

**Maths Support - Week 4**  
**Year: Reception 11.05.20**

**Wednesday**

**Focus 5:** To practise counting forwards and backwards from a number  
**Why?**

**Key words:** Number names 0-20, forwards, backwards, on, back

**What you need:** a die, waterspouts and spider silk board (included)

**Suggested sentence structures:**

"I have rolled at three; one, two, three, I have landed on the number nine."

"I have landed on a spider silk - I need to go back to space number one."

**How?**

Play a version of the traditional game of Snakes and Ladders. It is recommended that die with spots (rather than die with numbers) are used so children are developing their subitising skills as they play. In this game, children can climb up the water spout and slip down spider silk. Counting on from the number they are currently on and relating that to addition, for example, rolling a four when on 11: 1, 2, 3, 4. 11 plus four is equal to 15. □ Ask your child to think one/two steps ahead - what number would they like to land on? Why? What would you need to roll to land on that space? □ If a player is ahead or behind their opponent, how many steps would you need to pass the other player? Can you do this in one turn/two turns? How do you know? □ Ask your child about the number of steps you can take when you land on a drainpipe or spider silk. Will you always win if you land on a drainpipe?

Allow your child to explain their own thinking to allow connections to be made between this and the representations used.

**Key Questions to Check Understanding**

- What number would you like to land on next? Why? What would you need to roll to land on that number?
- In how many moves can you win the game? What numbers would you need to roll to do so? Will you land on any drainpipes or spider silks with these numbers?
- What other rules could you add to the spaces, for example, go forward one/two spaces? Which numbers would you place these rules on? Why?

**Independent Task:**

Complete the above tasks and activity sheet

**All:** One more and one less groups to 8 -Activity sheet 1

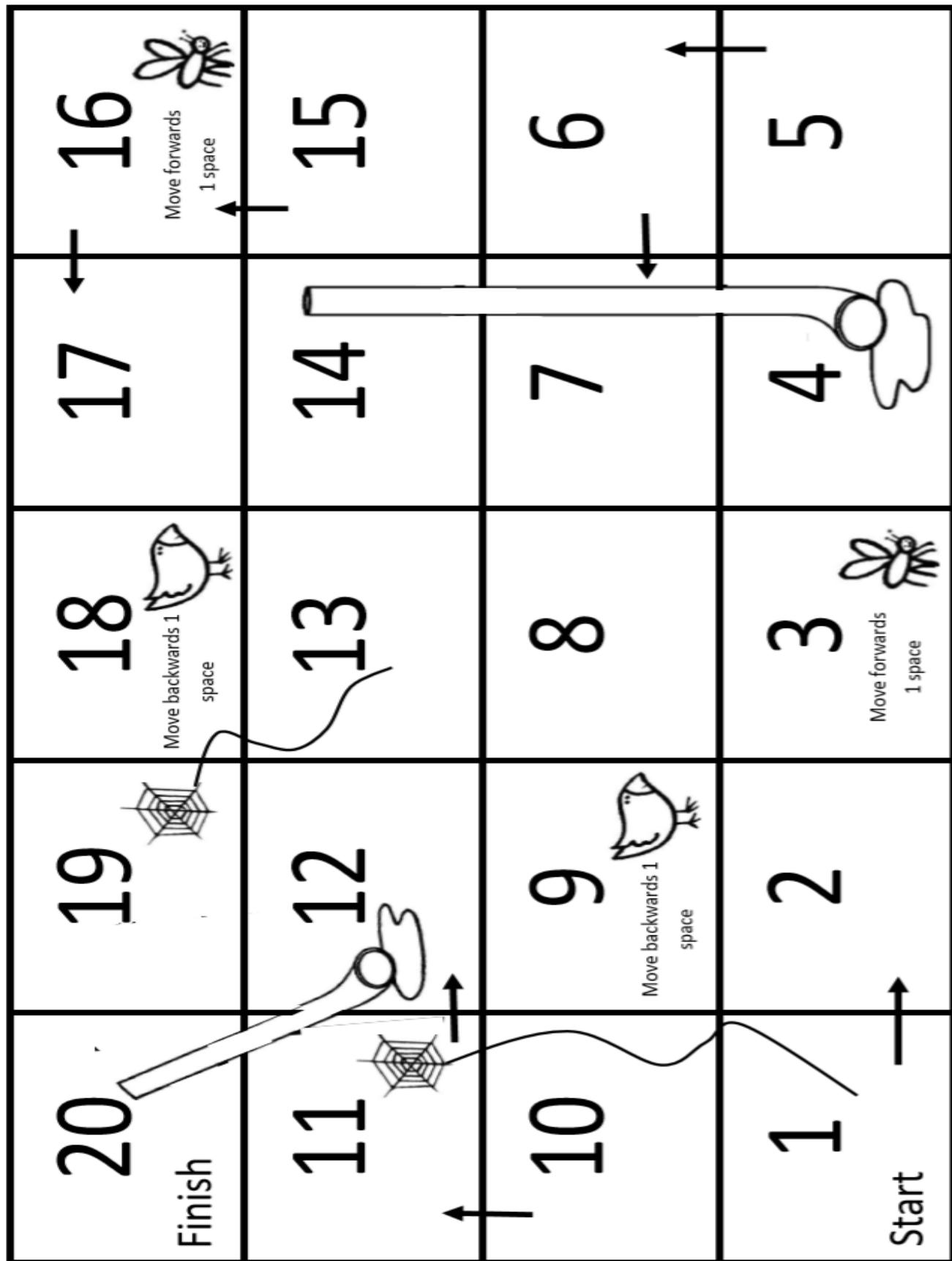
Complete the above tasks and the activity sheet

