











Number and Place Value:











Finding One More and One Less than Numbers to 100

Aim Given a number, identify 1 more and 1 less. To find 1 more and 1 less than numbers up to 100.	Success Criteria I can count forwards and back to 100. I can find 1 more than numbers to 100. I can find 1 less than numbers to 100.	Resources Lesson Pack 10 counters for each pair of children (any colour)
	Key/New Words 1 more, 1 less, number/s, add, take away, value, increase, decrease, bigger, smaller, forwards, back, find, count, opposite, the next number, the number before. how many, image, represent, tens, ones, change.	Preparation Differentiated Finding One More and One Less than Numbers to 100 Activity Sheets – one per child Finding One More and One Less Additional Challenge Sheets - one per child as required Diving into Mastery Activity Cards – as required

Prior Learning	It will be helpful if children can count forwards and back to 100, as covered in which is one of the previous lessons in this unit.
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Learning Sequence

	Remember It: Using the relevant slide in the Lesson Presentation , children find the missing numbers in the 100 square by counting forwards or back. Children explain to their partner how they know what the missing numbers are. Can the children count forwards and back to 100?	
	How Can We Find 1 More and 1 Less? The children discuss what one more and one less mean. They learn that one more means the value of a number will increase by 1 (it gets bigger by 1) and that one less means the value of a number will decrease by 1 (it gets smaller by 1). They learn how to find one more and one less using an image of a tower of bricks on the Lesson Presentation , along with an image of a number line. They learn that finding one more is the opposite of finding one less. You could discuss some examples of opposites, such as up, down, left and right. They learn that when we find one more, we count forwards one to the next number and when we find one less, we count back one to the number before.	
	Finding 1 More and 1 Less: The children work in pairs. Each pair needs 10 counters (of any colour). They follow the instructions on the Lesson Presentation to find one more and one less. They then take it in turns to put some counters in front of them. Their partner finds one more and one less and explains how they worked this out. Children could be given extra counters (or other equipment) to try this with bigger numbers.	
	1 More and 1 Less: The children look at bigger numbers represented by various images on the Lesson Presentation . They look at two-digit numbers and think about how the tens and ones will change when finding one more and one less. They find one more than 89 and one less than 70 using a 100 square and think about what happens to the tens and ones when finding one more than a number with nine ones and one less than a number with zero ones. Can the children find one more than numbers to 100? Can the children find one less than numbers to 100?	
	Turn the Cards Over: The children see rows of cards on the Lesson Presentation . The card on the left is face up. The rest of the cards are face down and say either one more or one less on the back. The children read the number on the card on the left and say which number will be on the next card before turning it over. They then see rows of cards which are face up showing numbers. The children read the numbers and say whether they think the number on each card is one more or one less than the previous card, before turning it over to see what it says on the back.	

	<p>Finding One More and One Less than Numbers to 100: Using the differentiated Finding 1 More and 1 Less than Numbers to 100 Activity Sheets, the children write the numbers that are one more and one less than numbers to 100. There are also additional Finding 1 More and 1 Less than Numbers to 100 Additional Challenge Sheets for all the children once they have finished. Children create questions and number tracks for their friends to complete by finding numbers that are one more and one less.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 271 592 600">  <p>To support children working towards expected level, they work with smaller numbers and find numbers that are one more and one less. They also complete short number tracks by finding numbers that are one more and one less.</p> </div> <div data-bbox="627 271 954 517">  <p>Children working at expected level find numbers that are one more and one less. They also complete number tracks by finding numbers that are one more and one less.</p> </div> <div data-bbox="1007 271 1353 573">  <p>To challenge children working at greater depth, they work with larger numbers and find numbers that are one more and one less. They also complete longer number tracks by finding numbers that are one more and one less.</p> </div> </div>	
	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <div style="margin-top: 10px;">  <p>The children work on their fluency by writing numbers in numerals which are one more and one less than the numbers represented in the images.</p> </div> <div style="margin-top: 10px;">  <p>The children use their reasoning skills to explain which statement they agree with and why. They explain what mistake has been made and how this could be avoided next time.</p> </div> <div style="margin-top: 10px;">  <p>The children solve a problem involving one more and one less. They begin to use the skill of generalisation by thinking about which numbers would and wouldn't work.</p> </div>	

Exploreit

TestIt: Children work in teams. The children take it in turns to write a number up to 100 on a whiteboard and say whether the other children should write one more or one less. The other children write the answer and get a point for a correct answer.

CountIt: Children work in pairs using the _____. One child selects one card at random. The other child counts to that number, then says the numbers that are one more and one less. If they are correct, they keep the card and it becomes their turn to select a number card. After an allotted time, the child with the most cards wins.

LearnIt: Children will find this visually exciting _____ a useful tool to support them with their understanding of number and place value within 100.

Disclaimer/s

We hope you find the information on our website and resources useful.

Displaying the Presentation

To ensure this presentation displays correctly: If you are a Mac user, the presentation may open in 'slide master' mode - to see all the content, click 'close slide master' and the presentation should display correctly. If you are using Google Drive, the presentation won't display correctly if you open it in Google Slides. If you have opened it in Google Slides, you will need to download it again from the Twinkl website and this time open it from your computer.

Animations

This resource has been designed with animations to make it as fun and engaging as possible. To view the content in the correct formatting, please view the PowerPoint in 'slide show mode'. This takes you from desktop to presentation mode. If you view the slides out of 'slide show mode', you may find that some of the text and images overlap each other and/or are difficult to read.

To enter slide show mode, go to the **slide show menu tab** and select either **from beginning** or **from current slide**.



Maths

Number and Place Value

Need a coherently planned sequence of lessons to complement this resource?

Lesson Breakdown

Below is our suggestion for the most coherent and progressive sequence to teach this area of PlanIt Maths, 12 steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in the scheme.

Count Up and Back from 20 (1): Counting to 20
This engaging holiday-themed lesson has been designed to help children count in numerals. The lesson provides differentiated activities where children can answer reasoning questions. Children also have the opportunity to develop fluency, reasoning and problem-solving skills. Finally, children apply their learning and work together to solve a problem.

NC Statement: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Lesson Aim: To count up to 20.

Count Up and Back from 20 (2): Counting Back from 20
This exciting space-themed lesson has been designed to help children learn to count in numerals. The lesson includes differentiated activities where children can answer reasoning questions. Children also have the opportunity to develop fluency, reasoning and problem-solving skills. Finally, children apply their learning and work together to solve a problem.

NC Statement: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Lesson Aim: To count back from numbers to 20.

Count, Read and Write Numbers in Numerals (1): Read and Write Numbers in Numerals
This delightful Alice in Wonderland-themed lesson teaches children to count in numerals. The lesson includes differentiated games and activities where children can answer reasoning questions. Children also have the opportunity to develop fluency, reasoning and problem-solving skills. Finally, children apply their learning and work together to solve a problem.

NC Statement: Count, read and write numbers to 100 in numerals; count in multiples of two, five and ten.

Lesson Aim: To count, read and write numbers to 20 in numerals.

Introduction

In this unit, children gain confidence in counting, reading and writing numbers up to 100. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts. Children practise using the language of 'less than' and 'less than or equal to', 'more than' and 'more than or equal to', and 'equal to' to compare numbers in different representations. They also learn to count in steps of two, five and ten, and write numbers up to twenty in numerals and words. These lessons include Diving into Mastery cards which include fluency, reasoning and problem-solving activities.

Teacher Note: The year 1 place value objective count, read and write numbers to 100 in numerals, count in multiples of two, five and ten is closely linked to the year 1 multiplication and division objective solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Please head over to the [Multiplication and Division Topic Area](#) to find some more super lessons to support counting in two, five and ten.

Resources: In addition to your standard school equipment and maths resources, you will need place value counters, base ten blocks, number shapes and small manipulatives. You will also need a range of sensory material, such as foam, sand, water and fabric.

Assessment Statements

By the end of this unit,

children working towards the expected level will be able to:

- Count forwards up to 100.
- Read and write numbers up to and beyond 50 in numerals.
- Read and write numbers from one to twelve in words.
- Count in twos, fives and tens up to 50 using objects.
- Say one more or one less than a number up to 20.
- Identify and represent numbers in different ways.
- Provide simple explanations of mathematical concepts.

children working at the expected level will be able to:

- Count up to and beyond 100, forwards and backwards.
- Count, read and write numbers up to 100 in numerals.
- Read and write numbers from one to 20 in words.
- Count in twos, fives and tens up to the tenth.
- Say one more or one less than a given number up to 100.
- Compare numbers using the language: equal to, less than, fewer, most, least.
- Identify and represent numbers up to 100 in different ways.
- Use their knowledge of place value to explain a number.
- Use number and place value skills fluently to solve a variety of problems.

Number and Place Value

Maths | Year 1 | Steps to Progression Overview

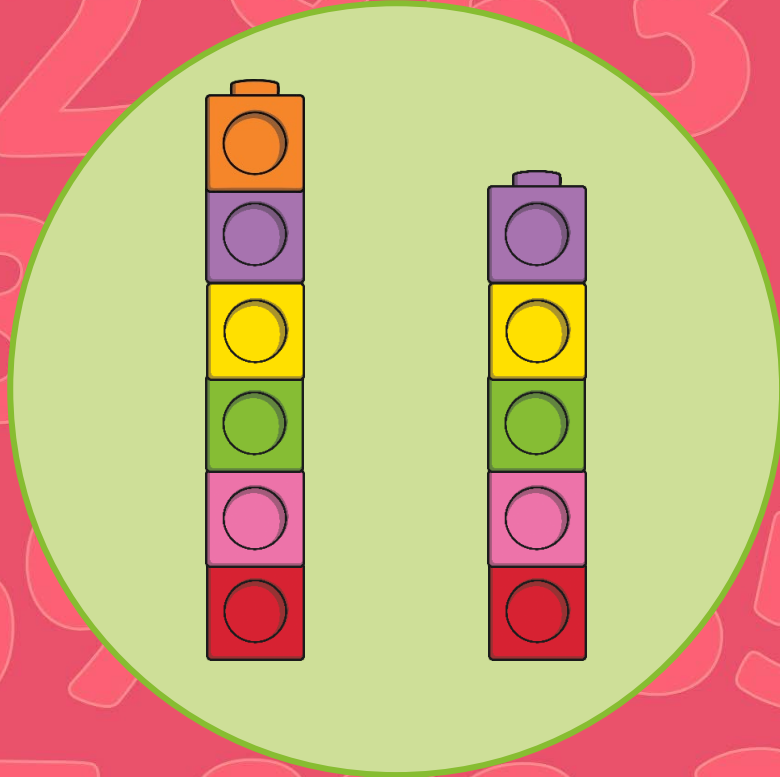
The aim of this overview is to support teachers using PlanIt Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within PlanIt Maths. Wherever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10) <small>We don't have PlanIt content for this area as it isn't a National Curriculum requirement. However, we do have a wonderful selection of Diving into Mastery resources to help teach this aim which can be found here.</small>	Number: Addition and Subtraction (within 10)					Geometry: Shape		Number: Place Value (within 20)			Consolidation
Spring		Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)		Measurement: Length and Height			Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Position and Direction		Number: Place Value (within 100)	Measurement: Money			Time	Consolidation

See our [Number and Place Value Steps to Progression document](#).

Finding One More and One Less Than Numbers to 100



Aim

- To find 1 more and 1 less than numbers up to 100.

Success Criteria

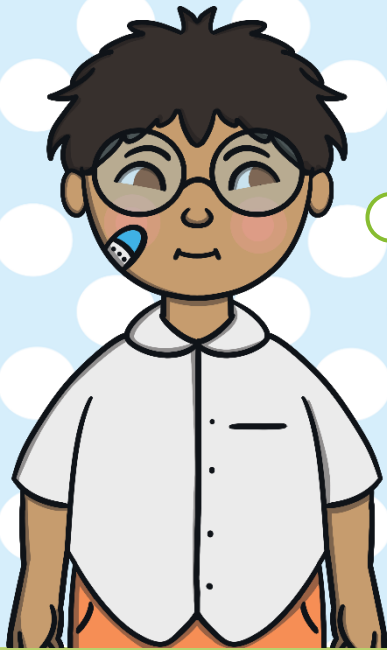
- I can count forwards and back to 100.
- I can find 1 more than numbers to 100.
- I can find 1 less than numbers to 100.

Can you find the missing numbers? Count forwards or back to help you.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Can you explain to your partner how you know what the missing numbers are? How did counting forwards and back help you?



What does 1 more mean?

The value of a number will increase by 1. This means it gets bigger by 1.

We can add 1 to a number. We can count forwards 1 to find 1 more.

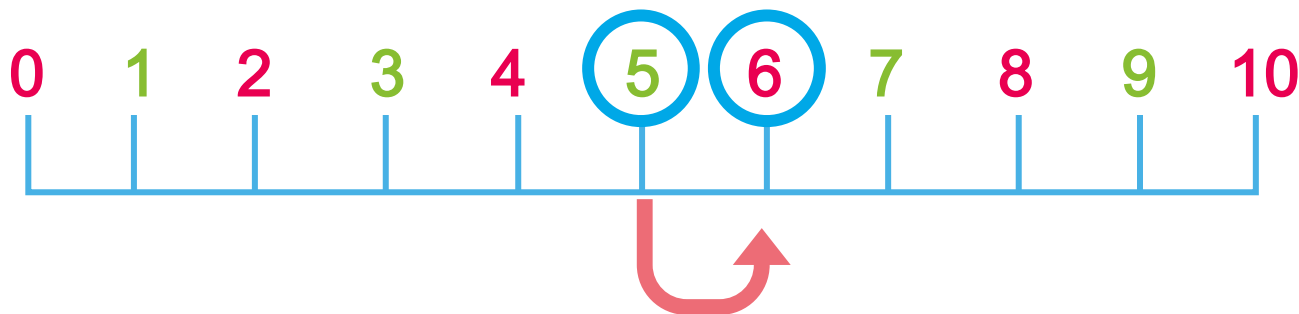
How Can We Find 1 More and 1 Less?

Can you help Hisham find 1 more cube?



How can I find 1 more?
How will the tower
of cubes change?

There were 5 cubes in the tower. We add 1 more. Now there are 6 cubes. 1 more than 5 is 6.



We can count forwards 1 to find 1 more than 5.

How Can We Find 1 More and 1 Less?

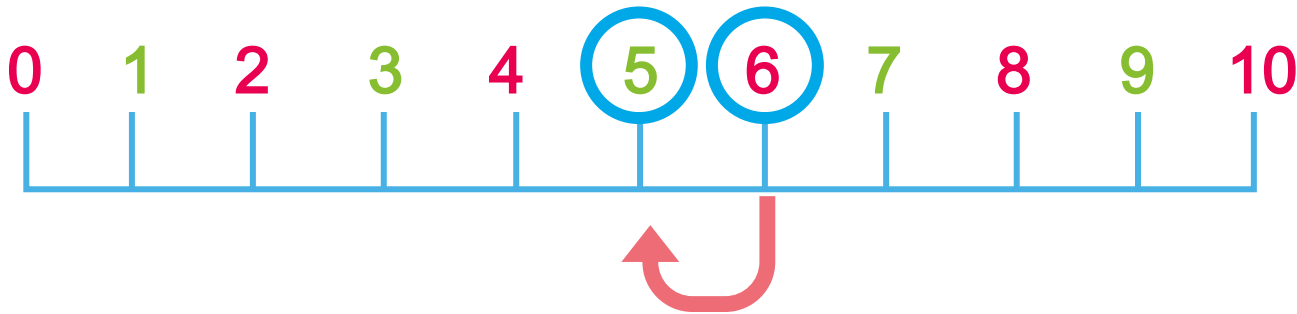
Can you help Hisham find 1 less cube?



