

KIRF- I can count on and back in multiples of 50 and 100



Year 3 - Summer 1

What can this look like?

Concrete:



Pictorial



Abstract:

$50 \times 1 =$	50	} Multiples of 50
$50 \times 2 =$	100	
$50 \times 3 =$	150	
$50 \times 4 =$	200	
$50 \times 5 =$	250	

Counting in 50 and 100 link to each other.

Counting in 50 builds on from recall of multiples of 5 and works towards many areas within fraction, decimals and percentages as well as measure.

Questions to ask at home

- How many 50s make 200?
- What are 6 lots of 50?
- How many counts of 50 make 400? So how many counts of 100 make 400?

Key vocabulary

Multiple - Multiples in maths are the numbers you get when you multiply a certain number by an integer.

More than

Less than

Increase

Decrease

Things to try

- **Money**- Getting multiples of 50p, £1 (100p)
- **Active**- get children to count on or back in multiples as they go up the stairs, or bounce on a trampoline. Give them different starting points but make sure it is always a multiple of chosen jumps.
- Create multiple of 50, 100 cards and see if you can put them in order - increasing or decreasing in size. Have a race between different people.

Websites:

<https://www.bbc.co.uk/bitesize/articles/z4nw4xs#z2fjtcw> - counting in 50.

There are many songs and chants online- take an explore! Such as skip counting- <https://www.youtube.com/watch?v=y-2FWI2jAss>