

# EYFS – Mathematics – Number

## All About the Number 1

### Early Learning Goal:

**ELG 11:** Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Development Matters Statements Links:

**(M-N6)** Sometimes matches numeral and quantity correctly.

**(M-N20)** Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

**Year 1 (1N2c)** Read and write numerals from 1 to 20 in numerals and words.

### Ideas to meet M-N6 and M-N20:

**Using this resource:** Children to investigate and learn all about the given number. The resource is split into multiple areas that allow for detailed familiarisation with the number. Children can practise recognising and forming numbers; develop their understanding the value of a number and use quantities to represent this number.

**In other areas of the classroom:** Children to continue their learning about the concept of number and their understanding of quantity. Children to order numbers correctly. Children to build with a given number of blocks. Children to match quantities to the correct numeral. Children to use play-dough or other physical objects to form the numeral.

More [EYFS Mathematics](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

# EYFS – Mathematics – Number

## All About the Number 1

### Contents

#### Teacher Pages

[Page 1 – Teaching Information](#)

[Page 3 – Suggested Questions](#)

[Page 4 – Observation Sheet](#)

#### Resource Pages for Children

[Page 5 – Autumn](#)

[Page 6 – Winter](#)

[Page 7 – Spring](#)

[Page 8 – Summer](#)

[Page 9 – Animals](#)

[Page 10 – Dinosaurs](#)

[Page 11 – People Who Help Us](#)

[Page 12 – Superheroes and Fairy Tales](#)

[Page 13 – Transport](#)

#### Teaching Note

This resource is part of our 'All About Number...' range. They all feature a similar layout and format to help children develop their number skills.

Suggested questions for this resource:

M-N6	M-N20	Year 1 (1N2c)
Can you show me the number ____?  Can you trace the number? Discuss with the children the correct formation of the number.  Can you find the number? What about ____ number of objects?  (M-N3) Which number comes next?  (M-N5) Can you show me the number using your fingers?  (M-N5) Can you draw ____ objects?	Can you show me the number ____?  Do you recognise the number?  Can you colour the correct number of objects?  (M-N25) What is one more than the number?  (M-N26) What is one less than the number?	Can you write the number in numeral and words? Focus on the correct letter formation.  Can you show one more and one less than the given number?  Can you find the correct number of objects?
Extension question(s)	Extension question(s)	Extension question(s)
Where have you seen this number before?  (L-W1) Can you write the number in words?	(L-W10) Can you write the number in word form? Children to follow the correct letter formation and give meaning to the marks they make.	Can you think of 3 different number sentences where the answer is the number ____?

# All About the Number 1

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_  
Age: \_\_\_\_\_ Practitioner: \_\_\_\_\_

**30-50 months**

(M-N6) Sometimes matches numerals using fingers, marks on paper or pictures.

(M-N7) Shows curiosity about numbers by offering comments and asking questions.

(M-N12) Shows an interest in representing numbers.

**40-60 months**

(M-N20) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

(M-N25) Says the number that is one more than a given number.

(M-N26) Finds one more or one less from a group of up to five objects, then ten objects..

**ELG 11 – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.**

**Observation:**

(M-N5) Beginning to represent numbers using fingers marks on paper or pictures.

(M-N7) Shows curiosity about numbers by offering comments and asking questions.

## Characteristics of Effective Learning

Playing and exploring	Active learning	Crediting and thinking critically
<ul style="list-style-type: none"><li>• Finding out and exploring</li><li>• Playing with what they know</li><li>• Being willing to 'have a go'</li></ul>	<ul style="list-style-type: none"><li>• Being involved and concentrating</li><li>• Keeping trying</li><li>• Enjoying achieving what they set out to do</li></ul>	<ul style="list-style-type: none"><li>• Having their own ideas</li><li>• Making links</li><li>• Choosing way to do things</li></ul>

## Areas of Learning

	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							

**Next steps:**

# All About the Number 1

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_  
Age: \_\_\_\_\_ Practitioner: \_\_\_\_\_

**30-50 months**

(M-N6) Sometimes matches numerals using fingers, marks on paper or pictures.