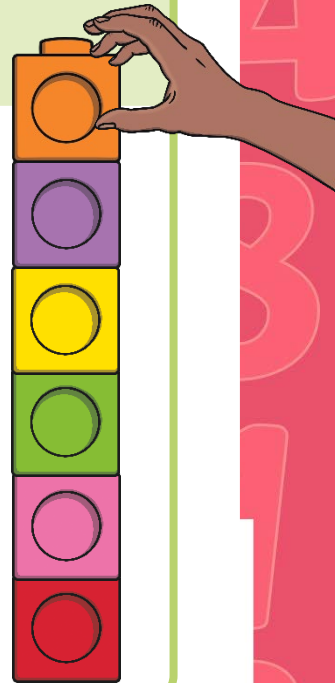
How can I find 1 less?
How will the tower
of cubes change?

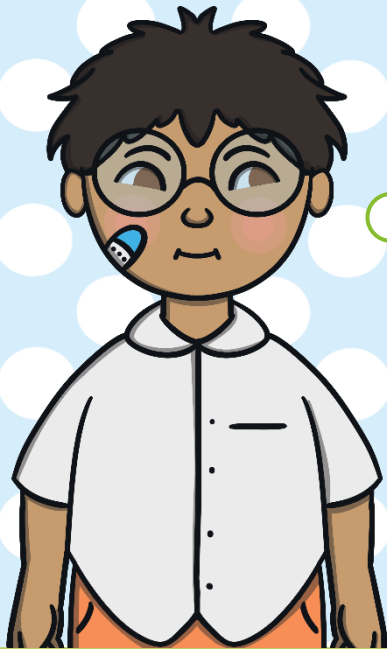
There were 6 cubes in the tower.

We take 1 away. Now there are 5 cubes. 1 less than 6 is 5.



We can count forwards 1 to find 1 more than 5.





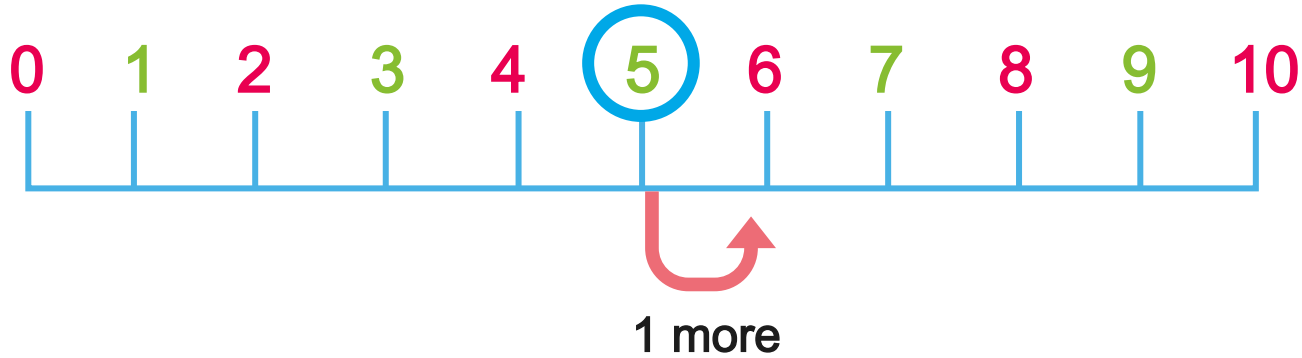
What does 1 less mean?

The value of a number will decrease by 1. This means it gets smaller by 1.

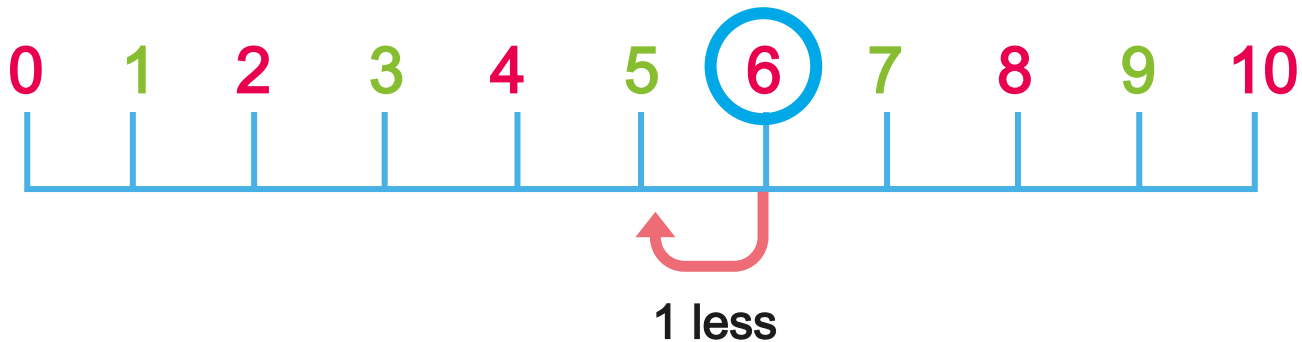
We can take away 1 from a number. We can count back 1 to find 1 less.

How Can We Find 1 More and 1 Less?

How is counting forwards 1 and adding 1 the same?

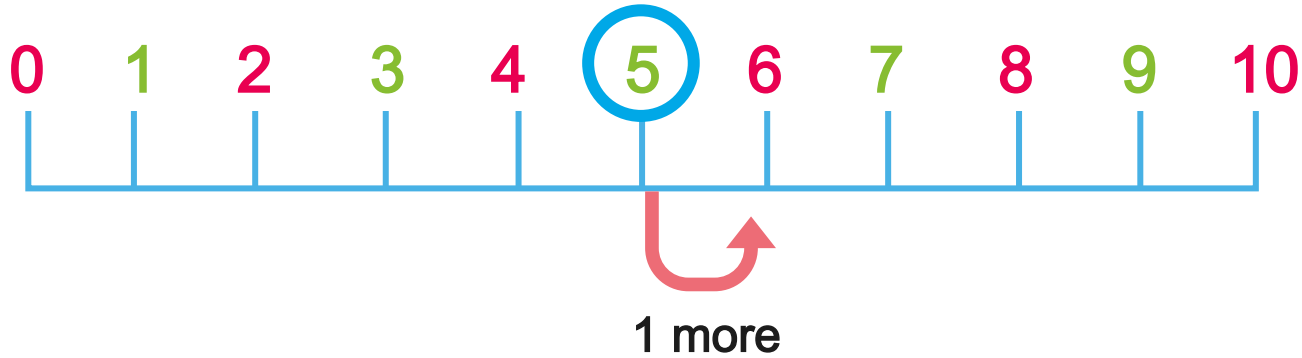


How is counting back 1 and taking away 1 the same?

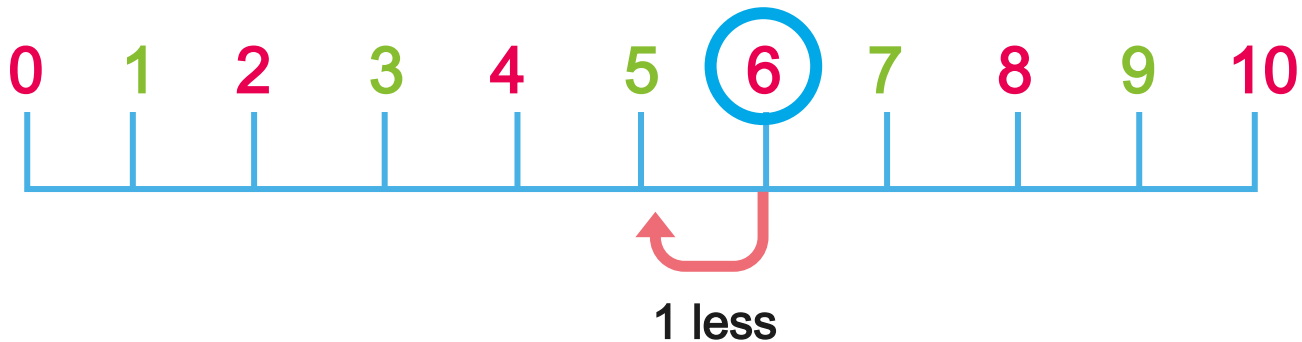


How Can We Find 1 More and 1 Less?

When we count forwards 1 or add 1, we find the number that is 1 more.

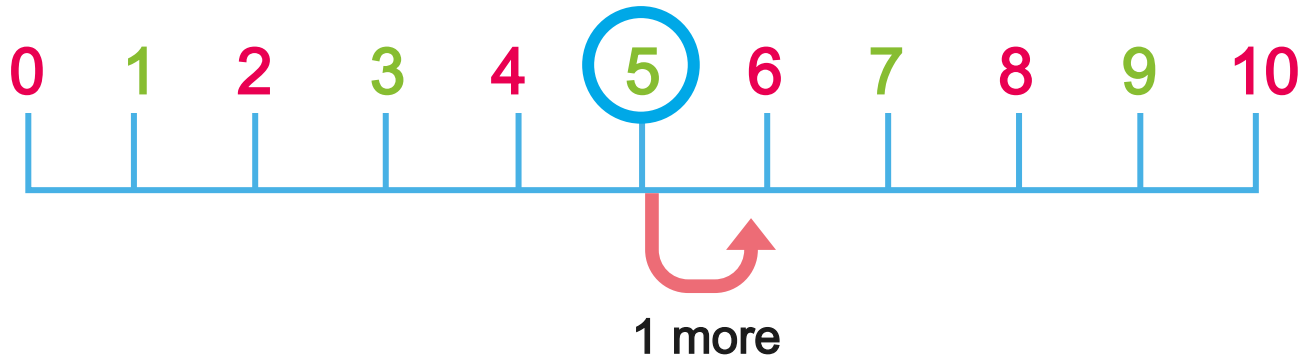


When we count back 1 or take away 1, we find the number that is 1 less.

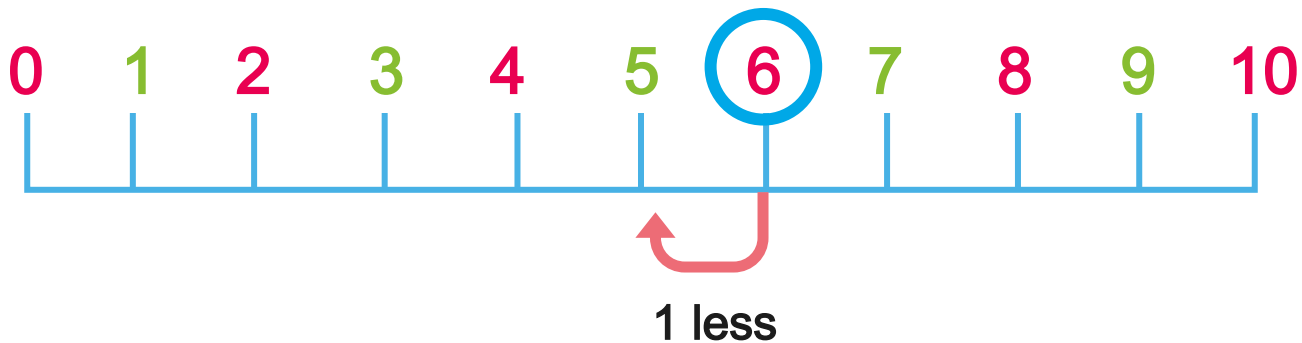


How Can We Find 1 More and 1 Less?

Finding 1 more is the opposite of finding 1 less.



Finding 1 less is the opposite of finding 1 more.

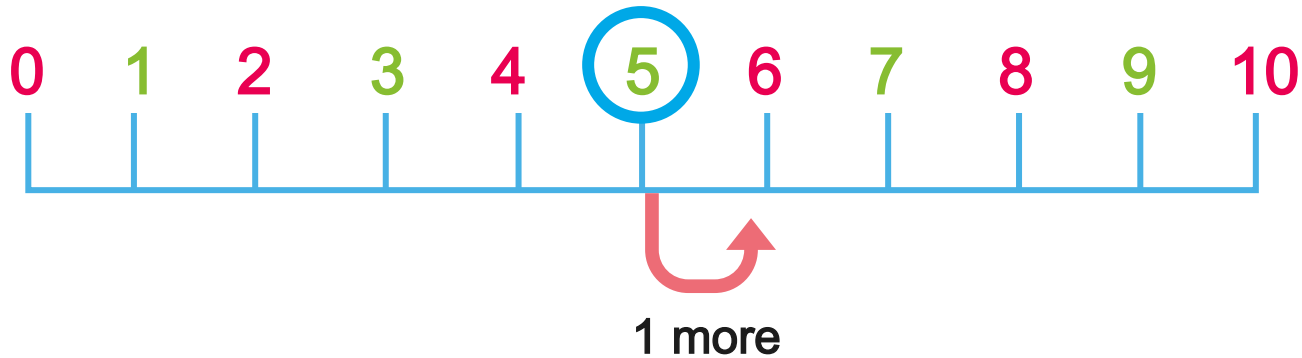


What does opposite mean?

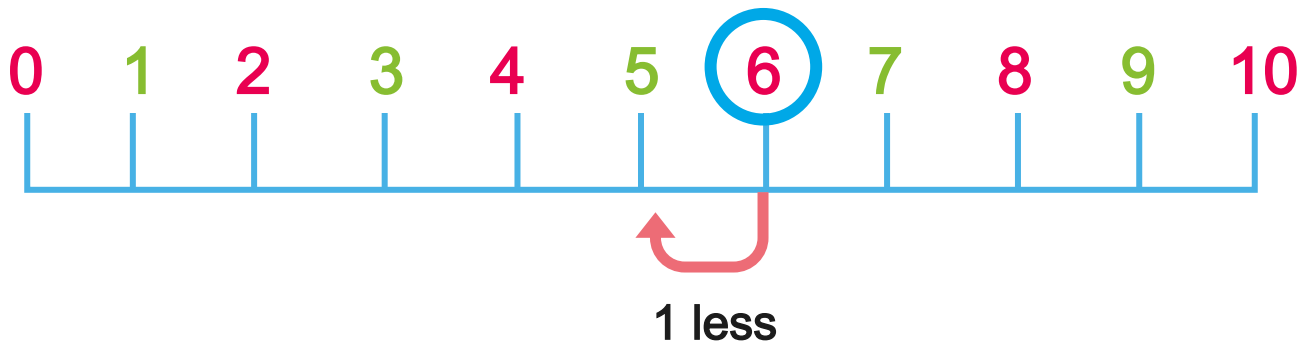
Can you explain why 1 more and 1 less are opposite?