**Most:** One more and one less groups to 10 -Activity sheet 2

Complete the above tasks and the activity sheet

**Some:** One more and one less groups to 20 -Activity sheet 3

Activity resource sheet



Activity sheet 1- All

# One More and One Less Groups up to 8

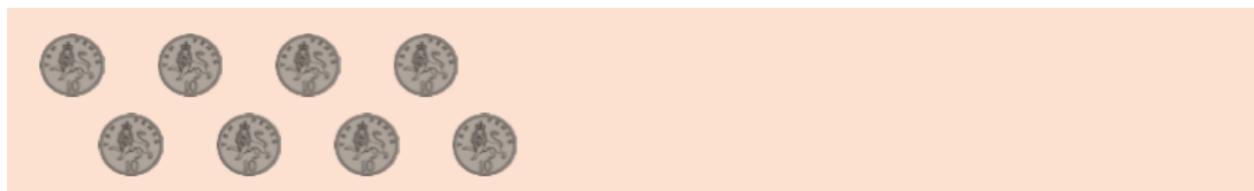
Can you find 1 more and 1 less?

**Example:**



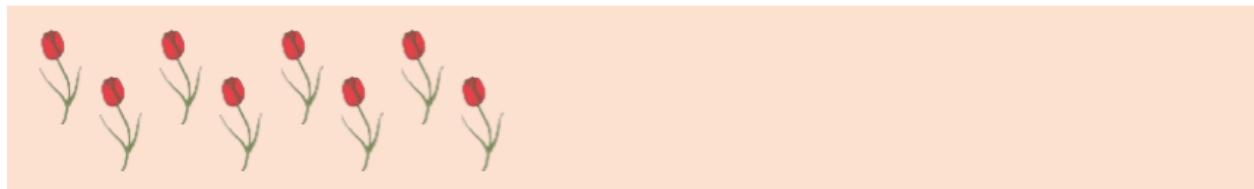
I have 6 sweets. Show me 1 more. 1 more than 6 is 7.

1.



I have 5 coins. Show me 1 less. 1 less than 5 is \_\_\_\_\_

2.



I have 5 flowers. Show me 1 more. 1 more than 5 is \_\_\_\_\_

3.



