



ADULT GUIDE · KEEP THIS PAGE

One more, one less

England national curriculum · Year 1 · 0–20

What this pack helps with

Connect adding or removing one object with moving to the neighbouring number.
Include the boundaries at zero and twenty and a missing starting number.

Start here

The child can count objects to 10 and recognise some numerals. Start with real objects if written numerals are still unfamiliar.

Use a pencil and large counters. Read each prompt aloud when needed. Ask the child to say “one more” or “one less” before changing the group.

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

Adds when asked for less	Physically take one object away. Say the new total and compare it with the starting group.
Counts the starting tick as the jump	Place a counter on the starting number. Slide it to the next tick: that is one jump.
Finds the missing start difficult	Build the ending group and undo the change. For one more, remove one to find the start.
Works confidently	Ask one more/less from varied numbers beyond 20, crossing a tens boundary when ready.

Scope and source

Practice stays between 0 and 20. It does not complete the whole number range or teach subtraction below zero. 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

One more, one less

Name: _____ Date: _____

Try it together

6



7



Start with 6 dots. Add one dot. Now there are 7. One more than 6 is 7.

Try it with counters

Choose a number from 0 to 20.

Build it with counters.

Draw it in the frames.

My number is .

Show one more or one less.

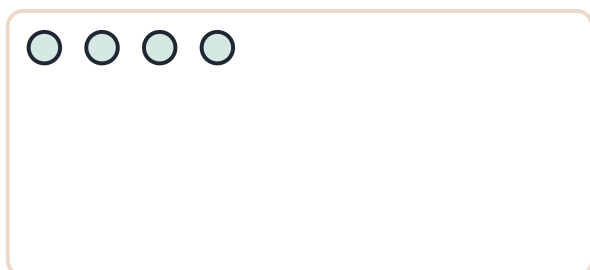
Keep your numbers from 0 to 20.



PRACTISE INDEPENDENTLY · 0-20

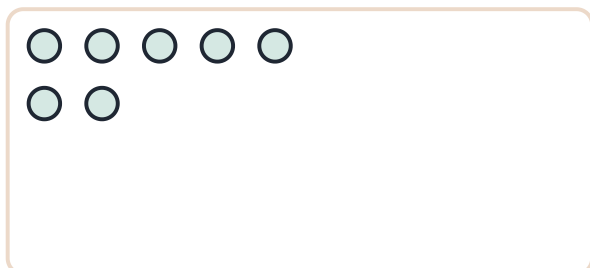
Change the group

1 Draw one more dot.



One more than 4 is .

2 Cross out one dot.



One less than 7 is .



PRACTISE INDEPENDENTLY · 0-20

Make one jump

3 Find one more than 9.

Draw one jump on the line.



One more is .

4 Find one less than 13.

Draw one jump on the line.



One less is .



PRACTISE INDEPENDENTLY · 0-20

Near zero and twenty

5 Find one more than 19.

One more is .

Draw dots to help if you need them.

6 Find one less than 1.

One less is .

Draw dots to help if you need them.



REASON AND EXPLAIN · 0-20

Find it and explain

- 7 One more than my number is 16.
What is my number?

My number is .

Draw or say how you know.

- 8 Sam says, "One less than 10 is 11."
Is Sam right? Show why.



One less than 10 is .



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** **5** Draw one extra dot. Four and one more makes five.
- 2** **6** Cross out just one dot. Six remain.
- 3** **10** Start at 9 and make one jump to the right, landing on 10.
Accept answer 10 and one forward jump. If the number is correct but the jump is not shown, ask the child to demonstrate.
- 4** **12** Start at 13 and make one jump to the left, landing on 12.
Accept answer 12 and one backward jump; a spoken or counter demonstration is also valid.
- 5** **20** One more than 19 is 20. Build a group of 19 and add one if needed.
- 6** **0** Taking the only object away leaves none: zero.
- 7** **15** Undo one more: take one from 16 to find the starting number, 15.
Accept 15 with an explanation or model showing that 15 becomes 16 after adding one.
- 8** **No: 9.** One less than 10 is 9. Eleven is one more, so the claim is incorrect.
Accept no and 9, supported by removing one from ten or a backward number-line jump.

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: _____