How Can We Find 1 More and 1 Less?

Finding 1 more is the opposite of finding 1 less.



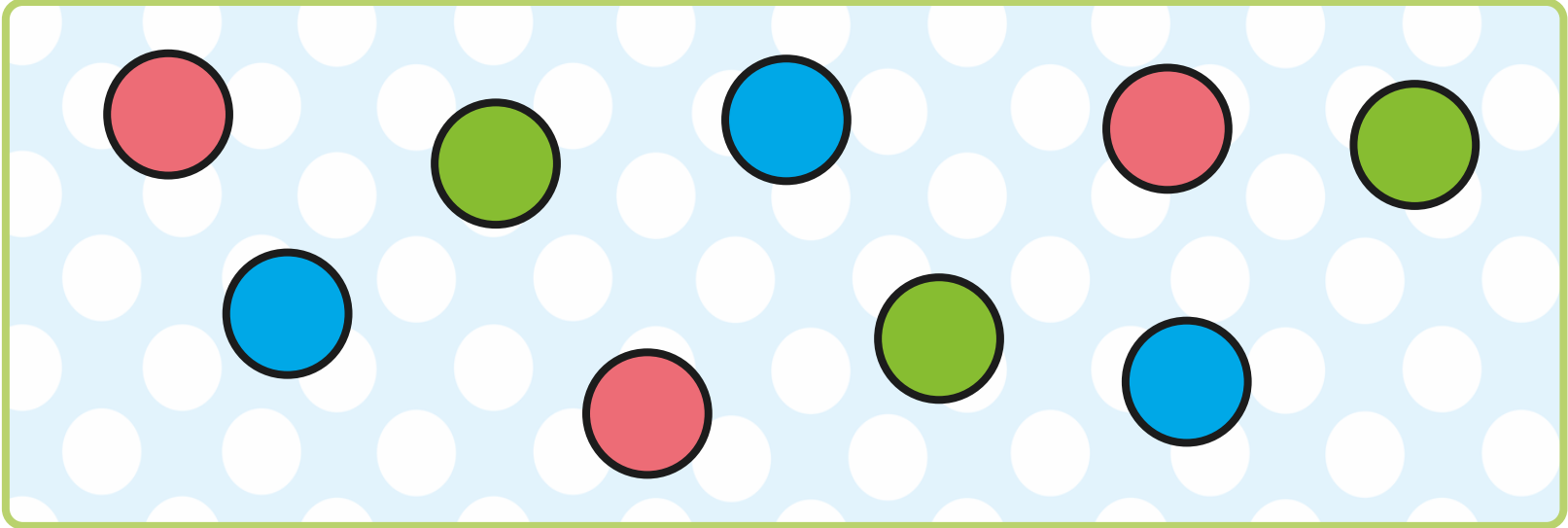
Finding 1 less is the opposite of finding 1 more.



When we find 1 more, we count forwards 1 to the next number.

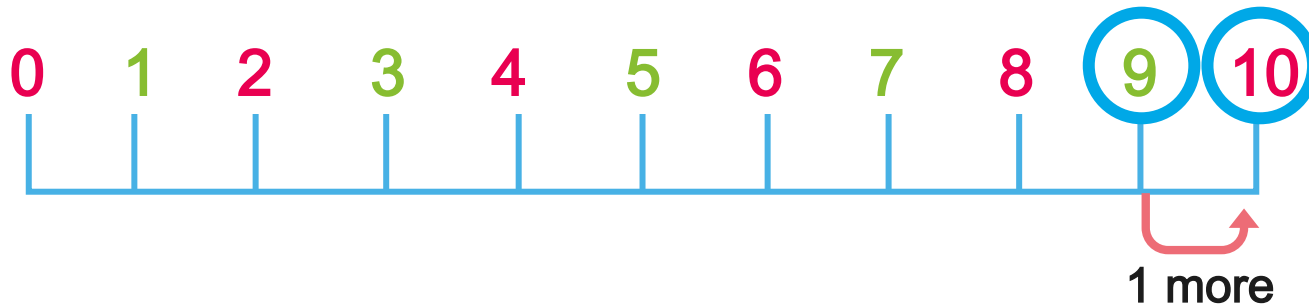
When we find 1 less, we count back 1 to the number before.

Put 9 counters in front of you.

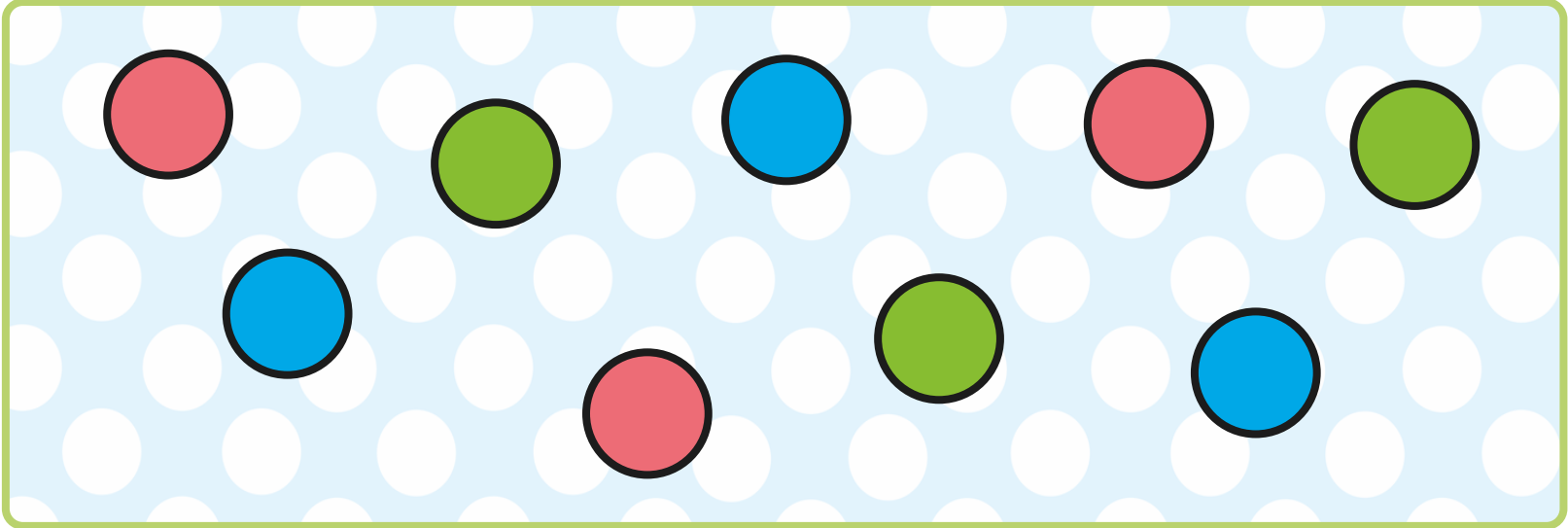


How will you find 1 more? How many counters will there be?

There will be 10 counters. 1 more than 9 is 10.

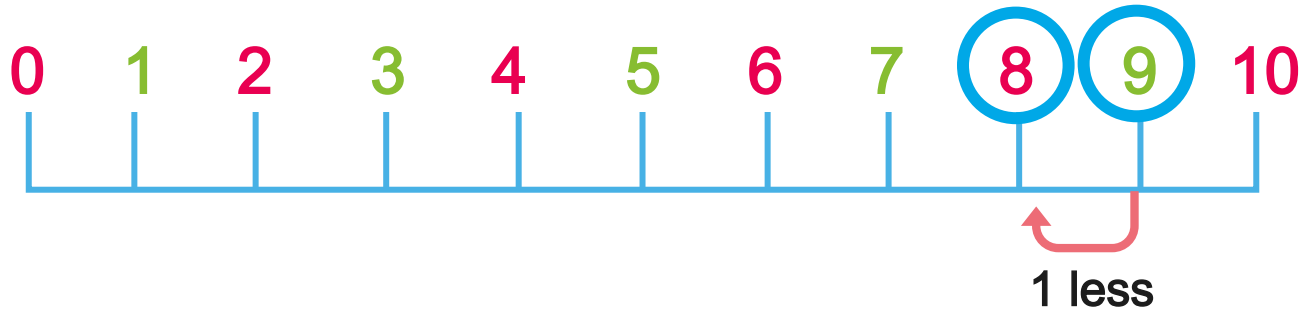


Put 9 counters in front of you again.

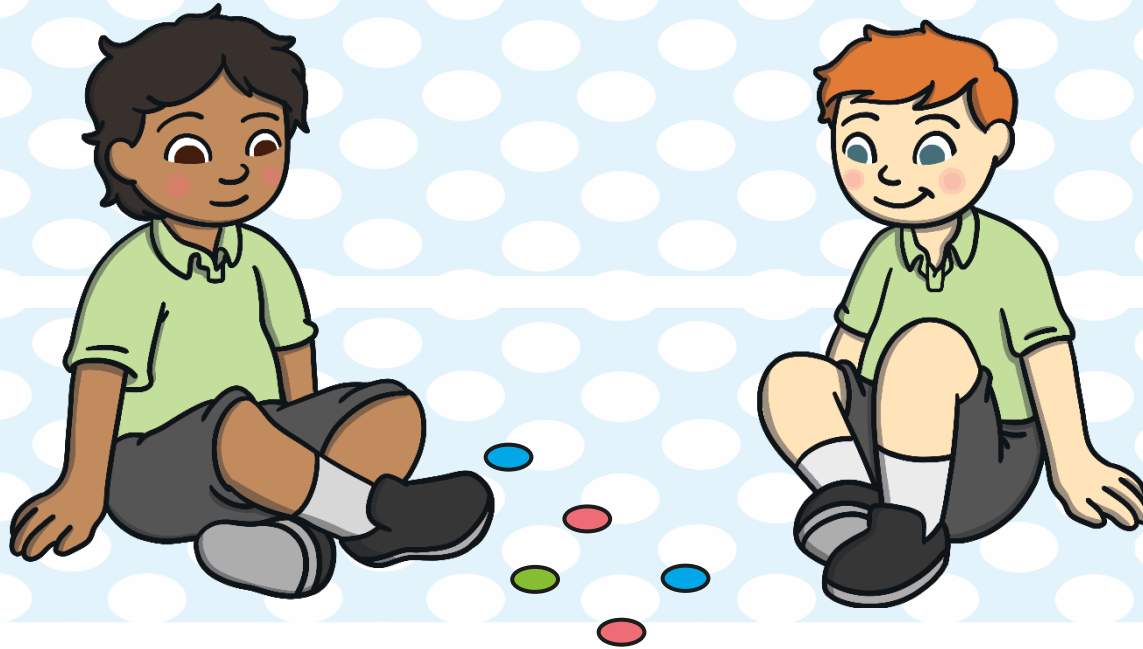


How will you find 1 less? How many counters will there be?

There will be 8 counters. 1 less than 9 is 8.



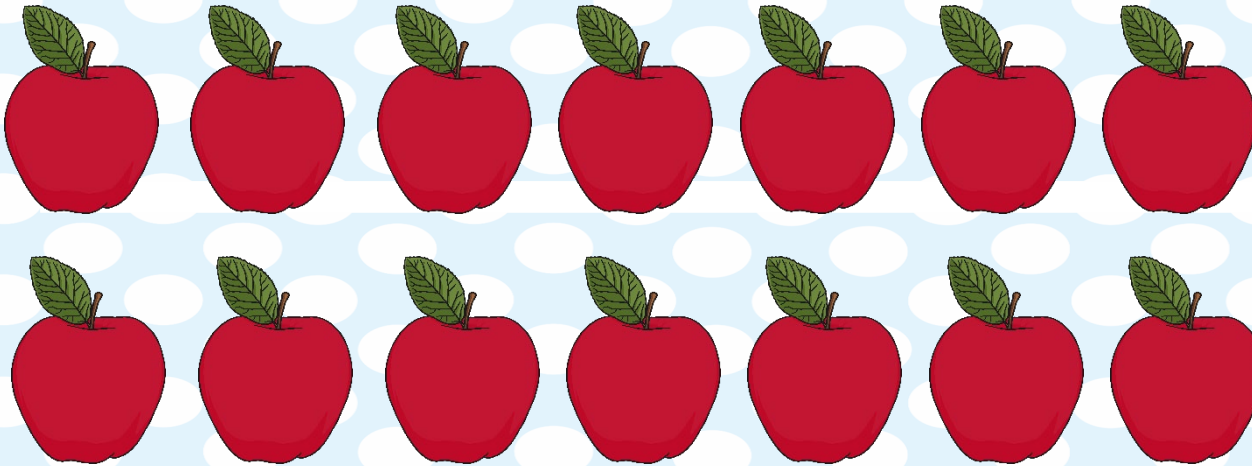
Take it in turns to put some of your counters in front of you.



Ask your partner to find 1 more and 1 less.

Can they explain how they worked this out?

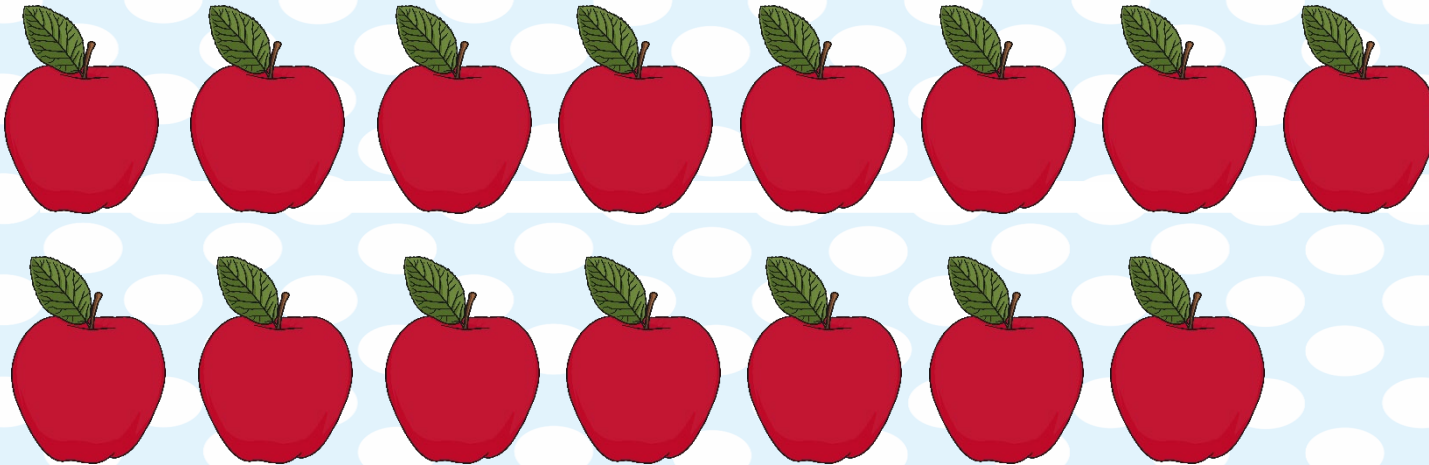
How many apples are there?



