwards through multiples of 2.

Start →	12	35	92	77
	14	16	37	36
	75	18	25	91
	33	20	22	24 → Finish



PS

6a. Thomas says the following numbers:

39, forty-nine, 59, sixty-nine, 79



What number will he say next? Explain how you know.



R

6b. Rayne says the following numbers:

ninety-five, 90, eighty-five, 80, 75



What number will she say next? Explain how you know.



R

Count in 2s, 5s, 10s

Count in 2s, 5s, 10s

7a. Faith is counting forwards in 5s.

If I start at 65, I will say 90.



Is she correct? Prove it.



R

7b. Jaden is counting backwards in 2s.

If I start at 37, I will say 35.



Is he correct? Prove it.



R

8a. Find your way through the maze by counting backwards in 2s from the start number.

Start →	65	63	65	80	
	67	61	30	90	
	36	59	57	55	→ Finish
	24	15	87	28	



PS

8b. Find your way through the maze by counting forwards in 5s from the start number.

Start →	23	28	33	35	
	25	20	38	40	
	75	12	43	48	→ Finish
	21	89	55	60	



PS

9a. Victor says the following numbers:

seventy-three, sixty-three, fifty-three



What number will he say next? Explain how you know.



R

9b. Zara says the following numbers:

thirteen, fifteen, seventeen, nineteen



What number will she say next? Explain how you know.



R

Reasoning and Problem Solving Count in 2s, 5s, 10s

Developing

- 1a. She is incorrect because 22 is a multiple of 2.
2a. 30, 40, 50, 60, 70
3a. 24 because he is counting forwards in 2s.

Expected

- 4a. She is correct because 30 is a multiple of 2.
5a. 45, 40, 35, 30, 25, 20, 15
6a. 89 because he is counting forwards in 10s.

Greater Depth

- 7a. She is correct because 90 is a multiple of 5.
8a. 65, 63, 61, 59, 57, 55
9a. Forty-three because he is counting backwards in 10s.

Reasoning and Problem Solving Count in 2s, 5s, 10s

Developing

- 1b. He is correct because 10 is a multiple of 2.
2b. 10, 15, 20, 25, 30
3b. 100 because she is counting forwards in 10s.

Expected

- 4b. He is incorrect because $12 + 10 = 22$
5b. 12, 14, 16, 18, 20, 22, 24
6b. 70 because she is counting backwards in 5s.

Greater Depth

- 7b. He is correct because $37 - 2 = 35$
8b. 23, 28, 33, 38, 43, 48
9b. Twenty-one because she is counting forwards in 2s.