

Counting forwards to thirty introduction



1 Through the twenties, and across to thirty

Count aloud from one, slowly and clearly. Tell students they can join in whenever they recognise where the count is going. Carry straight through twenty without pausing – the sequence just keeps going.

"I will count from one – join in when you are ready. ...eighteen, nineteen, twenty, twenty-one, twenty-two..."

Name the pattern in the twenties – the "twenty" part tells the decade, the second part tells the ones.

"Twenty-one, twenty-two, twenty-three. The twenty part stays the same; the ones part changes – one, two, three."

Echo the twenties in small chunks – say three numbers, students echo them back, and overlap the chunks so each number is practised in different positions.

"Say it back exactly. Ready – twenty-four, twenty-five, twenty-six. Now – twenty-five, twenty-six, twenty-seven."

Teach the tricky crossing – after twenty-nine comes a new word for a new decade: thirty. Not "twenty-ten." Name it and rehearse it on its own.

"After twenty-nine comes a new decade word – thirty. Not twenty-ten. Say it: twenty-nine, thirty."

Put it together – count straight through the twenties and across to thirty.

"Now all together, straight through – twenty, twenty-one... twenty-nine, thirty."