How many will there be if there is 1 more? Explain how you know.

Should we add an apple or take away an apple? Why?

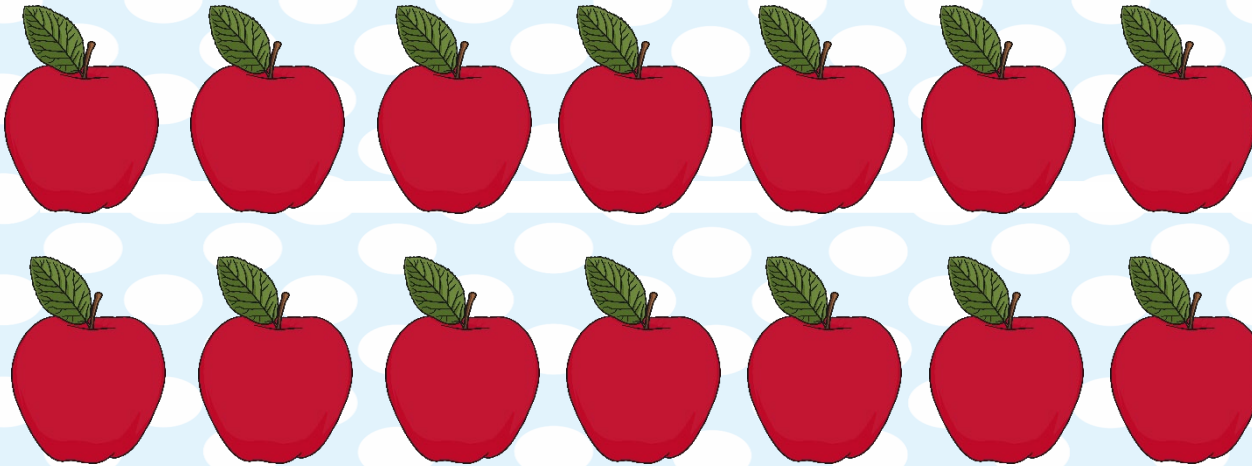
There were 14 apples.



Now there are 15 apples. 1 more than 14 is 15.

We add 1 apple to find 1 more. We can count on 1 from 14.

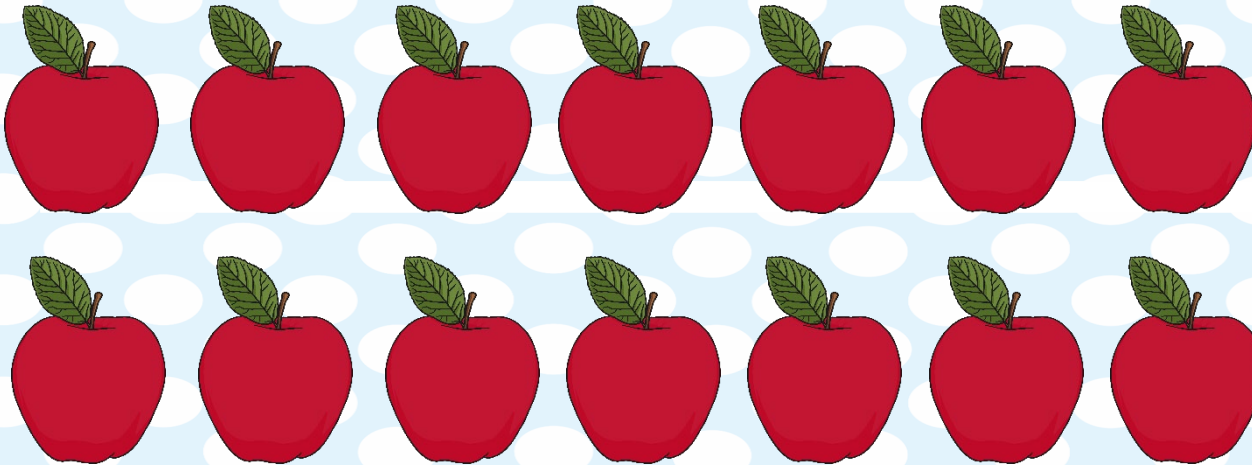
How many apples are there?



How many will there be if there is 1 less? Explain how you know.

Should we add or take away an apple? Why?

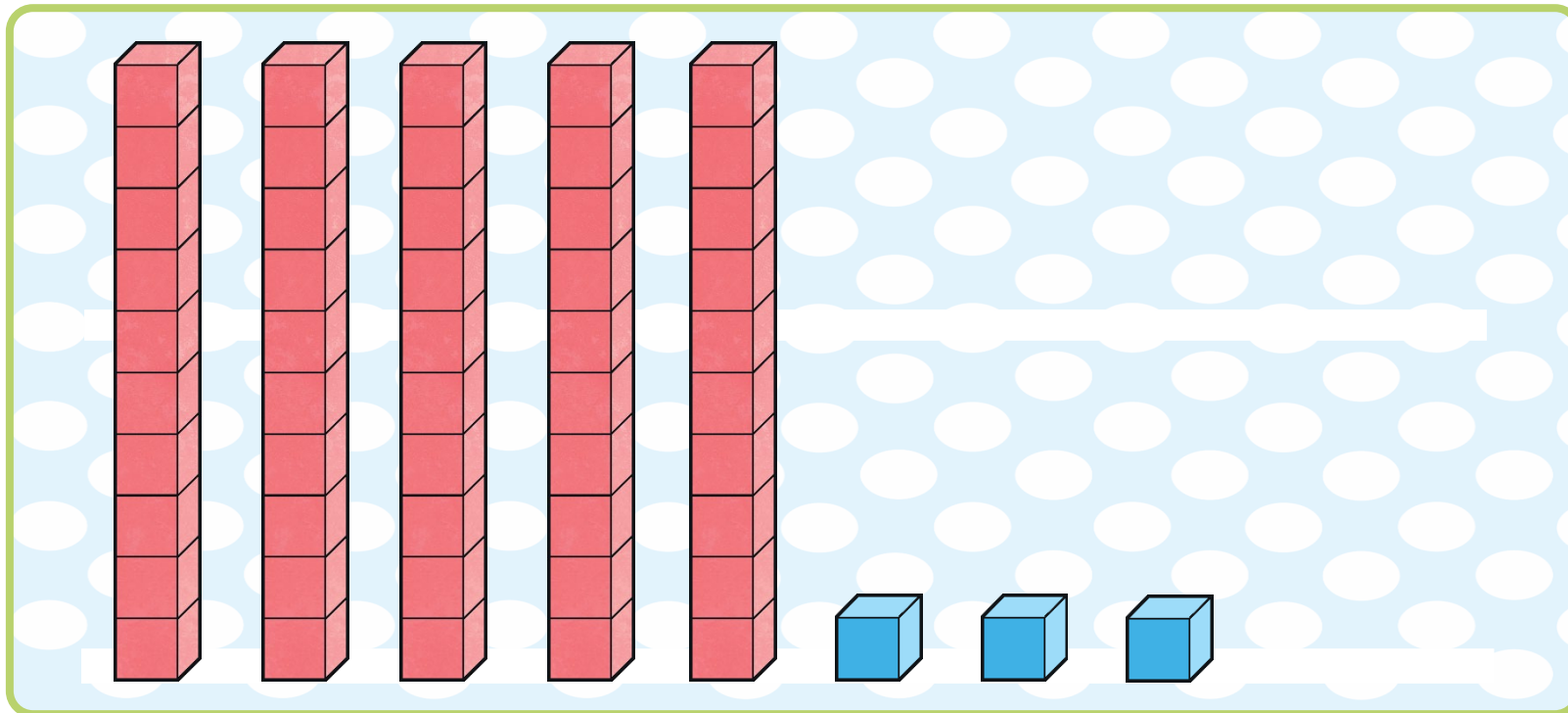
There were 14 apples.



Now there are 13 apples. 1 less than 14 is 13.

We take away 1 apple to find 1 less. We can count back 1 from 14.

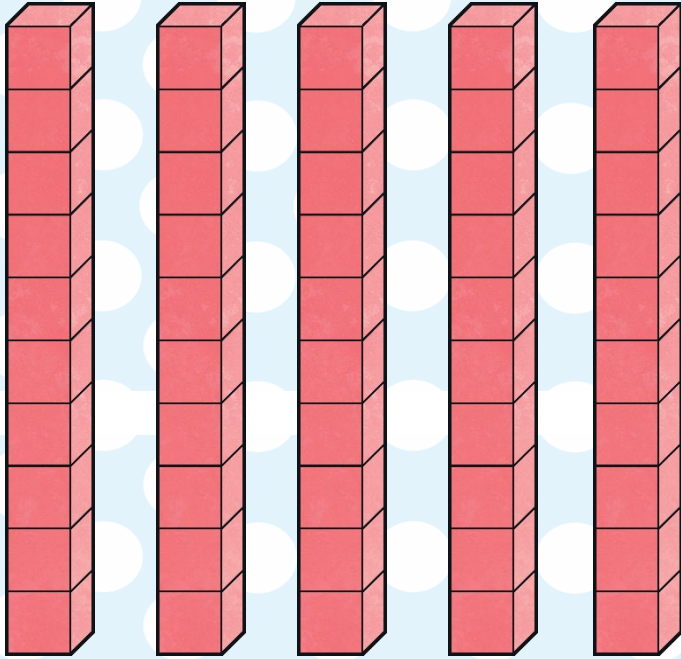
What number does this image represent?



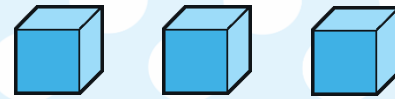
Explain how you know.

How many tens and ones does this number have?

This number has 5 tens and 3 ones. This number is 53.

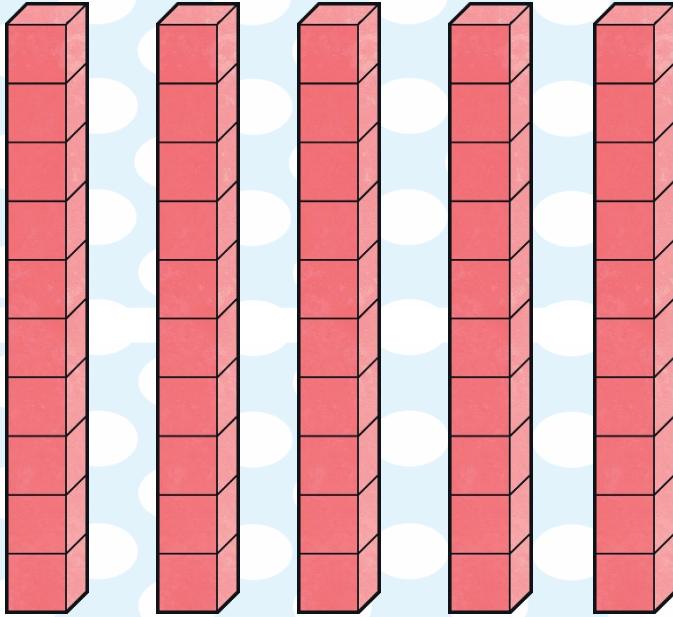


5 tens

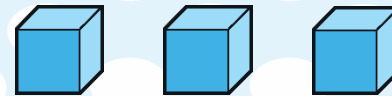


3 ones

What is 1 more than 53? How do you know?



5 tens

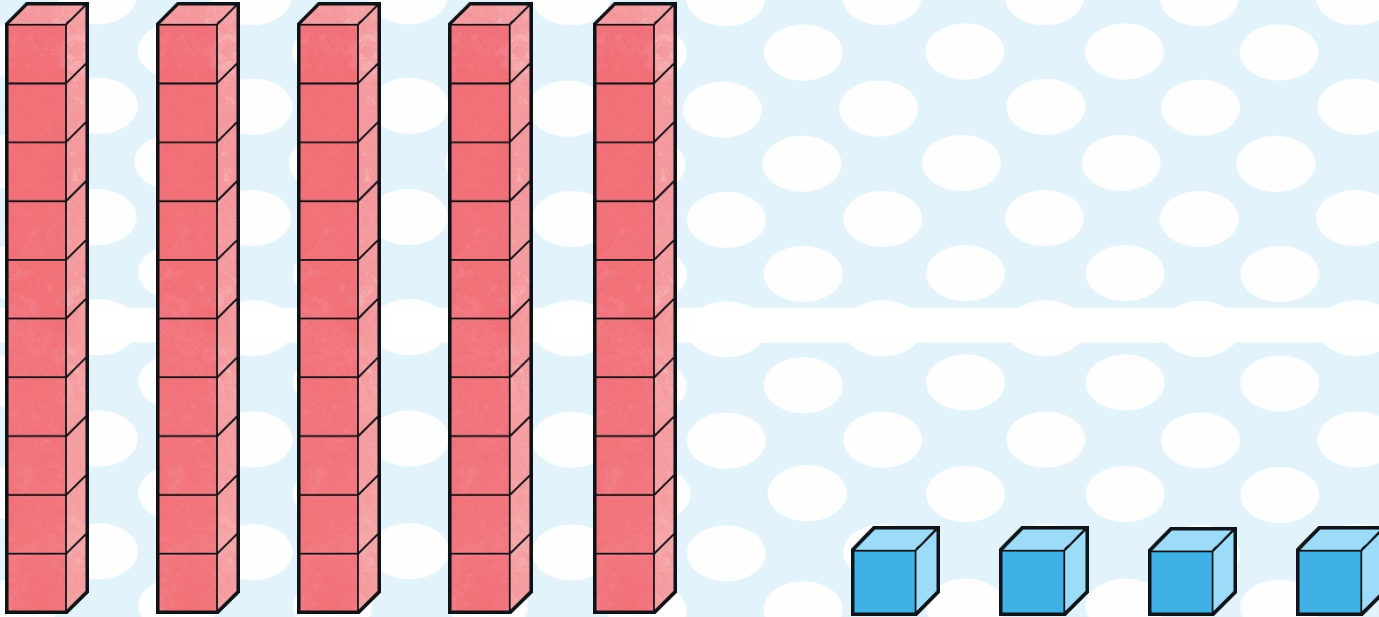


3 ones

How will this image change?

What will happen to the tens and the ones?

1 more than 53 is 54.



