

# Learning Objective:

22-36 (M)

Selects a small number of objects from a group when asked, for example 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.

Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties, such as shape or size.

**30-50 (M)** Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment.

Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.

**40-60 (M)** Recognise some numerals of personal significance. Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Date: Week 4 (Aut 2)

# One more and one less

## Guidance

Children continue to count, subitise and compare as they explore one more and one less. Encourage children to use a five frame to represent numbers and to predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting back and the one less pattern. There are many books and rhymes to support one more and one less.

## Other Resources



The Gingerbread Man- Traditional Tale  
The Enormous Turnip- Traditional Tale  
The Very Hungry Caterpillar- Eric Carle  
Stella to Earth! – Simon Puttock



Five little speckled frogs  
Five currant buns  
Five Little Ducks

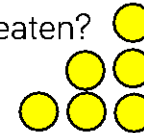
## Prompts for Learning

Use the songs and stories suggested to role play one more and one less with the children e.g. Five currant buns.



How many buns are there altogether? Put the penny in the pot, how many pennies do we have? How many buns do we have now? Repeat the song and questions. Encourage the children to notice that there is one less bun each time, but one more penny.

Read The Gingerbread Man and as you read, represent the growing pattern of characters using counters or cubes. Can the children see the one more pattern building? Can they predict what will come next? What will happen when the gingerbread man is eaten?



Ask children to make a number on a five frame.



Can you show me one more? One less?

Use a 1-5 number track underneath the five frame.

Can you point to the number you made?

Can you point to one more and one less than your number?

# One More and One Less

## Outdoor

Create a bus route around the outdoor area. Start with a driver on the bus and have different bus stops around the route. To start with, ask one child to stand at each stop. When the bus stops, one more child gets on the bus. Encourage them to say how many are on the bus altogether, noticing there is one more each time.












This activity can be extended as children explore one less when people get off the bus and further addition and subtraction as multiple people get on and leave the bus.

**Enhancements to areas of learning**

## Maths area

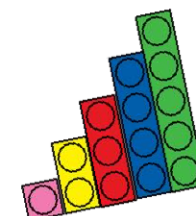
Provide numerals, objects and picture cards for the children to compare. Have a number of the day and ask the children to find one more and less than the number using different representations.

**Number of the day is 3**

One less	The same as	One more
  	  	  

## Construction

Show the children one more staircase patterns built with different materials e.g. lego, building blocks, bricks. Encourage them to build their own staircases looking at how many items they use for each step. Can they match them to the number track?



# Digging Deeper

## Washing line

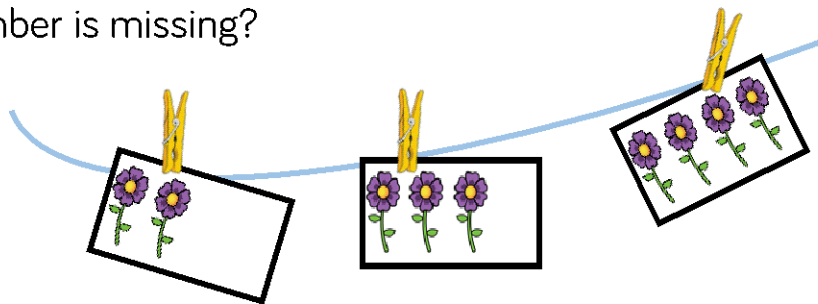
Provide children with pictures of objects to arrange on the washing line in order. As the children order the pictures encourage them to use the language of one more and one less.

What can you tell me about 3?

Prompt the children to see that 3 is one more than 2 and also one less than 4.

Hide one of the cards and ask the children to work out which number is missing.

What strategies will they use to work out which number is missing?



## Key questions

Can you find 1 more than 3?

Where will you place this on the washing line?

Can you find a picture with 1 less than mine?

Can you find a picture that is 1 more than .... but 1 less than ....?

How many are in the bag?

If I add 1 more, how many will there be now?



## Hidden objects

With the children count 4 items into a bag.

Ask the children to confirm how many there are inside the bag.

Put in one more or take one out. How many are in the bag now?

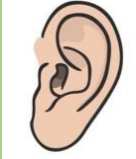
Once the children are confident in predicting 1 more and less, this can be extended to adding 2 or 3 more or less.

Encourage the children to use their fingers or 5 frames to represent the hidden objects.

