**Task:**

**Instructions**

**Group of 6 – with TA or T Working at ARE**

· Work in pairs to shuffle a pack of 0–9 cards and take 2 to make a 2-digit number.

· They find this number on a 1–100 grid, write down the number and then write + 1 = .

· Count on 1 more on the grid and write the new number to complete their sentence, so for example if the number chosen was 36 they would write 36 + 1 = 37.

· Repeat 4 times.

· Repeat but now this time they find and write 1 less than the number made.

**Rubric**

|  |  |
| --- | --- |
| · I can find o1 more and 1 less than a given number. |  |

**Task:**

**Instructions**

**Group of 6 with TA or T Working towards ARE**

· Pick a card each from the 0–9 pack.

· Which two 2-digit numbers can we make with these cards?

· Decide on a number, write it on a Post-it™ note and place at the start of a long strip of paper.

· Working together, identify this number on the 1–100 grid.

· What is 1 more than this number?

· Write it on another Post-it™ note and place it in position on the strip of paper.

· Repeat adding 1 more to the number made, so each child has a go and you create a sequence of numbers.

· Look at the number line they have created and read through it with the group.

· Remove 2 of the numbers. Can children identify which numbers have been removed?

**Rubric**

|  |  |
| --- | --- |
| · With support I can find 1 more and 1 less than a given number. |  |

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**Task:**

**Instructions**

· Work in pairs to shuffle a pack of 0–9 cards and take 2 to make a 2-digit number.

· They find this number on a 1–100 grid, write down the number and then write + 1 = .

· Count on 1 more on the grid and write the new number to complete their sentence, so for example if the number chosen was 36 they would write 36 + 1 = 37.

· Repeat 4 times.

· Repeat but now this time they find and write 1 less than the number made.

· Challenge!

· Choose a multiple of 10, e.g. 30. They write the number one more and the number one less. They look at the 1s digits of their answers.

· Choose a different multiple of 10, e.g. 70. They write the number one more and the number one less and look at the 1s digits of their answers.

· Repeat for each multiple of 10. Discuss what they notice.

**Rubric**

|  |  |
| --- | --- |
| ·· I can find o1 more and 1 less than a given number. |  |