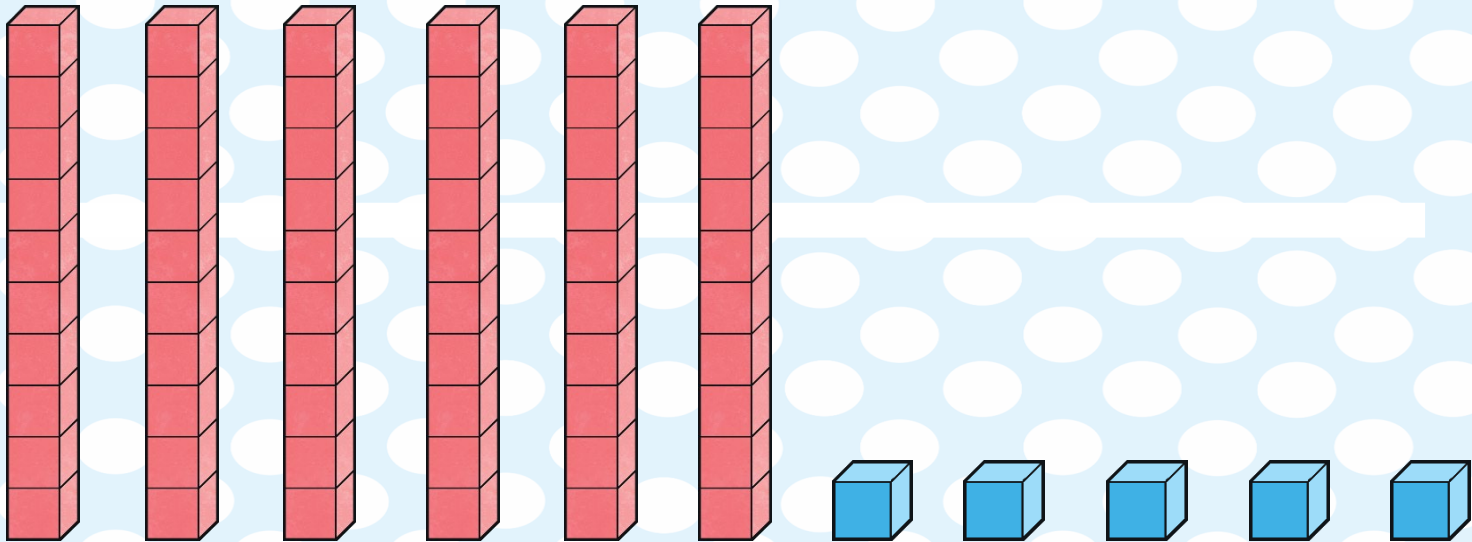
5 tens

4 ones

The tens have stayed the same.

We add 1 one to find 1 more.

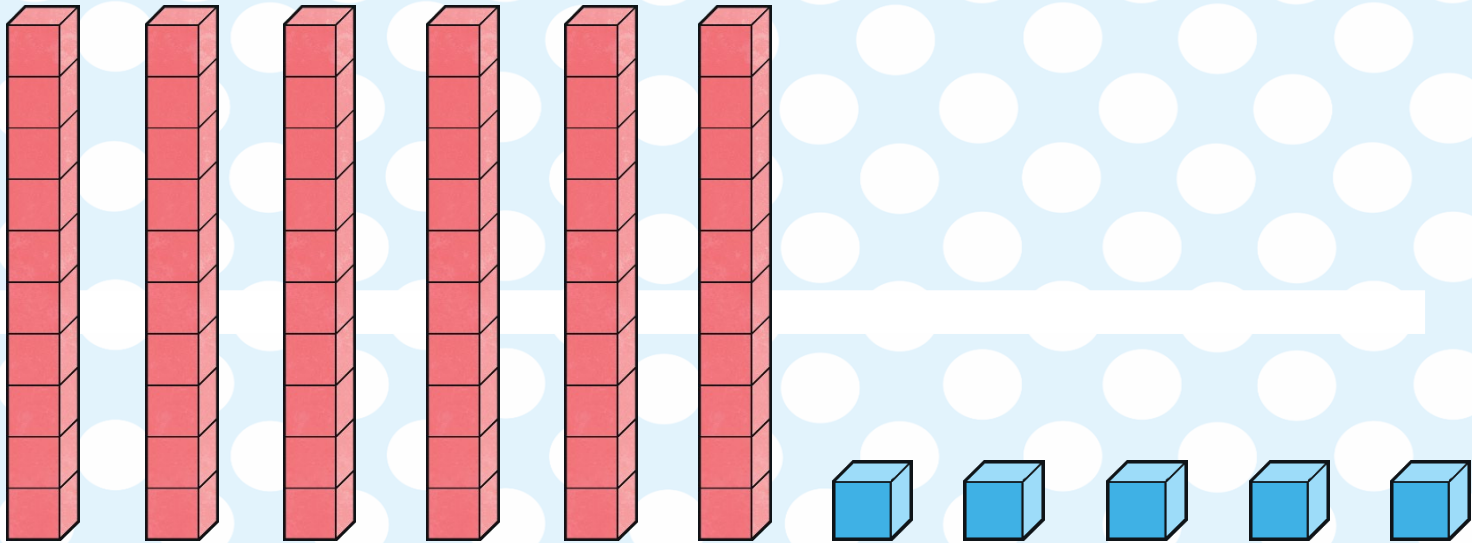
What number does this image represent?



Explain how you know.

How many tens and ones does this number have?

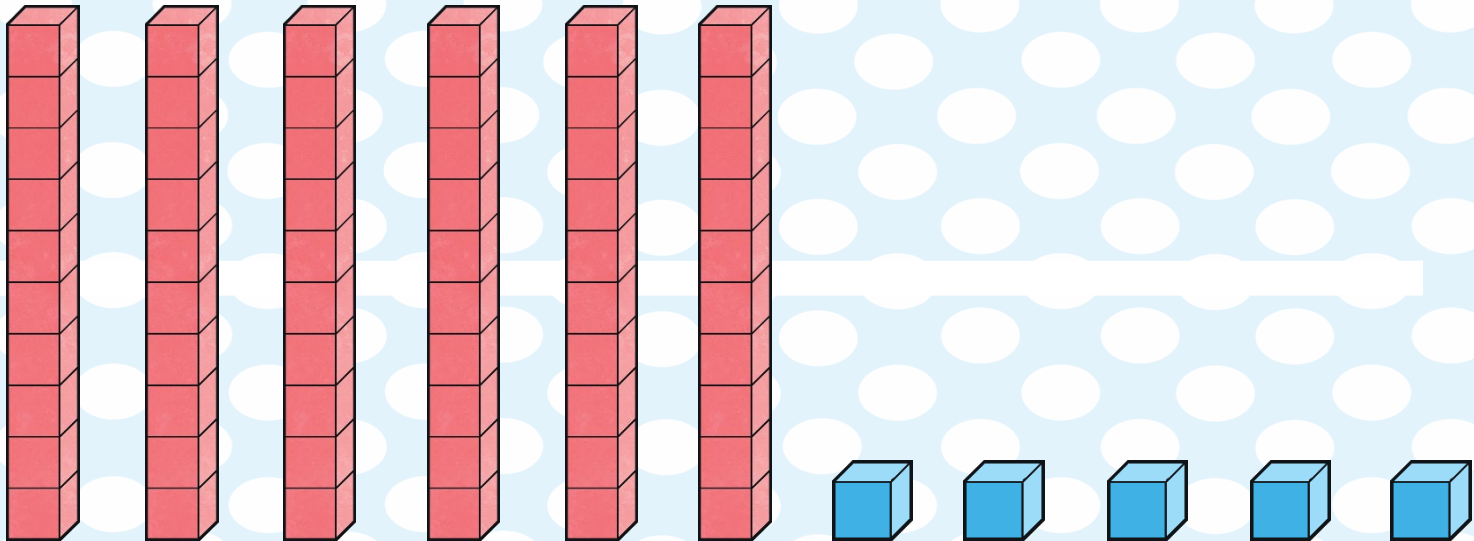
This number has 6 tens and 5 ones. This number is 65.



6 tens

5 ones

What is 1 less than 65? How do you know?



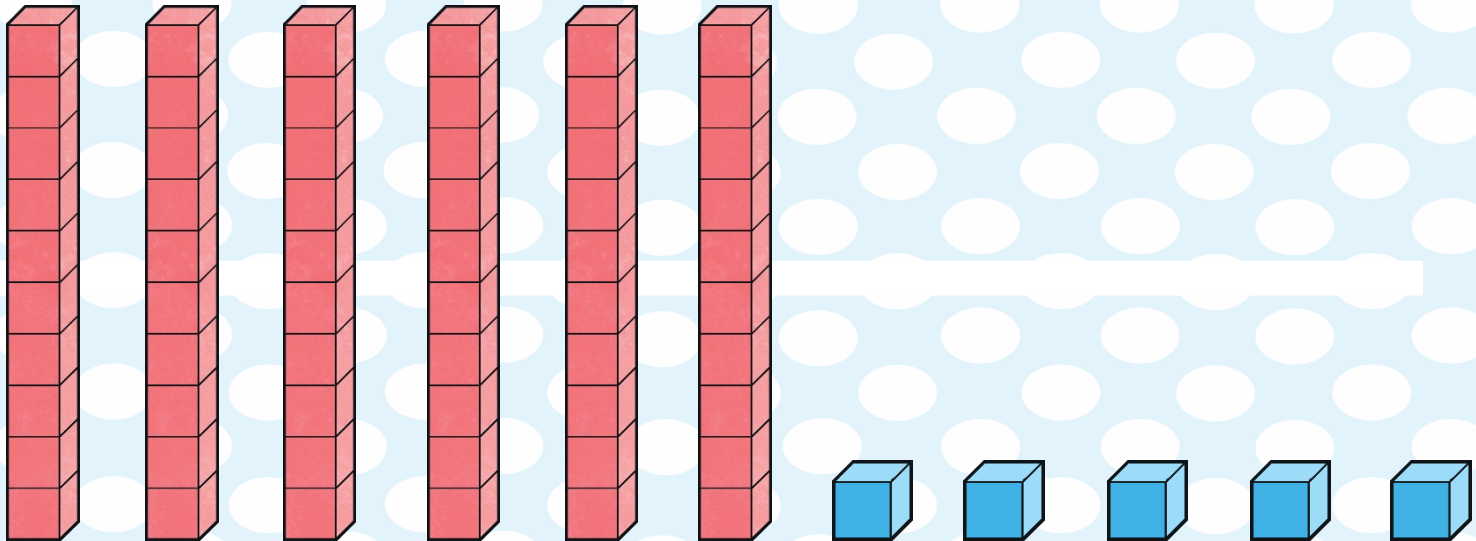
6 tens

5 ones

How will this image change?

What will happen to the tens and the ones?

1 less than 65 is 64.



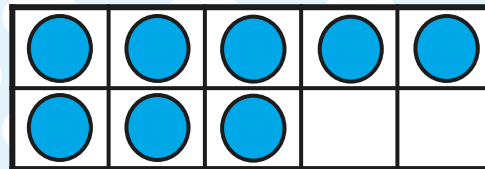
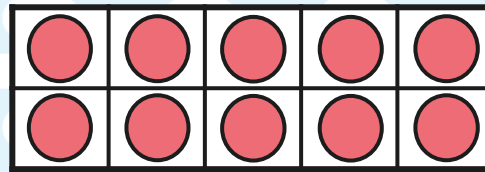
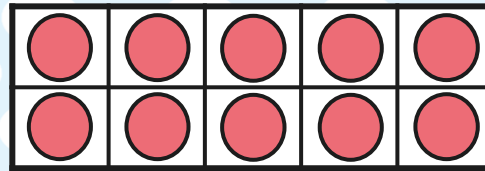
6 tens

4 ones

The tens have stayed the same.

We take away 1 one to find 1 less.

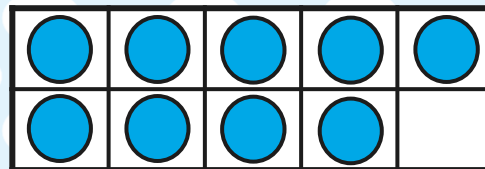
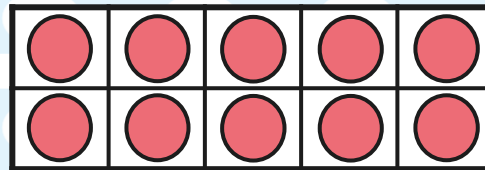
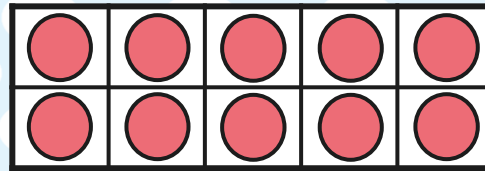
What is this number? How do you know?



Can you explain what 1 more than this number will look like?

What will happen to the tens and the ones?

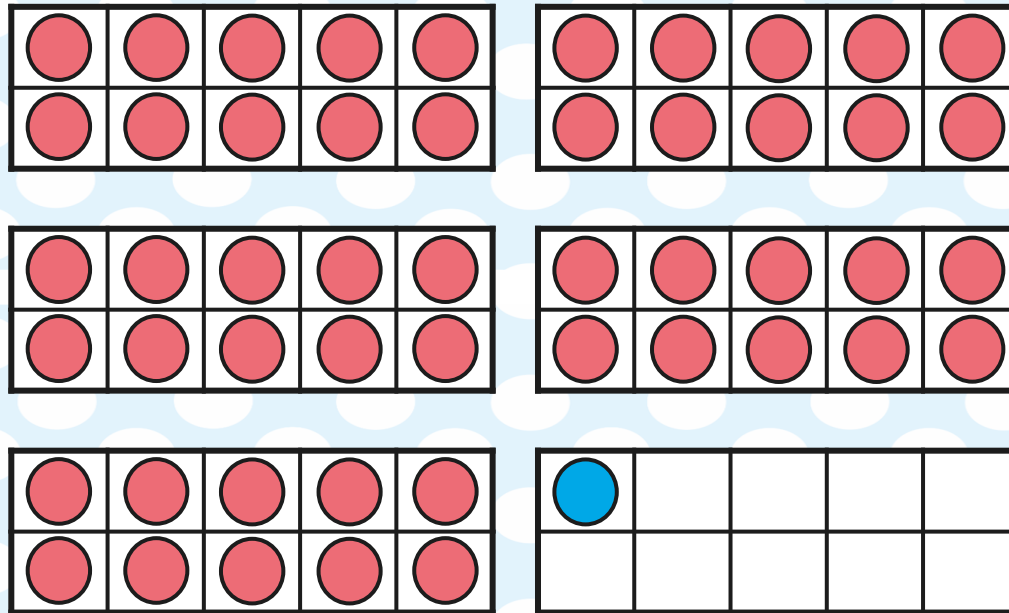
There were 28 counters. 1 more than 28 is 29.



The tens stayed the same.

There is 1 more one.

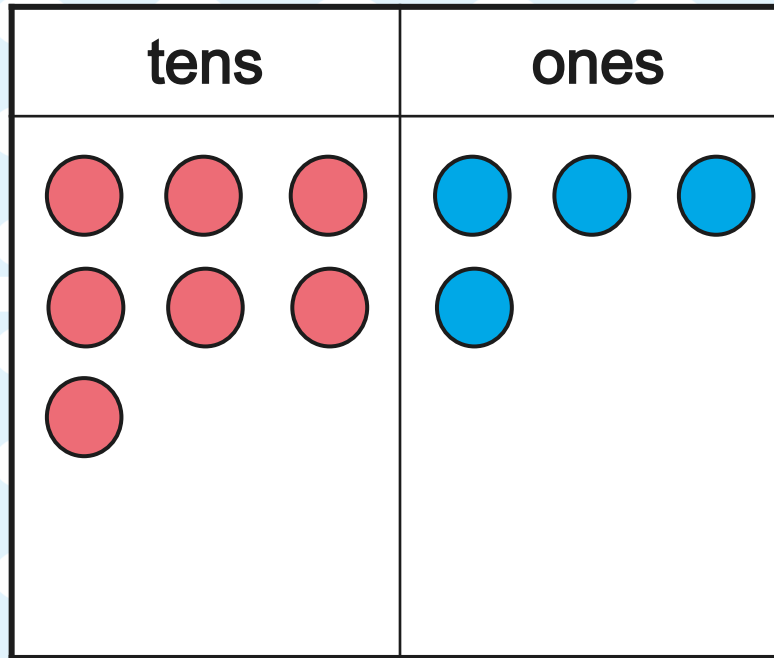
What is this number? How do you know?