# To be able to follow simple rules and expectations

Date:

1. Good listening



2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



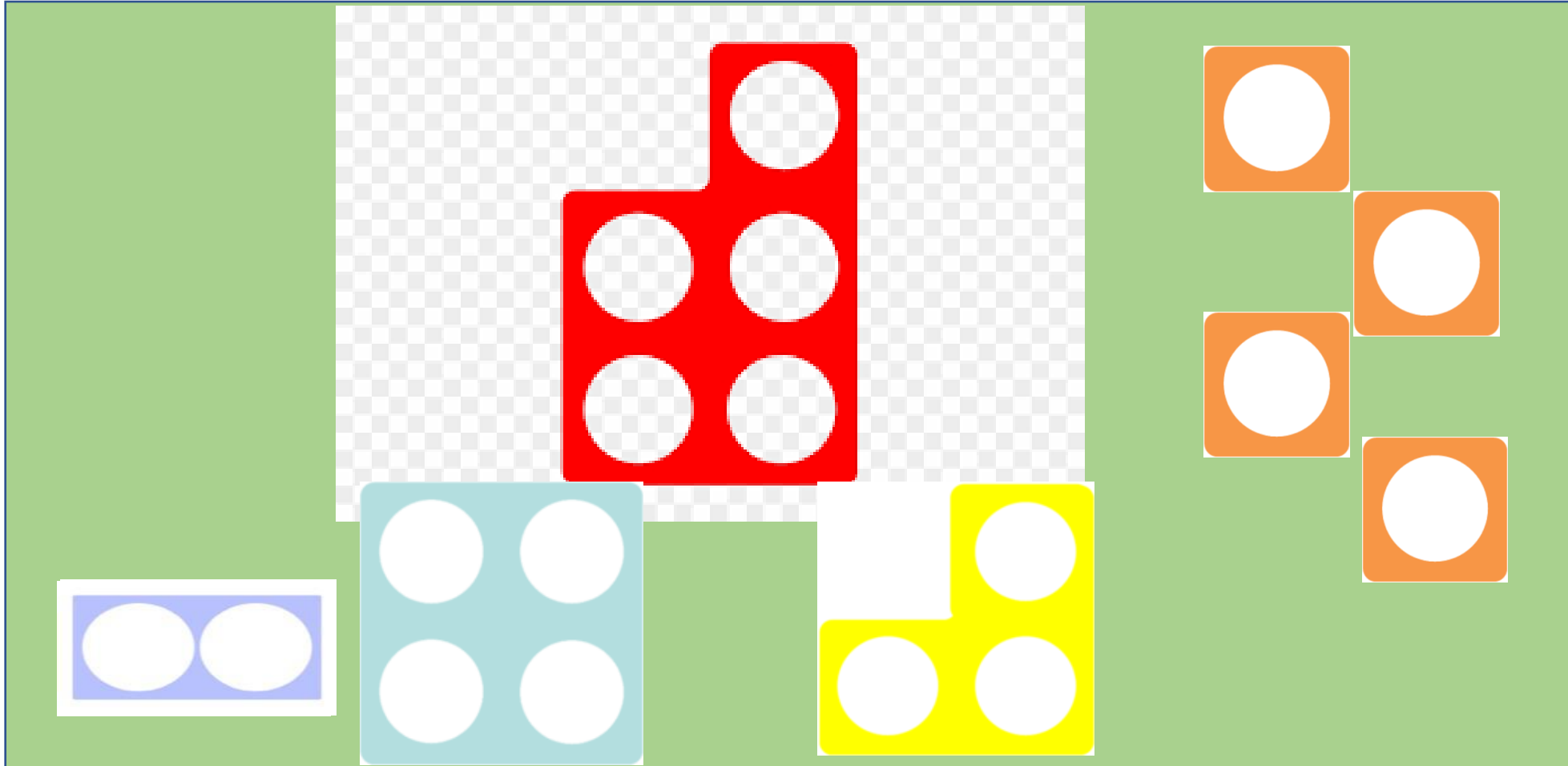
5. Hands to your self



**Word bank**

Recap: LO To make amounts by adding 2 sets

Date: Tuesday



**Word bank**  
**Altogether**  
**Match**  
**Numbers**  
**Plus**  
**Add**  
**equals**

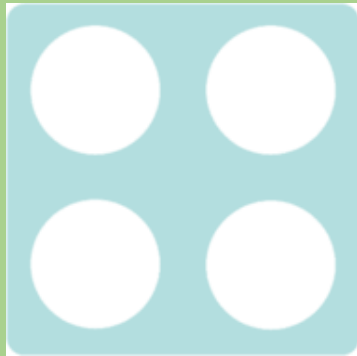
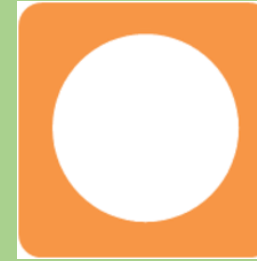