I have 1 cake. Show me 1 more. 1 more than 1 is \_\_\_\_\_

Activity sheet 2- Most

## One More and One Less Groups up to 10

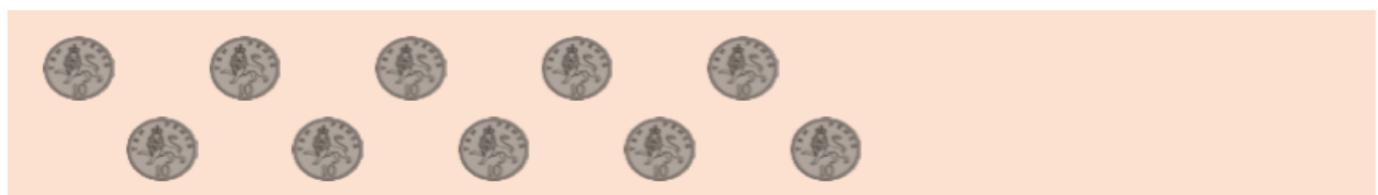
Can you find 1 more and 1 less?

Example:



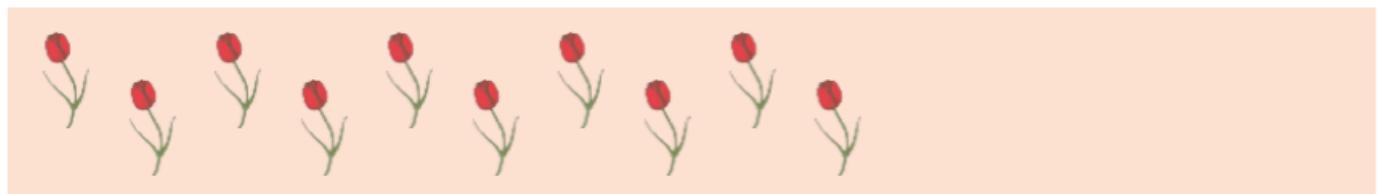
I have 6 sweets. Show me 1 more. 1 more than 6 is 7.

1.



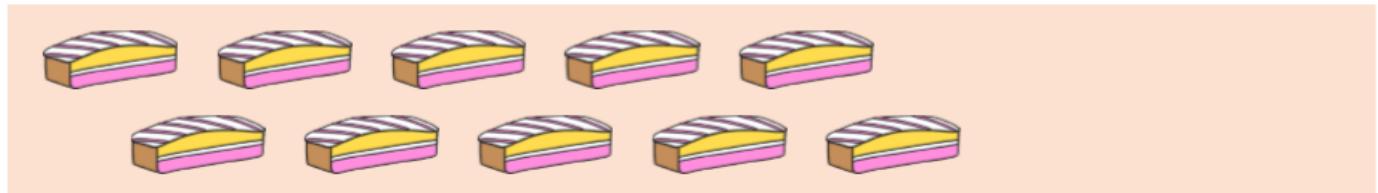
I have 5 coins. Show me 1 less. \_\_\_\_\_

2.



I have 5 flowers. Show me 1 more. \_\_\_\_\_

3.



I have 1 cake. Show me 1 more. \_\_\_\_\_

Activity sheet 3- Some

## One More and One Less Groups up to 20

Can you find 1 more and 1 less?

Example:



I have 6 sweets. Show me 1 more. 1 more than 6 is 7.

1.



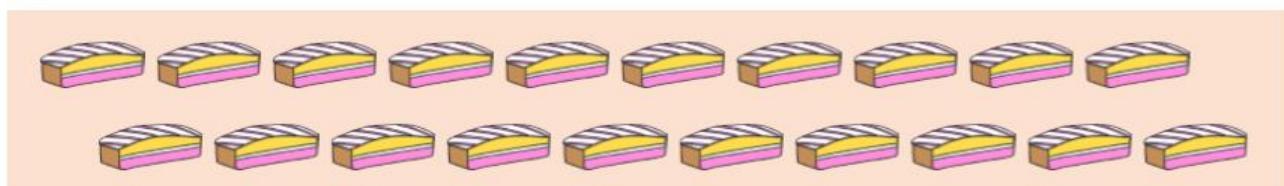
I have 15 coins. Show me 1 less. \_\_\_\_\_

2.



I have 15 flowers. Show me 1 more. \_\_\_\_\_

3.



I have 11 cake. Show me 1 more. \_\_\_\_\_