Can you explain what 1 less than this number will look like?

What will happen to the tens and the ones?

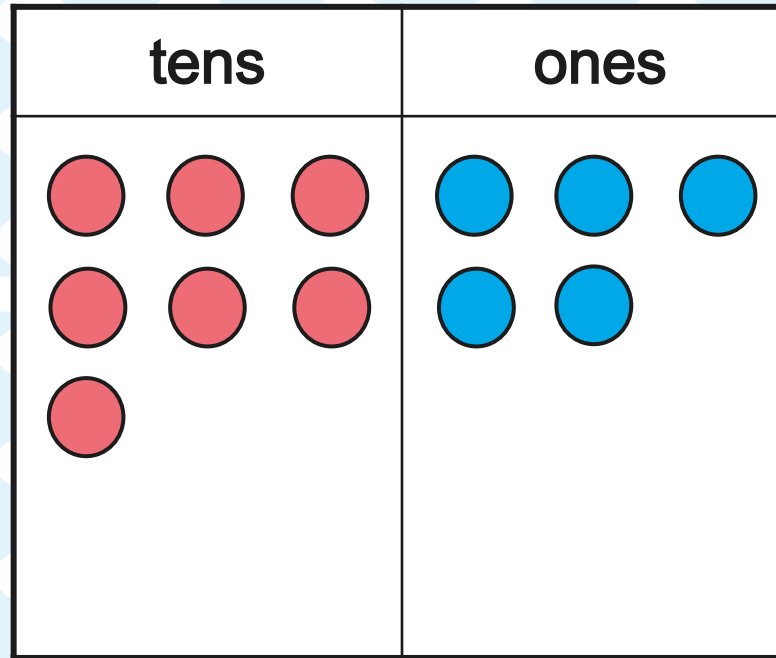
What is 1 more than this number?



How will the image change?

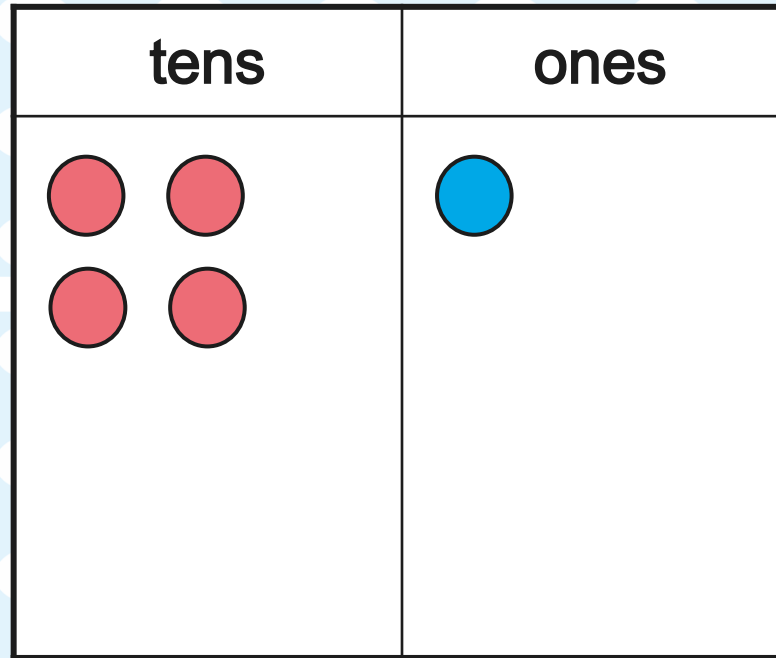
What will happen to the tens and the ones?

The number was 74. 1 more than 74 is 75.



How did the image change?

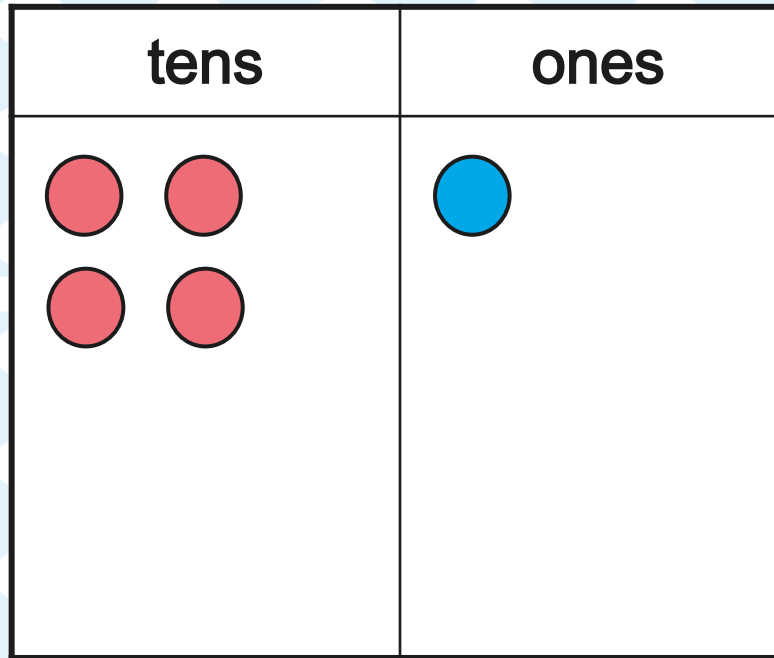
What is 1 less than this number?



How will the image change?

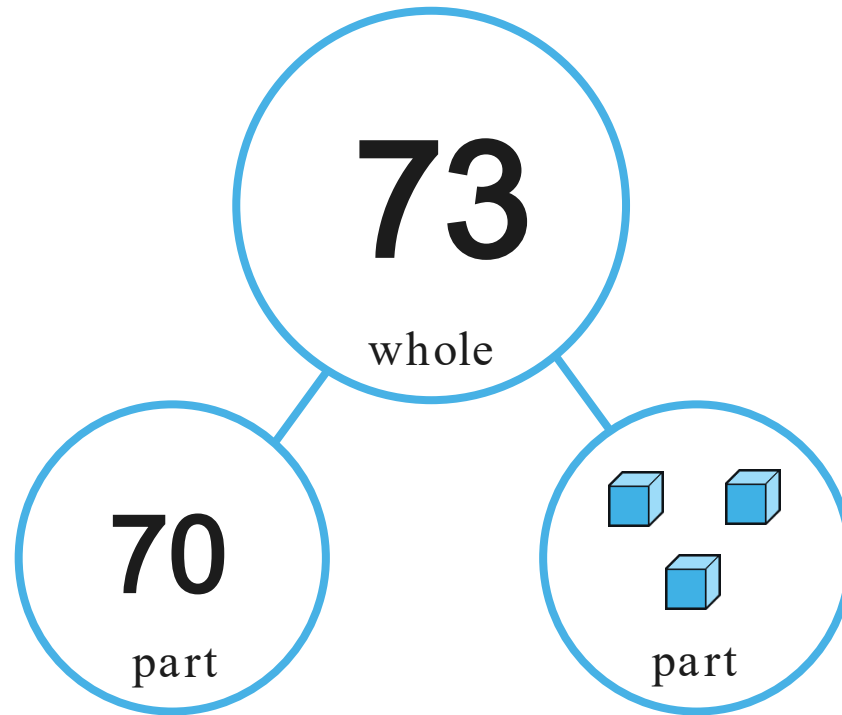
What will happen to the tens and the ones?

The number was 41. 1 less than 41 is 40



How did the image change?

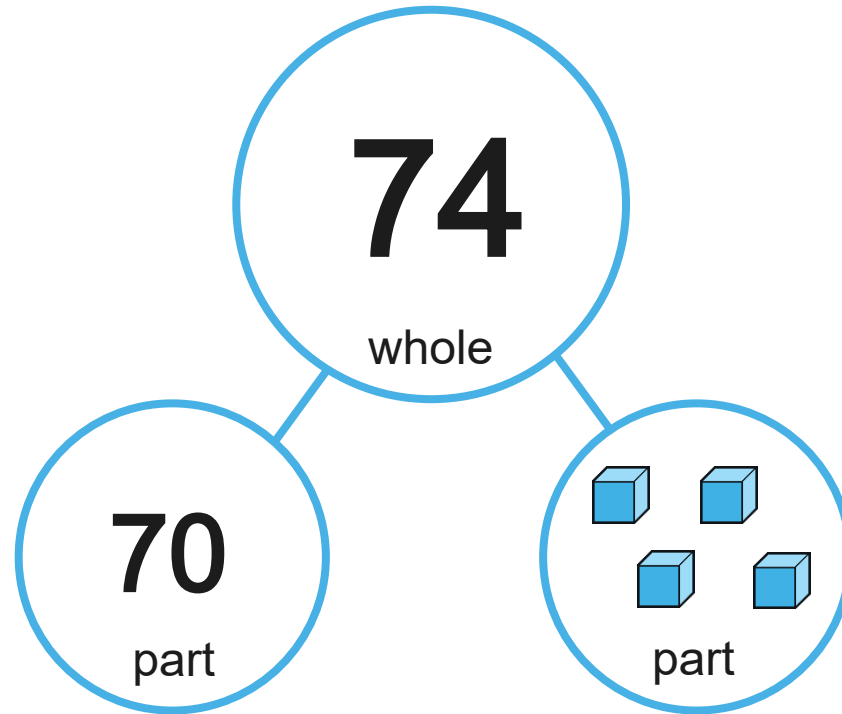
What is 1 more than this number?



How will the image change?

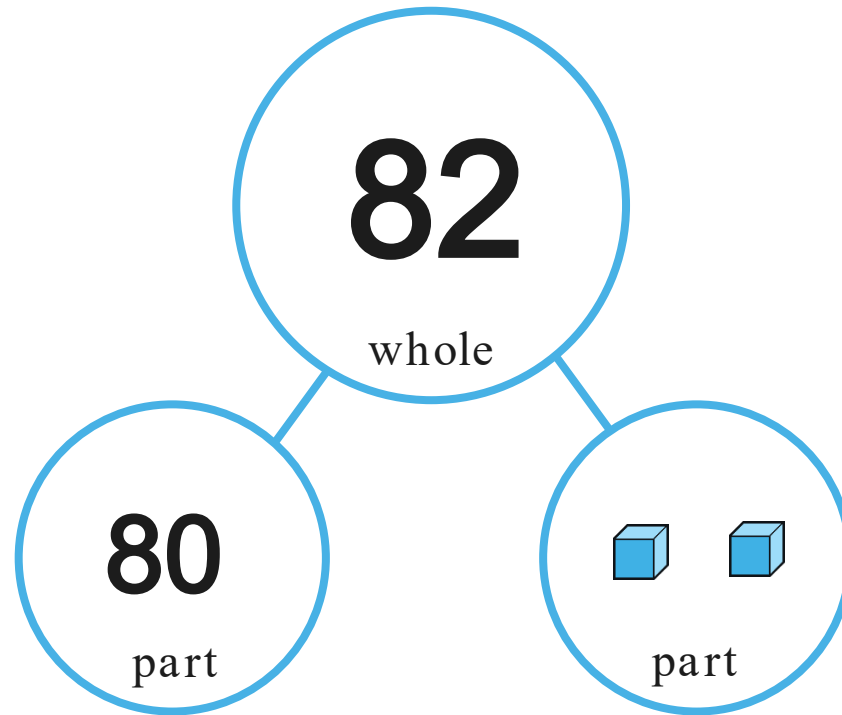
What will happen to the tens and the ones?

The number was 73. 1 more than 73 is 74.



How did the image change?

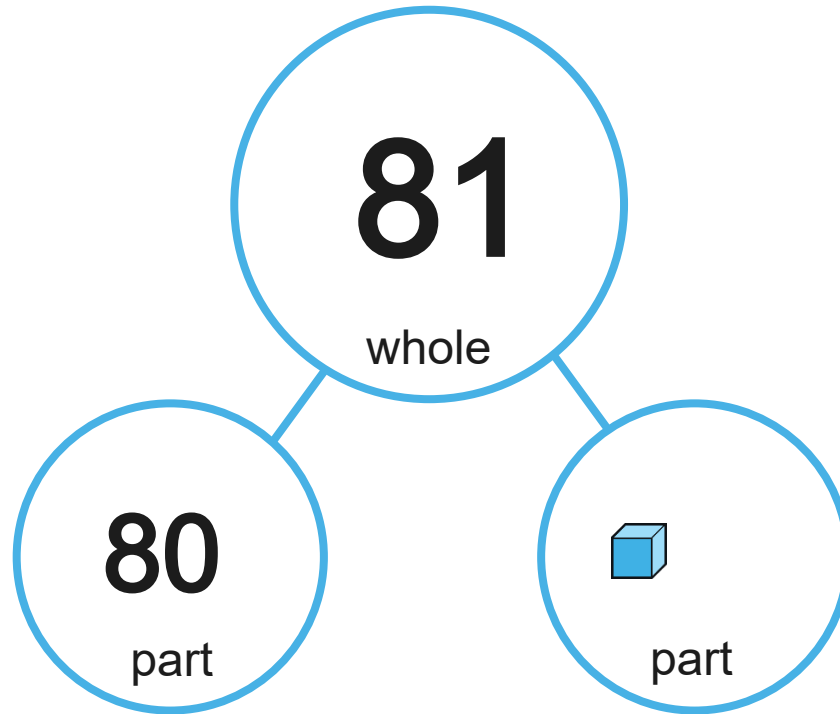
What is 1 less than this number?



How will the image change?

What will happen to the tens and the ones?

The number was 82. 1 less than 82 is 81.



How did the image change?

What is 1 more than this number?



80



6

How will the image change?

What will happen to the tens and the ones?

The number was 86. 1 more than 86 is 87.



80



7

How did the image change?

What is 1 less than this number?

90

8

How will the image change?

What will happen to the tens and the ones?

The number was 98. 1 less than 98 is 97.



90



7

How did the image change?

How can counting forwards help us find the number that is 1 more than 89?

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 more than 89 is 90.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

We can count forwards 1 to find 1 more.
We start at 89. 90 is the next number.

1 more than 89 is 90.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How did the tens and ones change this time? Why did this happen?

How can counting back help us find the number that is 1 less than 70.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 less than 70 is 69.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

We can count back 1 to find 1 less.
We start at 70. 69 is the number before.

1 less than 70 is 69.

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	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How did the tens and ones change this time? Why did this happen?

Sophie picks 3 number cards. She can only see the number on the middle card.

