Ordering numbers to 20

National Curriculum attainment targets

• Given a number, identify one more and one less

• Identify and represent numbers using objects and pictorial representations

• Use the language of: equal to, more than, less than (fewer), most, least

Lesson objectives

• Given a number, identify one more and one less

• Use the language of equal to, more than, less than (fewer), most, least

Previous related lessons

Unit 1, Week 1, Lessons 1–4

Prerequisites for learning

Pupils need to:

• recognise, read and write numbers 0–20

• be familiar with numbers beyond 20

• order numbers 0–20 accurately, and order numbers beyond  
20 with increasing accuracy

Vocabulary

zero, nought, one, two … twenty, count back, count on,  
before, after, forwards, backwards

Future related lessons

Unit 5, Week 1, Lessons 2; Unit 8, Week 1, Lessons 1–4;  
Unit 9, Week 1, Lessons 1–4

Success criteria

Pupils can:

• accurately order a set of numbers in the range 0–20

• identify one more or less than a given number



Getting Started

• Choose an activity from Number – Number and place value.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2 –* Number and place value.



**Year 1, Unit 5, Week 1**

Teach

Resources

Number cards, 1–19 (one card per child)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:2.jpg• Display: Slide 1 showing a 0–20 number track, with numbers 1–19 hidden.

• Give each child a number card showing a number in the range 1–19 (so that all the numbers in  
the range are covered). Say: **We are going to put the numbers in the correct order to make a  
number track. If you have the number that is one more than zero, hold it up.**

• Say: **The number after zero is one.** Click to reveal 1 on the track.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **If you have the number that is one less than 11, hold it up.**

• Say: **The number one less than 11 is ten.**

• Click to reveal 10 on the track.

• Say: **If you have the number that is one more than 14, hold it up.**

• Say: **The number one more than 14 is 15.**

• Click to reveal 15 on the track.

• Continue asking children for numbers ‘one more’ or ‘one less’ to complete the 0–20  
number track.

• Point to each number on the track in turn and count forwards with children from 0 to 20.

• Repeat to count backwards from 20 to 0.

• Ask children to close their eyes. Click to hide three of the numbers on the track.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask children to identify the missing numbers.

• Say: **Tell me one number that is missing. How did you decide this number was missing?**

• Encourage children to explain their choice using the language ‘more than’ and ‘less than’.

• Click to reveal the number on the track. Repeat for the remaining two missing numbers.

• Ask children to swap their number card with a partner.

• Say: **Tell your partner about your number. Which number is it? Which number comes before it? Which number comes after it?**

• Click to hide all the numbers on the number track. Collect in the number cards.

• Show two number cards: 3 and 12.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say**: Look at these numbers. Which is the smallest? Which is the largest? Tell me a number  
between 3 and 12.**

• Show a card that has a number between 3 and 12, e.g. if children answer 7, position a 7 card in  
between the 3 and 12 cards.

• Say**: Three is less than 12. Twelve is more than three. Seven is between three and 12. Seven is more than three but less than 12.**

• Check this with children by revealing these three numbers (3,7,12) on the number track. Hide the  
numbers on the number track again.

• Show three different number cards: 17, 2 and 9.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask children to suggest how to order the numbers, smallest first.

• Encourage children to explain their choice using the language ‘more than’ and ‘less than’.

Alter the range

of numbers used as appropriate. If children are confident with

numbers 0–20, extend

the range to include all

the numbers 0–25, then

0–30, using

slides 2 and 3.



• Check the order by revealing the three numbers on the number track.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:arrow 2.jpg• Repeat several times with different sets of three starting numbers.

Individualised Learning

**Activity Book 1B** – Page 2: Racing orders

**Progress Guide 1** – Extension, Year 1, Unit 5, Week 1, Lesson 1:

Ordering owls

Resources: scissors and glue (per child)

Refer to Activity 1 from the   
Learning activities on page 214.

Plenary

Resources

0–30 number cards (per class)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:12 copy.jpg• Display: Slide 3 showing a 0–30 number track with numbers 21–30 hidden. Point to each  
number on the track in turn and count forwards with children from 0 to 20.

• Click to reveal numbers 21–30 on the track. Point to each number on the track in turn and count  
forwards with children from 20 to 30. Point to 23.

• Say: **Tell me this number.** (23) **What number comes before 23? Which number comes   
after 23?**

• Display three cards showing numbers in the range 0–30, in random order: 29, 8 and 15.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask children to suggest how to order the numbers, smallest first.

• Choose individual children to answer. Arrange the cards to show the correct order: 8, 15, 29.

• Point to each of the numbers on the number track, in turn.

• Say: **Eight is the smallest. Twenty-nine is the largest. Fifteen is in between. Fifteen is less than 29 but more than 8.**

• Repeat several times with different sets of three starting numbers.

Overcoming Barriers

• Children may be confident reciting number names in sequence but have difficulty recognising individual numbers when presented in isolation or out of order. Provide plenty of opportunities for them to match spoken number names to the corresponding written numerals. Ensure that they are able to recognise numbers 0–20 easily before extending the range to 25, then 30.