

# 1 more

## Notes and guidance

In this small step, children build on their knowledge of '1 more' to work with the numbers to 5, including zero. They recognise that zero can be a starting point for counting and the number after 0 is 1

Children should be supported to further embed the stable order principle starting from zero, and to understand that the order of the numbers does not change.

Encourage children to represent the '1 more' pattern as they count and use a variety of manipulatives and contexts to model this.

Use number rhymes that ascend to encourage children to demonstrate their understanding of the pattern of numbers.



### Rhymes

- *Crocodile Splash*



### Books

- *The Ugly Five* by Julia Donaldson

## Key questions

- How many are there?
- How many are there now?
- What is 1 more than \_\_\_\_\_?
- What is the number after \_\_\_\_\_?

## Possible sentence stems

- \_\_\_\_\_ is 1 more than \_\_\_\_\_
- 1 more than \_\_\_\_\_ is \_\_\_\_\_
- The number that comes after \_\_\_\_\_ is \_\_\_\_\_

## Links to the curriculum

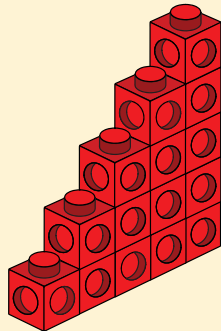
- *Development Matters* – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers.
- *Birth to 5 Matters*
  - Range 5 – Beginning to recognise that each counting number is one more than the one before
  - Range 6 – In practical activities, adds one and subtracts one with numbers to 10

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## Adult-led learning



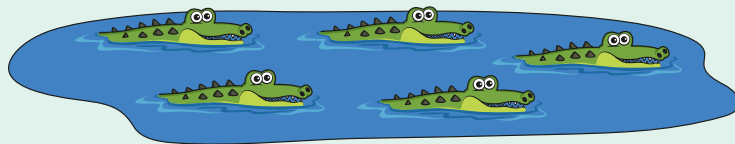
Share stories such as *The Ugly Five* by Julia Donaldson in which the number of characters increases by one each time. Represent this with children using cubes, adding 1 more each time to make towers to five.



Model rhymes such as *Crocodile Splash* with children.

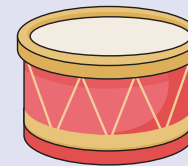


Use children and props at the front of the class to emphasise the '1 more' pattern and show that the amount increases by 1 each time.

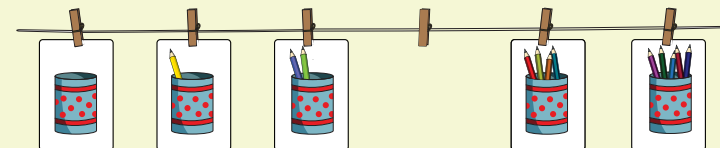


Children can then fill five frames to represent the numbers.

Drum with children and ask them to copy your beats. Remember to also represent zero beats by holding your hand over the drum without hitting it. Once children can copy it, ask them to do '1 more' beat than you with 0, 1, 2, 3 and 4 beats.



Gather a set of pictures cards numbered 0–5, muddle them up and remove one. Ask children to arrange them on a washing line in order.



Ask children which card is missing and encourage them to use the language of '1 more' to explain how they know.