



ADULT GUIDE · KEEP THIS PAGE

Count and build to 20

England national curriculum · Year 1 · 0–20

What this pack helps with

Connect each counted object with one number word, then represent the total with a numeral. Practise zero, teen quantities and counting in both directions.

Start here

The child can join in the count to 10. If counting is not secure yet, use 3–5 large objects before the printed tasks.

Use a pencil and up to 20 large counters or blocks. Read the prompts aloud when needed. Work on one page at a time; there is no timer.

Print and use

Print A4 at actual size (100%). Child pages: **2–6**. Answers and feedback: **7**. Colour is optional; every task works in black and white. Pages may be used separately.

Model the example on page 2, then let the child try. Accept talking, drawing or using objects to explain. Note any help given; this is practice, not a standardised test.

What to try next

Counts a dot twice or skips one	Move each real counter into a new row as it is counted. Start with 5, then increase the set.
Calls an empty set “one”	Compare an empty plate with a plate holding one counter. Say zero for none.
Reverses a teen numeral or sequence	Build a full ten and some more. Say thirteen, then write 13; walk along a number line in both directions.
Works confidently	Rearrange a set without adding or removing objects. Ask why the total stays the same; then extend beyond 20.

Scope and source

Foundation practice to 20 only. It does not complete counting to 100, ordinal numbers, odd/even numbers or all number-word spelling. Based on DfE, Year 1 mathematics: number and place value (England; OGL v3.0). Original TheLearnDen tasks and artwork; not an official assessment. Free to print and share.



LEARN TOGETHER · 0-20

Count and build to 20

Name: _____ Date: _____

Try it together

○ ○ ○ ○ ○

Touch each dot once. Say one number for each dot. The last number tells us how many. There are 5 dots.

Try it with counters

Choose a number from 0 to 20.

Build it with counters.

Draw it in the frames.

My number is .

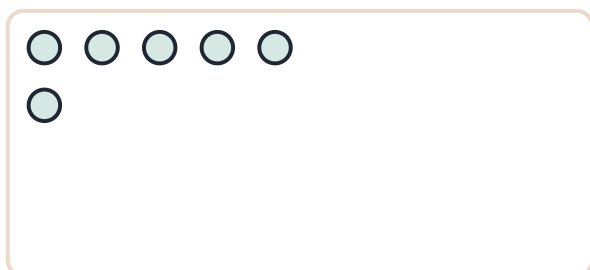
Touch each dot once to check.



PRACTISE INDEPENDENTLY · 0-20

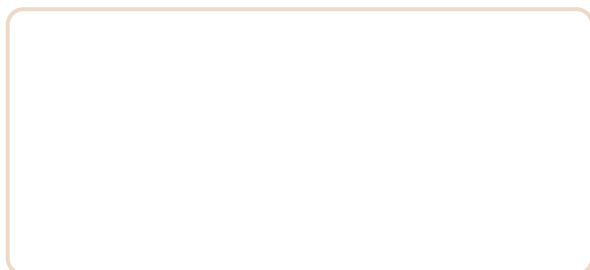
Touch, count, write

1 How many dots? Write the number.



There are dots.

2 How many dots? Write the number.



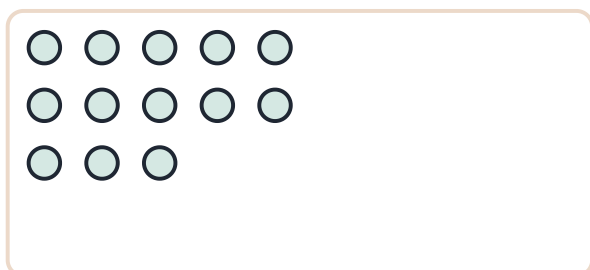
There are dots.



PRACTISE INDEPENDENTLY · 0-20

Make a number

3 How many dots? Write the number.



There are dots.

4 Draw 17 dots in the frames.

Count your dots to check.



PRACTISE INDEPENDENTLY · 0-20

Count along

5 Count forwards.

Write the missing numbers.

8 10 12



6 Count backwards.

Write the missing numbers.

19 18 16



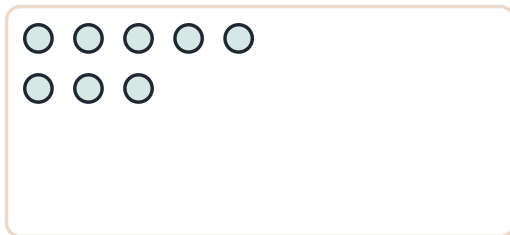


REASON AND EXPLAIN · 0–20

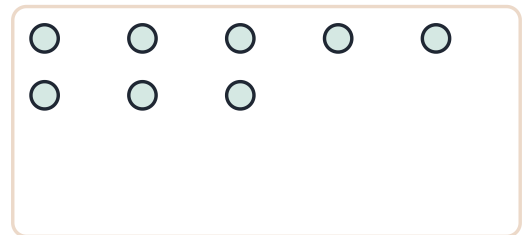
Check and explain

- 7 Do both groups have the same number of dots?

A

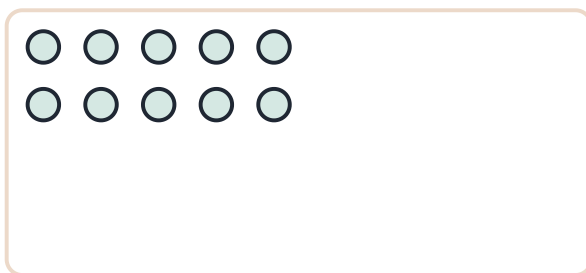


B



Say or show how you know.

- 8 Sam says, “There are 11 dots.”
Is Sam right? Check and explain.



I count dots.



ADULT ANSWER GUIDE

Answers and next steps

Discuss how each answer was found. Accept correct spoken numbers; scribe if needed and note the help. Explanations may be spoken, drawn or shown with objects.

- 1** **6** Touch one dot at a time; the final count is 6.
- 2** **0** An empty box has no dots. Write 0.
- 3** **13** There are two rows of five and three more: 13. Counting every dot is also valid.
- 4** **17** Draw 17 dots in the frames. A full frame is 10, with 7 in the second frame.
Accept any 17 clearly separate dots, including another arrangement. Ask the child to count their drawing; do not assess neatness.
- 5** **9, 11** The count goes 8, 9, 10, 11, 12.
Both gaps are 9 and 11, from left to right.
- 6** **17, 15** Count backwards: 19, 18, 17, 16, 15.
Both gaps are 17 and 15, from left to right.
- 7** **Yes: A has 8, B has 8.** Both groups contain 8. Changing the spaces does not change the total.
Accept yes with counting both sets, pairing dots, or explaining that none were added or removed.
Drawing or spoken explanation is valid.
- 8** **No: 10.** There are 10 dots, so the claim of 11 is incorrect. Touch or mark each dot once.
Accept no and a correct count of 10 supported by touching, numbering or pairing dots. Do not require a full written sentence.

My practice trail

Optional: colour one circle for each question tried and discussed. This records practice, not a test score.



One thing to practise next: _____