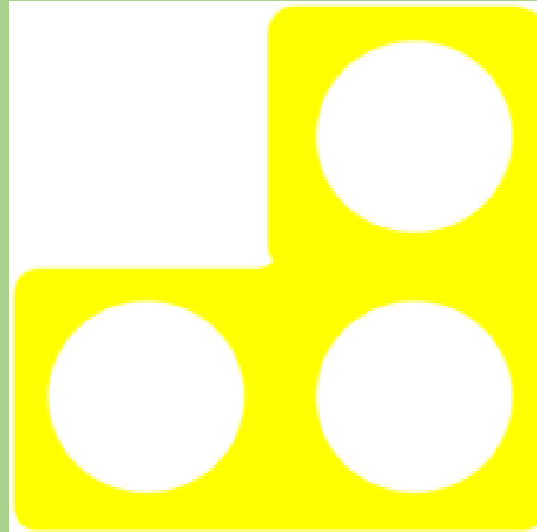
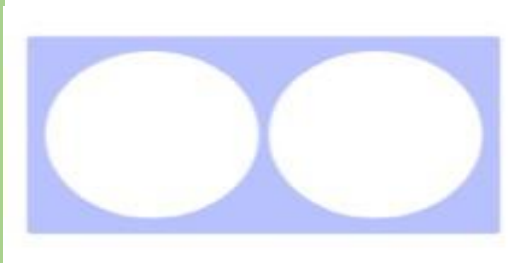
With your partner can you think of a way to make the number 5?  
How can we write that as a number sentence

Virtue and values:  
critical thinking



Recap: LO To make amounts by adding 2 sets

Date: Tuesday



**Word bank**  
**Altogether**  
**Match**  
**Numbers**  
**Plus**  
**Add**  
**equals**

With your partner can you think of a way to make the number 3?  
How can we write that as a number sentence

