Reasoning and Problem Solving
Step 4: Count One More and One Less

National Curriculum Objectives:

Mathematics Year 1: (1N1a) Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number
Mathematics Year 1: (1N2a) Count, read and write numbers to 100 in numerals
Mathematics Year 1: (1N2b) Given a number, identify one more and one less
Mathematics Year 1: (1N4) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Differentiation:

Questions 1, 4 and 7 (Reasoning)
Developing Explain if the statement is correct when adding one more or one less on a number line. Including numbers up to 10 with visual representations.
Expected Explain if the statement is correct when adding one more or one less on a number line. Including numbers up to 20.
Greater Depth Explain if the statement is correct when adding one more and one more again or one less and one less again on a number line. Including numbers up to 20.

Questions 2, 5 and 8 (Problem Solving)
Developing Use a given set of cubes to create 2 sequential numbers. Including numbers up to 10.
Expected Use a given set of images to create 2 sequential numbers. Including numbers up to 20.
Greater Depth Use a given set of numbers cards to create 2 numbers that are one more and one more again. Including numbers up to 20.

Questions 3, 6 and 9 (Reasoning)
Developing Solve a riddle using knowledge of one more and one less. Including numbers up to 10.
Expected Solve a riddle using knowledge of one more and one less. Including numbers up to 20.
Greater Depth Solve a riddle using knowledge of one more and one more again or one less and one less again. Including numbers up to 20 in numerals and words.

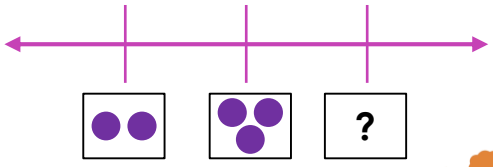
More Year 1 Place Value resources.

Did you like this resource? Don't forget to review it on our website.

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Count One More and One Less

1a. Cara is filling in the gaps on this number line.





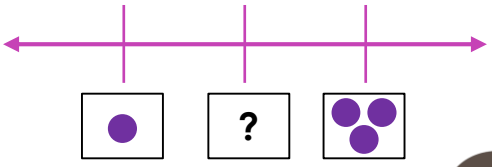
The missing number is 5.

Is she correct? Explain why.

D

R

1b. Ben is filling in the gaps on this number line.





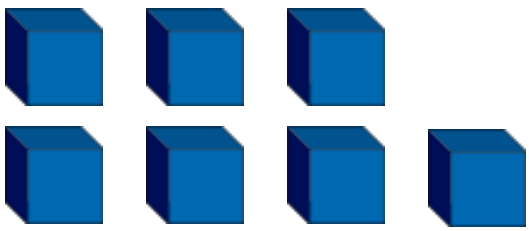
The missing number is 3.

Is he correct? Explain why.

D

R

2a. Use all of the cubes and make 2 numbers where one is one more than the other.

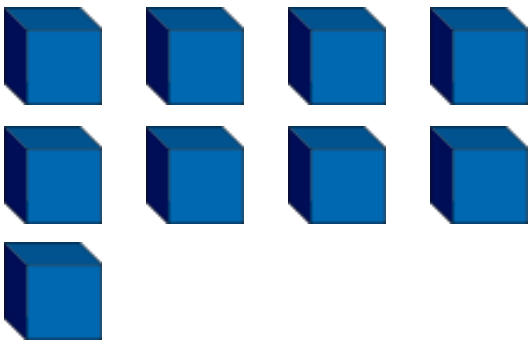


What numbers have you made?

D

PS

2b. Use all the cubes and make 2 numbers where one is more than the other.



What numbers have you made?

D

PS

3a. Ana is thinking of a number.



One less than my number 7.



What is Ana's number? Explain your answer.

D

R

3b. Oscar is thinking of a number.



One more than my number is 6.



What is Oscar's number? Explain your answer.

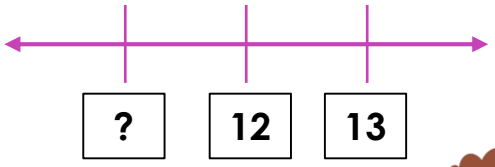
D

R

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Count One More and One Less

4a. Tom is filling in the gaps on this number line.





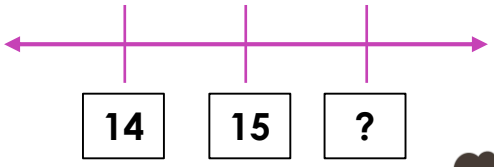
The missing number is 10.