1 less

15

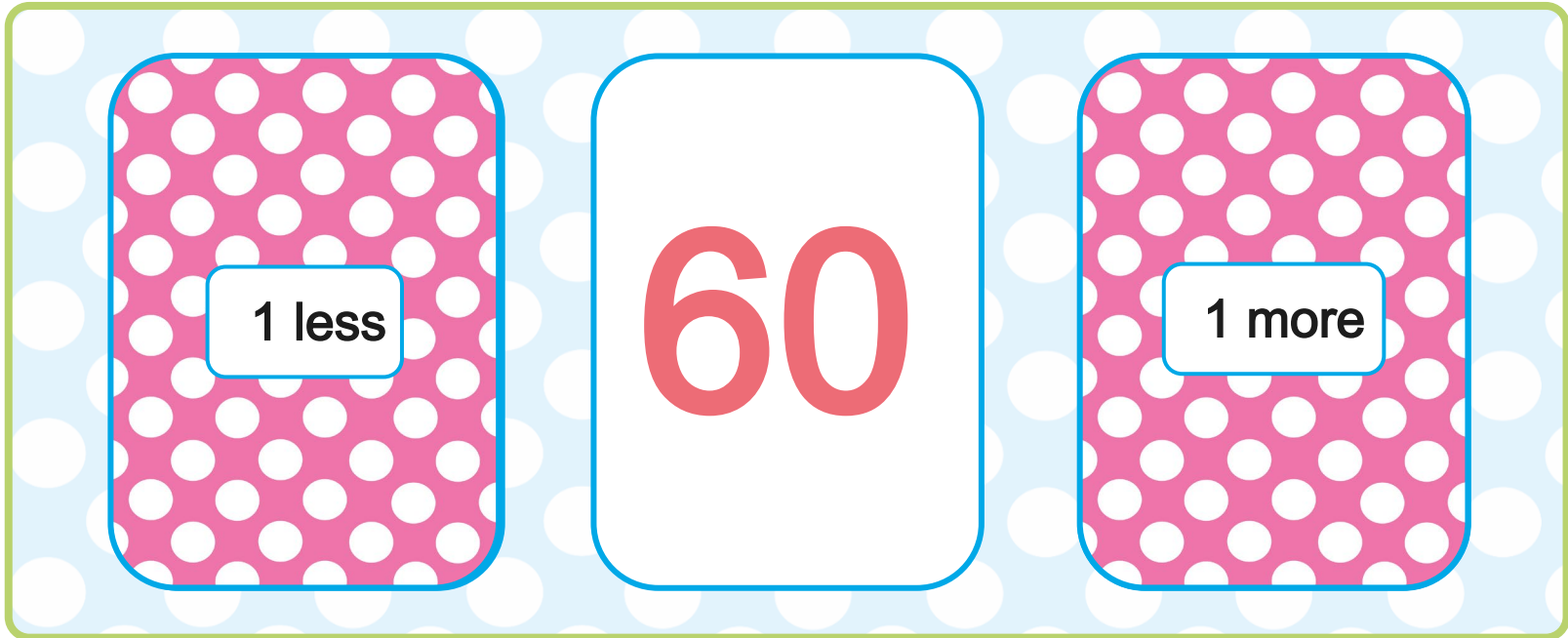
1 more

Which numbers will Sophie see when she turns the other 2 cards over?

Can you explain why you think this?

What will happen to the tens and the ones?

Sophie picks 3 more number cards. She can only see the number on the middle card.



Which numbers will Sophie see when she turns the other 2 cards over?
Can you explain why you think this?
Will something different happen to the tens and the ones this time?
Why?

Turn the Cards Over

Can you say the number on the card on the left? We will turn each card in the row over one at a time. Which number do you think will be on the next card?

29

1
more

1
more

1
more

1
more

1
more

1
more

81

1
less

1
less

1
less

1
less

1
less

1
less



Turn the Cards Over

Start on the left. Read the number on each card. Can you say if you think each number is 1 more or 1 less?

62

1 more

63

1 more

64

1 less

63

1 less

62

1 more

63

1 more

64

99

1 less

98

1 less

97

1 more

98

1 more

99

1 more

100

1 less

99



Counting Forwards and Back across 100

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

7	8	9
---	---	---

1 less 1 more

	16	
--	----	--

1 less 1 more

	20	
--	----	--

1 less 1 more

18	19	20
----	----	----

1 less 1 more

	23	
--	----	--

1 less 1 more

	14	
--	----	--

1 less 1 more

Less Than Numbers to 100

Find 1 less than numbers up to 100.

Can you write the numbers that are 1 less? The first one has been done for you.

				13
--	--	--	--	----

				23
--	--	--	--	----

				31
--	--	--	--	----

One Less Than Numbers to 100

Find 1 less than numbers up to 100.

Can you write the numbers that are 1 less? The first one has been done for you.

	40		
--	----	--	--

			92
--	--	--	----

	72		
--	----	--	--

26		
----	--	--

--	--	--

98		
----	--	--

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

37	38	39	40	41	42	43
----	----	----	----	----	----	----

66						
----	--	--	--	--	--	--

79						
----	--	--	--	--	--	--

						35
--	--	--	--	--	--	----

						64
--	--	--	--	--	--	----

						90
--	--	--	--	--	--	----

Less Than Numbers to 100

Find 1 less than numbers up to 100.

Can you write the numbers that are 1 less? The first one has been done for you.

	46		
--	----	--	--

			81
--	--	--	----

	69		
--	----	--	--

One Less Than Numbers to 100

Find 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less?

						86
--	--	--	--	--	--	----

		90				
--	--	----	--	--	--	--

						98
--	--	--	--	--	--	----

Diving into Mastery

Dive in by completing your own activity!



Finding One More and One Less Than Numbers to 100



Can you help Eli find 1 more and 1 less than these numbers? Write the numbers in numerals.

1 less

1 more

	<table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
tens	ones					

Can you make an image of a number and ask a friend to find one less and one more?

Aim

- To find 1 more and 1 less than numbers up to 100.

Success Criteria

- I can count forwards and back to 100.
- I can find 1 more than numbers to 100.
- I can find 1 less than numbers to 100.

765.395 289873
991 6789 78 096
8562 853 2234
309 31 238 948
9 5698 435 -31
567 892 2.54

Aim: To find 1 more and 1 less than numbers up to 100.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can count forwards and back to 100.				Notes/Evidence					
I can find 1 more than numbers to 100.									
I can find 1 less than numbers to 100.									
Next Steps									
<ul style="list-style-type: none"> _____ _____ 									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

Aim: To find 1 more and 1 less than numbers up to 100.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can count forwards and back to 100.				Notes/Evidence					
I can find 1 more than numbers to 100.									
I can find 1 less than numbers to 100.									
Next Steps									
<ul style="list-style-type: none"> _____ _____ 									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

Finding One More and One Less Than Numbers to 100



Can you help Eli find 1 more and 1 less than these numbers? Write the numbers in numerals.

1 less

1 more

	<table border="1"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	tens	ones			
tens	ones					

Can you make an image of a number and ask a friend to find one less and one more?

Finding One More and One Less Than Numbers to 100



Can you help Eli find 1 more and 1 less than these numbers? Write the numbers in numerals.

1 less

1 more


	<table border="1"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	tens	ones			
tens	ones					

Can you make an image of a number and ask a friend to find one less and one more?

Finding One More and One Less Than Numbers to 100



Sam made an image of a number.

	tens	ones
	● ● ●	●
Sam		



Louis



My number is 1 more than Sam's number.



Max



My number is 1 less than Sam's number.

tens	ones	tens	ones
● ● ● ●	●	● ● ●	


Do you agree with Louis or Max? Why? What mistake has been made? What would you say to help them get it right next time?

Sam says that when you find 1 more, the tens never change. Do you agree with Sam? Can you explain why?

Finding One More and One Less Than Numbers to 100



Sam made an image of a number.

	tens	ones
	● ● ●	●
Sam		



Louis



My number is 1 more than Sam's number.



Max



My number is 1 less than Sam's number.

tens	ones	tens	ones
● ● ● ●	●	● ● ●	

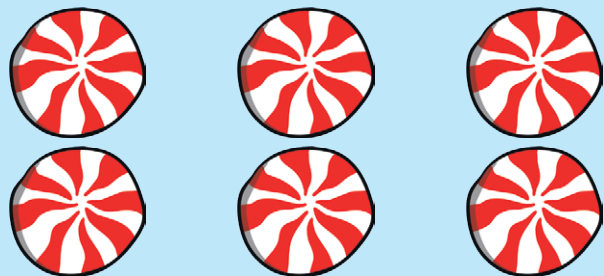
Do you agree with Louis or Max? Why? What mistake has been made? What would you say to help them get it right next time?

Sam says that when you find 1 more, the tens never change. Do you agree with Sam? Can you explain why?

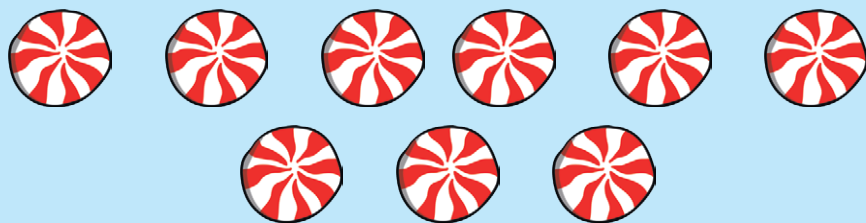
Finding One More and One Less Than Numbers to 100



Can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



Now can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



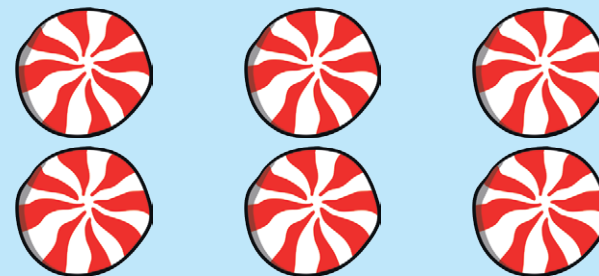
Is there another number of sweets that could be shared out in this way?

Is it possible to do this with any number of sweets? How do you know? Are there any numbers this wouldn't work for?

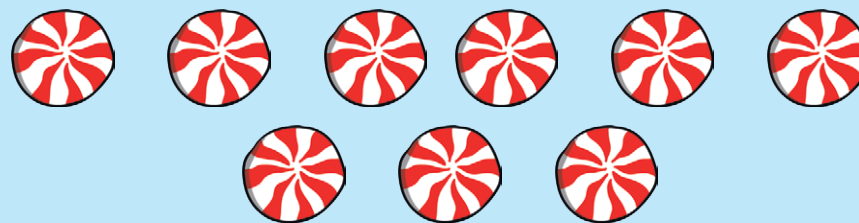
Finding One More and One Less Than Numbers to 100



Can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



Now can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



Is there another number of sweets that could be shared out in this way?

Is it possible to do this with any number of sweets? How do you know? Are there any numbers this wouldn't work for?



Can you help Eli find 1 more and 1 less than these numbers?

Write the numbers in numerals.

1 less		1 more						
4		6						
8		10						
26		28						
30		32						
48	<table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones					50
tens	ones							

Do you agree with Louis or Max? Why?



Louis is incorrect. Max is correct. Accept any reasonable explanation.

What mistake has been made?

Louis has one more ten instead of one more one.

What would you say to help them get it right next time?

Accept any reasonable explanation which includes the ones changing rather than the tens.

Sam says that when you find 1 more, the tens never change.

Do you agree with Sam? Can you explain why?

Sam is not correct. If a number has nine ones, the tens will change when you find one more.



Can you share these sweets out so that Emma has one more than Jen and Hannah has one less than Jen?

Hannah - 1, Jen - 2, Emma - 3.

Now can you share these sweets out so that Emma has one more than Jen and Hannah has one less than Jen?

Hannah - 2, Jen - 3, Emma - 4

Is there another number of sweets that could be shared out in this way?

9, 12, 15, 18, 21, etc.

Is it possible to do this with any number of sweets? How do you know?

No. Accept any reasonable explanation (hint - it will only work for numbers that are a multiple of three).

Are there any numbers this wouldn't work for?

Accept any correct answers (hint - this will not work for any number that is not a multiple of three).

Hint - A great way to solve this problem is to divide the sweets by three to find how many sweets Emma has. Then Emma has one more and Hannah has one less.

Finding One More and One Less Than Numbers to 100



Adult Guidance with Question Prompts

The children will find one more and one less than numbers to 100. They will work on their fluency by writing numbers in numerals which are one more and one less than the numbers represented in the images.

What does one more mean?

What does one less mean?

What numbers do the images represent?

Can you explain how you know?

How can we find one more?

How can we find one less?

How have the tens changed? Why?

How have the ones changed? Why?

Can you make an image of a number and ask a friend to find one less and one more?

Finding One More and One Less Than Numbers to 100



Can you help Eli find 1 more and 1 less than these numbers? Write the numbers in numerals.

1 less		1 more

Can you make an image of a number and ask a friend to find one less and one more?

Finding One More and One Less Than Numbers to 100



Adult Guidance with Question Prompts

The children will find one more and one less than numbers to 100. They use their reasoning skills to explain which statement they agree with and why. They explain what mistake has been made and how this could be avoided next time.

What does one more mean?

What does one less mean?

What number does Sam's image represent?

Can you explain how you know?

What numbers do Louis and Max's images represent?

Can you explain how you know?

Do you agree with Louis or Max? Why?

Who has made a mistake?

What mistake have they made?

What would you say to help them get it right next time?

Do you agree with Sam?

Can you explain why?

Can you give me an example of when this is true?

Can you give me an example of when this is not true?

Finding One More and One Less Than Numbers to 100



Sam made an image of a number.



tens	ones



Louis



My number is 1 more than Sam's number.



Max



My number is 1 less than Sam's number.

tens	ones

tens	ones

Do you agree with Louis or Max? Why? What mistake has been made? What would you say to help them get it right next time?

Sam says that when you find 1 more, the tens never change. Do you agree with Sam? Can you explain why?

Finding One More and One Less Than Numbers to 100



Adult Guidance with Question Prompts

The children will find one more and one less than numbers to 100. They solve a problem involving one more and one less. They begin to use the skill of generalisation by thinking about which numbers would and wouldn't work.

Hint - A great way to solve this problem is to divide the sweets by three to find how many sweets Emma has. Then Emma has one more and Hannah has one less. You may wish to use counters for this activity.

How many sweets are there?

How could we begin to solve this problem?

Can you explain what you're doing?

How could you check your answer is correct?

How many sweets are there now?

How could we begin this time?

Is there anything you did last time that could help you now?

Can you explain what you're doing?

How could you check your answer is correct?

Is there another number of sweets that could be shared out in this way? How could you find out?

Is it possible to do this with any number of sweets?

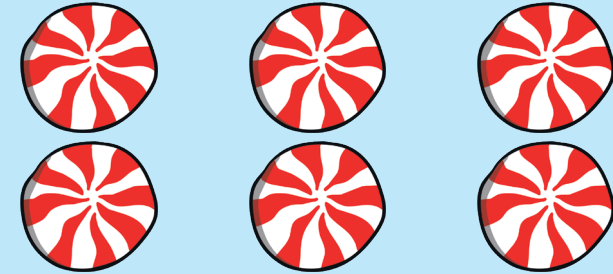
How do you know?

