

One more, one less: ten more, ten less

CURRICULUM ALIGNMENT

NUM.PVT.2a

understand that digits have different values depending on their place or position in a number.

INTERACTIVES **Hundred Square · challenge, display, explore**

WHAT THIS LESSON TEACHES

One more is the next number along the row (a step to the right). One less is the number just before (a step to the left). Ten more steps straight down a column and ten less steps straight up.

→ One more than 34 is 35. One less than 34 is 33.

→ Ten more than 34 is 44. Ten less than 34 is 24.

MODEL THIS ON THE BOARD

NEIGHBOURS OF 35 ON THE HUNDRED SQUARE

- 1 Find **35** on the classroom hundred square.
- 2 One less steps left: the number is **34**.
- 3 One more steps right: the number is **36**.
- 4 Ten more steps straight down the column: the number is **45**.
- 5 Ten less steps straight up the column: the number is **25**.

LESSON ARC

Open with a sticky note hiding 35 on the hundred-square interactive; pupils predict one before, one after, and the number straight below before any shade. Model one more and one less as sideways steps on 33–34–35, then ten more and ten less as up and down on 24–34–44, pausing on the unchanged units digit. Try four moves together with a class prediction before each shade. Copybook locks ten more and ten less than 34. Class Challenge runs four brisk board turns, then maths-talk asks why ten more lands below.

TEACHING MOVES

1. **Getting Started.** Give five seconds of quiet think-time before hands go up. Take just-before and just-after first, then ask about the number straight below 35. Do not confirm — let the hundred square settle it in the next beat.
2. **Watch and Notice.** Shade 33, 34, 35 and ask which way is one more and which way is one less before naming the moves. Then shade 24, 34, 44 and pause: what stays the same, what changes? Only then name ten more and ten less. Revoice a pupil line such as ‘same units, tens one higher, so 44’. Finish on 60 to 61 — ask where one more goes before the shade lands.
3. **Try It Together.** Call the start and the move, then pause for a class prediction before the pupil shades. Rotate four pupils through the four prompts. Watch for ten more shaded as one more — the sideways-or-down mix-up — and let the class correct out loud.
4. **Write ten more and ten less.** Pupils write the two full number sentences in their maths copy. Walk the room glancing for 44 and 24 — this is whole-class copybook practice, not marking.

5. **Class Challenge.** Keep the board work brisk. Before each shade, ask ‘sideways, or straight up or down?’ The third target — one less than 60 — sits at a row start; watch for pupils hopping the wrong way. Class confirms each answer before moving on.
6. **What Did We Notice?.** Ask why ten more lands directly below. Listen for rows of ten and the unchanged units digit. Revoice: ‘so moving straight down adds a ten, and the units digit stays the same.’ Head off the idea that ten more means ten steps along the row by pointing back to the 24–34–44 column.

COMMON MISCONCEPTIONS

⚠ Pupils treat ten more like one more and step sideways — so ten more than 33 becomes 34 instead of 43.

Stop and ask ‘sideways, or straight up or down?’ before any shade. Point at the column 23–33–43 so they see the units digit stay 3 while only the tens digit changes.

⚠ At a row start or end, pupils point one more into empty space past 60, or hop one less the wrong way off 60.

Ask where one more from 60 goes before the shade lands. Trace the hop to 61 at the start of the next row so the class sees the row-wrap, not a jump into blank grid.

⚠ Pupils explain ten more as ‘count ten steps along the row’ rather than one step straight down.

Return to the 24–34–44 column. Revoice: each row is a full ten, so one step down adds ten and the units digit stays the same — not ten sideways steps.

DIFFERENTIATION

EMERGING

- Stay on mid-row starts such as 34 and 25 so one more and one less never wrap a row; teacher points the direction on the hundred square before the pupil shades.
- On the copybook pair, leave the sentence frames on the board so pupils only fill the two answers, glancing back at the shaded 24–34–44 column.

DEVELOPING

- After the copybook pair, add one more than 59 and ten more than 59 — same start, two different landings — and ask what stayed the same.
- On Class Challenge, swap in ten less than 40 so pupils must step up from a row-start tens number and justify the units digit.

PROFICIENT

- After Class Challenge, pose: start at 47, do ten more then one less — where do you land, and can you say the two moves in reverse to get back? Pupils record the path in their copybook.

ANSWER KEY

Scaffold: visual check on the page

Q1: 26

Q2: 43

Q3: 62

a) Always : Stepping one place right from 34 lands on 35.

b) Always : Moving down a column adds ten so the units digit stays the same.

c) Never : One less than 60 is 59, not 50.

d) Never : One more than 99 is 100.

EXTENSION SHEET · STRETCH ANSWERS

S1: 45

S2: 82

S3: 95

S4: 48