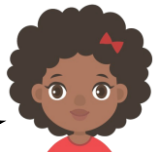
Is he correct? Explain why.

E R

Count One More and One Less

4b. Kim is filling in the gaps on this number line.





The missing number is 16.

Is she correct? Explain why.

E R

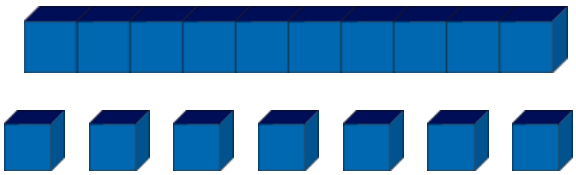
5a. Use all of the cubes and make 2 numbers where one is one more than the other.



What numbers have you made?

E PS

5b. Use all the cubes and make 2 numbers where one is more than the other.



What numbers have you made?

E PS

6a. Lisa is thinking of a number.



One less than my number is 19.

What is Lisa's number? Explain your answer.

E R

6b. Dan is thinking of a number.



One more than my number is 15.

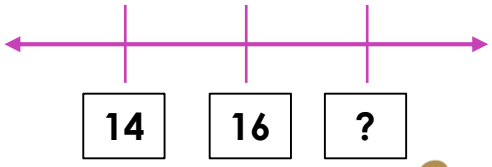
What is Dan's number? Explain your answer.

E R

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Count One More and One Less

7a. Amy is filling in the gaps on this number line that shows one more and one more again.



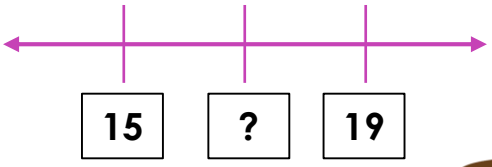


The missing number is twenty.

Is she correct? Explain why.

GD R

7b. Pat is filling in the gaps on this number line that shows one more and one more again.





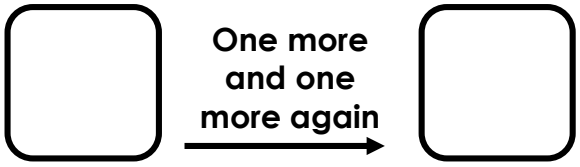
The missing number is eighteen.

Is he correct? Explain why.

GD R

8a. Use the numbers cards to make two 2-digit numbers to complete the diagram. Find two ways.

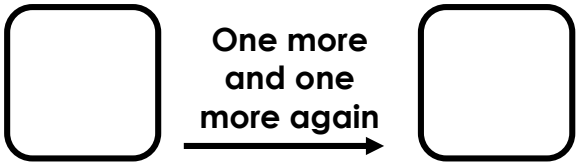
16	twelve	14	ten	13



GD PS

8b. Use the numbers cards to make two 2-digit numbers to complete the diagram. Find two ways.

15	eleven	17	twenty	13



GD PS

9a. Joey is thinking of a number.



One more and one more again of my number is fifteen.

What is Joey's number? Explain your answer.

GD R

9b. Ali is thinking of a number.



One less and one less again of my number is eighteen.

What is Ali's number? Explain your answer.

GD R

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Reasoning and Problem Solving
Count One More and One Less

Developing

1a. No. Cara is incorrect because one more than 3 is not 5. The correct answer is 4.

2a. 3, 4

3a. Ana's number is 8 because one less than 8 is 7.

Expected

4a. No. Tom is incorrect because one less than 12 is not 10. The correct number is 11.

5a. 7, 8

6a. Lisa's number is 20 because one less than 20 is 19.

Greater Depth

7a. No. Amy is incorrect because one more than 16 is 17, so one more again would be 18. The correct answer is 18.

8a. Various answers, for example: 10 and twelve; twelve and 14; 14 and 16.

9a. Joey's number is thirteen because one more is fourteen, so one more again is fifteen.

Reasoning and Problem Solving
Count One More and One Less

Developing

1b. No. Ben is incorrect because one more than 1 is not 3. The correct answer is 2.

2b. 4, 5

3b. Oscar's number is 5 because one more than 5 is 6.

Expected

4b. Yes. Kim is correct because one more than 15 is 16.

5b. 8, 9

6b. Dan's number is 14 because one more than 14 is 15.

Greater Depth

7b. No. Pat is incorrect because one more than 15 is 16, so one more again would be 17. The correct answer is 17.

8b. Various answers, for example: eleven and 13; 13 and 15; 15 and 17.

9b. Ali's number is twenty because one less is nineteen, so one less again is eighteen.

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