Are there any numbers this wouldn't work for?

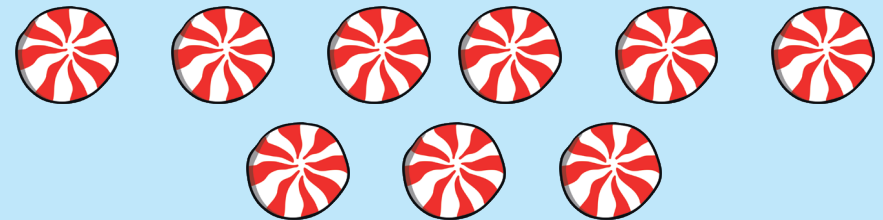
Finding One More and One Less Than Numbers to 100



Can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



Now can you share these sweets out so that Emma has 1 more than Jen and Hannah has 1 less than Jen?



Is there another number of sweets that could be shared out in this way?

Is it possible to do this with any number of sweets? How do you know? Are there any numbers this wouldn't work for?

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.



Write a number in the middle box. Can a friend write the other 2 numbers?

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

--	--	--

1 less

1 more

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.



Write a number in 1 of the 7 boxes. Can a friend write the other numbers?

1 more



--	--	--	--	--	--	--

1 more



--	--	--	--	--	--	--

1 more



--	--	--	--	--	--	--

1 less



--	--	--	--	--	--	--

1 less



--	--	--	--	--	--	--

1 less



--	--	--	--	--	--	--

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.



Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

7	8	9
---	---	---

1 less

1 more

	16	
--	----	--

1 less

1 more

	20	
--	----	--

1 less

1 more

	19	
--	----	--

1 less

1 more

	23	
--	----	--

1 less

1 more

	14	
--	----	--

1 less

1 more

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.



Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

1 more 

7	8	9	10	11
---	---	---	----	----

1 more 

16				
----	--	--	--	--

1 more 

28				
----	--	--	--	--

 1 less

				13
--	--	--	--	----

 1 less

				23
--	--	--	--	----

 1 less

				31
--	--	--	--	----

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

16	17	18
1 less		1 more

		40
← 1 less		

26		
	1 more →	

	20	
1 less		1 more

57		
	1 more →	

		92
← 1 less		

	23	
1 less		1 more

		72
← 1 less		

98		
	1 more →	

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.



Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

1 more



37	38	39	40	41	42	43
----	----	----	----	----	----	----

1 less



						35
--	--	--	--	--	--	----

1 more



66						
----	--	--	--	--	--	--

1 less



					64	
--	--	--	--	--	----	--

1 more



	79					
--	----	--	--	--	--	--

1 less



				90		
--	--	--	--	----	--	--

Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

15	16	17
1 less		1 more

		46
← 1 less		

78		
	1 more →	

	27	
1 less		1 more

59		
	1 more →	

		81
← 1 less		

	39	
1 less		1 more

		69
← 1 less		


98		
	1 more →	

Finding One More and One Less Than Numbers to 100


To find 1 more and 1 less than numbers up to 100.




Can you write all the numbers that are 1 more and 1 less?

1 more 


46						
----	--	--	--	--	--	--

 1 less


					86	
--	--	--	--	--	----	--

 1 less


						60
--	--	--	--	--	--	----

1 more 

		90				
--	--	----	--	--	--	--

1 more 

69						
----	--	--	--	--	--	--

 1 less

				98		
--	--	--	--	----	--	--

Finding One More and One Less Than Numbers to 100 **Answers**

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

7	8	9
----------	----------	----------

1 less

1 more

15	16	17
-----------	-----------	-----------

1 less

1 more

19	20	21
-----------	-----------	-----------

1 less

1 more

18	19	20
-----------	-----------	-----------

1 less

1 more

22	23	24
-----------	-----------	-----------

1 less

1 more

13	14	15
-----------	-----------	-----------

1 less

1 more

Finding One More and One Less Than Numbers to 100 **Answers**

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

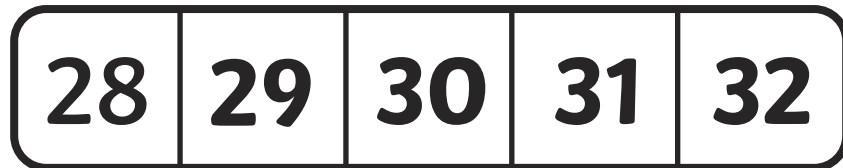
1 more \longrightarrow



1 more \longrightarrow



1 more \longrightarrow



\longleftarrow 1 less



\longleftarrow 1 less



\longleftarrow 1 less



Finding One More and One Less Than Numbers to 100 **Answers**

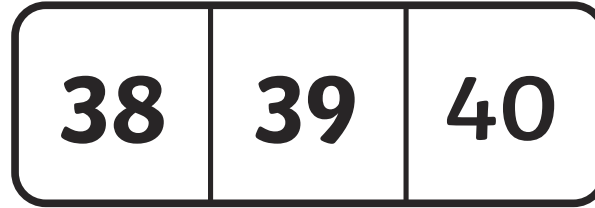
To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

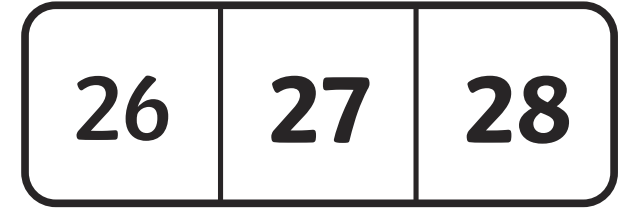


1 less

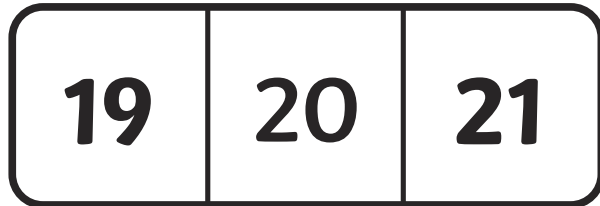
1 more



← 1 less



1 more →

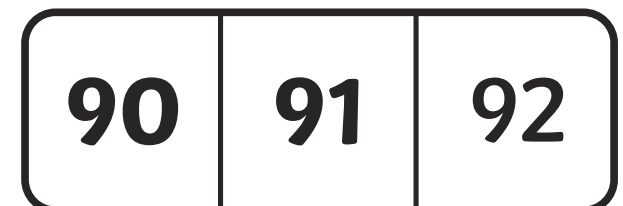


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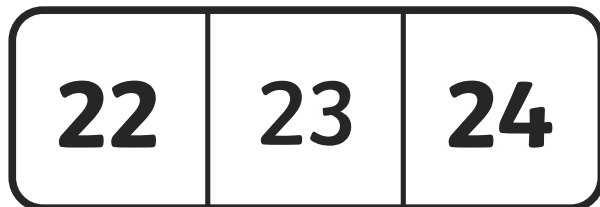
1 more



1 more →

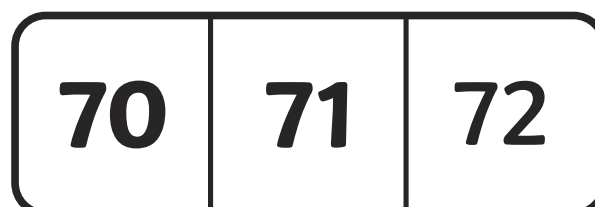


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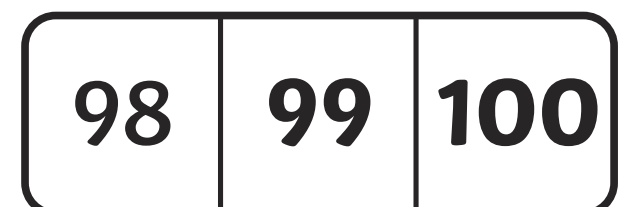


1 less

1 more



← 1 less



1 more →

Finding One More and One Less Than Numbers to 100 **Answers**

To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

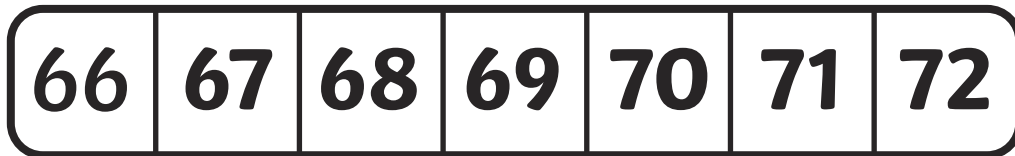
1 more



1 less



1 more



1 less



1 more



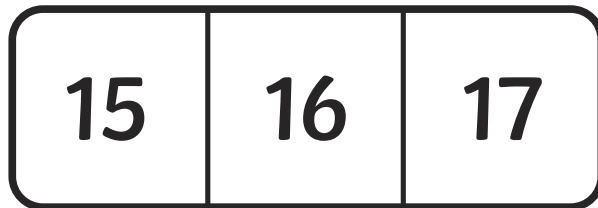
1 less



Finding One More and One Less Than Numbers to 100 **Answers**

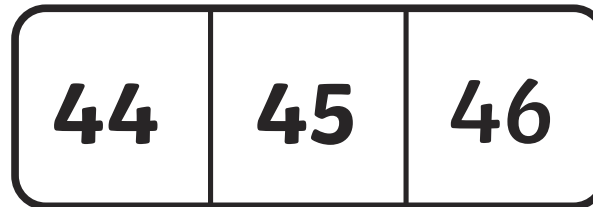
To find 1 more and 1 less than numbers up to 100.

Can you write the numbers that are 1 more and 1 less? The first one has been done for you.

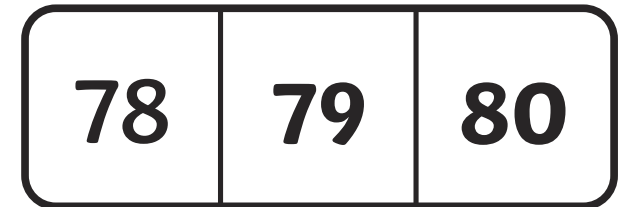


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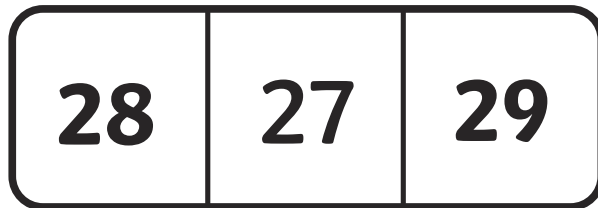
1 more



← 1 less

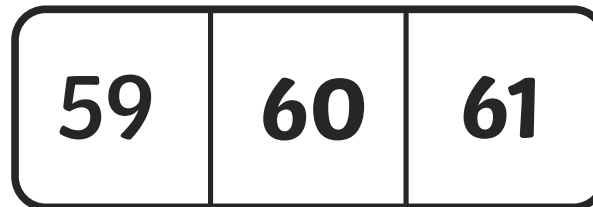


1 more →

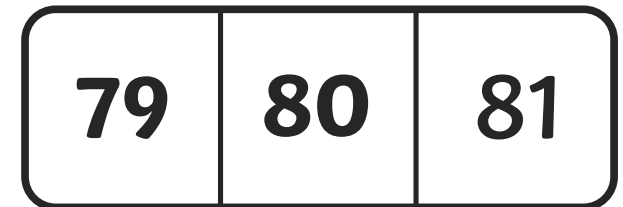


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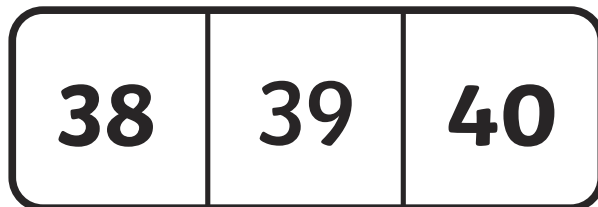
1 more



1 more →

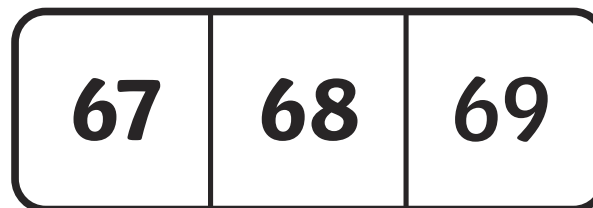


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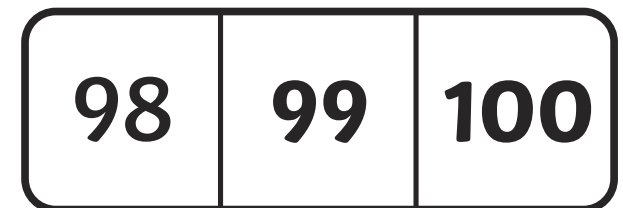


1 less

1 more



← 1 less



1 more →

Finding One More and One Less Than Numbers to 100 **Answers**

To find 1 more and 1 less than numbers up to 100.

Can you write all the numbers that are 1 more and 1 less?

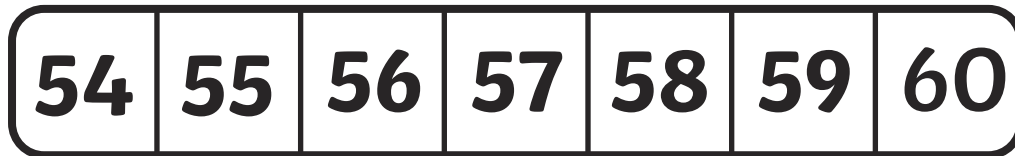
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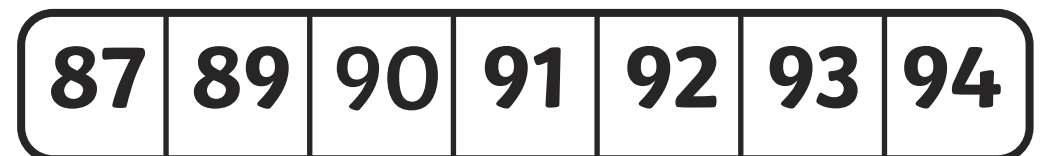
1 less



1 less



1 more



1 more



1 less



Number and Place Value | Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.		
I can count forwards and back to 100.		
I can find 1 more than numbers to 100.		
I can find 1 less than numbers to 100.		

Number and Place Value | Finding One More and One Less Than Numbers to 100

To find 1 more and 1 less than numbers up to 100.		
I can count forwards and back to 100.		
I can find 1 more than numbers to 100.		
I can find 1 less than numbers to 100.		

Number and Place Value | Finding One More and One Less Than Numbers to 100

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Number and Place Value | Finding One More and One Less Than Numbers to 100

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Number and Place Value | Finding One More and One Less Than Numbers to 100

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Number and Place Value | Finding One More and One Less Than Numbers to 100

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I can find 1 less than numbers to 100.		