08 One fewer

Aim

Connect removing one with the previous amount.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Make five; remove one visibly; check four remain. Do not teach fewer as always smaller objects.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. 4.
2. 2.
3. 0.
4. 3 remain.
5. 1 remains.

If pupils struggle

Reduce to two choices, demonstrate a different example and allow pointing or adult scribing. Keep the same target skill.

Next challenge

Ask for a reason or a second example, then try the skill with less prompting.

Classroom link

Ask what remains after one item is used.

08 One fewer

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. One fewer than 5.

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2. One fewer than 3.

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3. One fewer than 1.

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4. Make 4; remove one.

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5. Make 2; remove one.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____