

Learning objectives

- ELG: Find one more or one less than a number from one to ten.
- Development matters (5): Compare two groups of objects, saying when they have the same number.
- Development matters (6): State the number that is one more than a given number.
- NNS: Find one more or one less than a number from one to ten.

Resources

'Number track' flipchart file; photocopyable page 95 'Word problems'.


Links to other ELGs**PD**


Move with confidence, imagination and in safety.


- Invite children to develop a sequence of movements. Then ask them to make given numbers of movements, including one more/less than the number that you say. They will need to listen carefully and calculate the quantity before beginning the movements.

Whiteboard tools

Upload scanned images via the Resource library. Select Categories, Other location, then Browse to another location. Browse to locate the folder containing the scanned files, and click OK so that they appear in the Resource library tool tray.

 Pen tool

 Marquee select tool

 Resource library

Word problems

Introduction

Open the 'Number track' flipchart and click on the button next to Lesson 13 to go to page 10. Encourage the children to read the numbers one to ten aloud as you write them into the number track. Ask questions such as: *Which number is between one and three? Which numbers are between two and five?*

Adult-focused whole-class activity

- Go to page 11 of the flipchart and move four cars into one of the empty set rings. Ask the children to count by pointing, and tell you how many cars there are.
- Say: *There are four cars. Another car parks next to them (drag one across). How many cars are there now?* Agree that there are five. Now tell them that one of the cars has driven away (drag one away). Ask: *How many are left?*
- Move on to page 12 and drag six footballs into one of the set rings. Repeat the one more/one less questions for this set.
- Repeat one more time using page 6.

Adult-focused group activities

- Arrange for the children to work in groups of four to six with an adult. Each group will need a copy of photocopyable page 95 'Word problems'.
- Ask the adult to discuss what there is in each picture and how many. The adult should pose a word problem, such as: *There are four rabbits in the wood. One more joins/leaves them. How many rabbits are there now?*
- Ask the adult to repeat this for each of the pictures.
- Provide younger or less confident learners with counting toys so that they can count out the appropriate quantity of toys, and add one more, or remove one, to reflect the word problem.
- Challenge older or more confident learners to make up a word problem of their own for one more or one less. Invite them to draw suitable pictures for their problem. Check these problems before the Plenary, then scan their pictures and add them to page 14.

Child-initiated activity

- Encourage the children to monitor the numbers of children that may play in given areas. Investigate whether they can work out what would happen if one more child joins in or leaves.

Plenary

- Display a picture made by one of the older or more confident learners. Ask the child to explain the problem. Invite the other children to say the answer.
- Repeat this for some of the other problems that the older or more confident learners have made up.
- Create a set of eight cars using flipchart page 11. Ask: *How many cars can you see?* Point to one and say: *This one drove away (drag the car from the set and drop it). How many are left?*
- Continue, this time moving one more car to join the others.