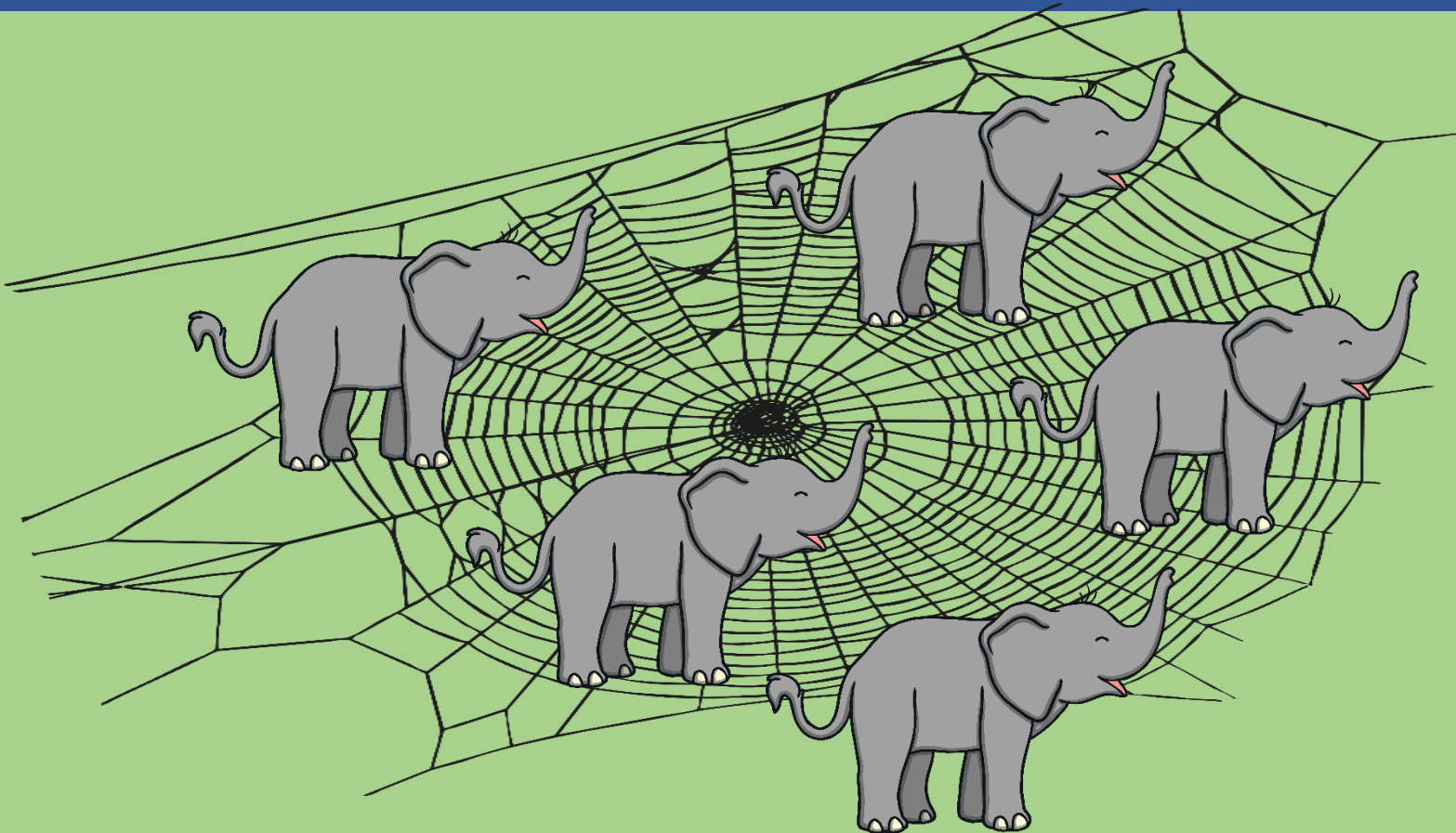
Virtue and values:  
critical thinking



Recap: LO to find one more of a given amount/ number

Date: Tuesday

Can you remember the song we sang yesterday? Were the numbers getting bigger?  
We are learning one more of a given number



Word bank

**More**  
**Add**

Virtue and values:  
critical thinking  
Awareness

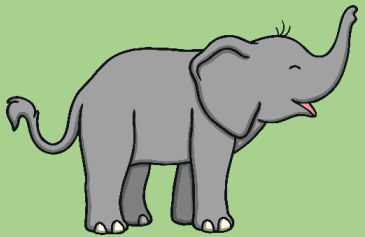




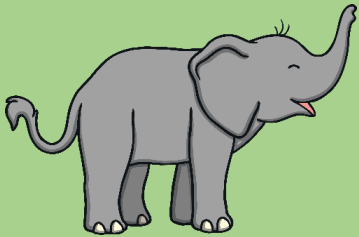
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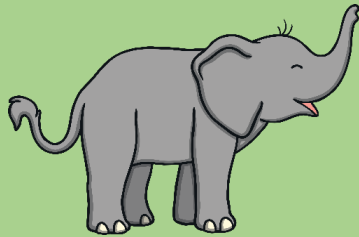
Each time an elephant comes, the number gets bigger



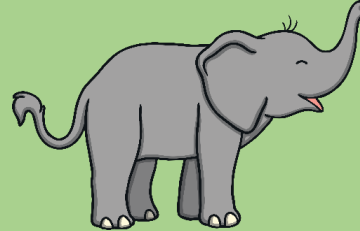
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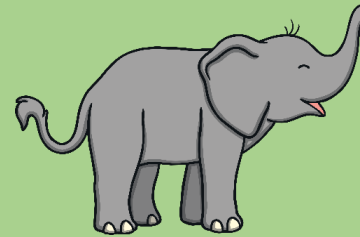
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3



4



5

Word bank

More

Add

LO to find one more of a given amount/ number

Date: Tuesday

In partners provide children with a set of cubes in a cup (6 cubes in a cup)  
Adult to instruct chn to select a number of cubes, then the partner to add one more.  
Extend: to see if children can predict what one more will be.  
(Adult to model how the number increases on a the below number line)



1

2

3

4

5

6

**Word bank**

**More**

**Add**

**Extend: how  
to write it as a  
number  
sentence**

Virtue and values:  
Team work