(M-N7) Shows curiosity about numbers by offering comments and asking questions.

(M-N12) Shows an interest in representing numbers.

**40-60 months**

(M-N20) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

(M-N25) Says the number that is one more than a given number.

(M-N26) Finds one more or one less from a group of up to five objects, then ten objects..

**ELG 11 – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.**

**Observation:**

(M-N5) Beginning to represent numbers using fingers marks on paper or pictures.

(M-N7) Shows curiosity about numbers by offering comments and asking questions.

## Characteristics of Effective Learning

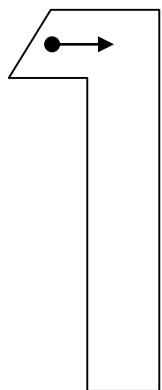
Playing and exploring	Active learning	Crediting and thinking critically
<ul style="list-style-type: none"><li>• Finding out and exploring</li><li>• Playing with what they know</li><li>• Being willing to 'have a go'</li></ul>	<ul style="list-style-type: none"><li>• Being involved and concentrating</li><li>• Keeping trying</li><li>• Enjoying achieving what they set out to do</li></ul>	<ul style="list-style-type: none"><li>• Having their own ideas</li><li>• Making links</li><li>• Choosing way to do things</li></ul>

## Areas of Learning

	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							

**Next steps:**

# All About the Number 1



**Draw 1 object:**

**Write it:**



**1**

**one**

**Find it:**



**1**



**four**



**Colour 1:**



**1**

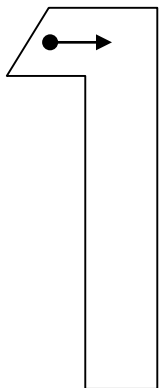
**2**

**3**

**4**

**5**

# All About the Number 1



**Draw 1 object:**

**Write it:**



**1**

**one**

**Find it:**



**4**



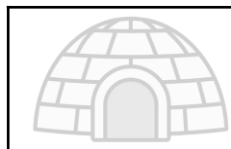
**one**



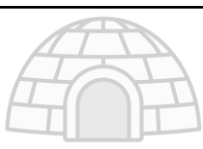
**two**



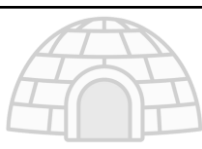
**Colour 1:**



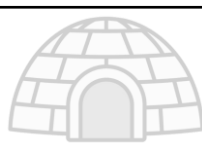
**1**



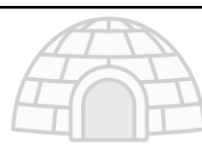
**2**



**3**

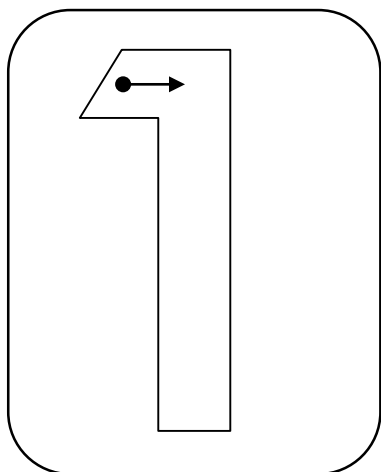


**4**



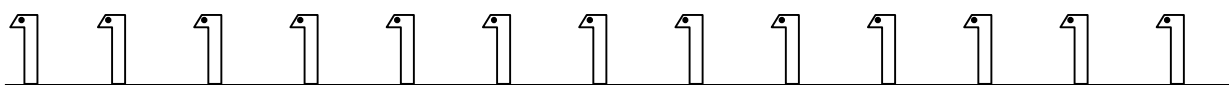
**5**

# All About the Number 1



**Draw 1 object:**

**Write it:**



**1**

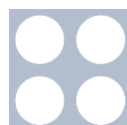
**one**

**Find it:**



**five**

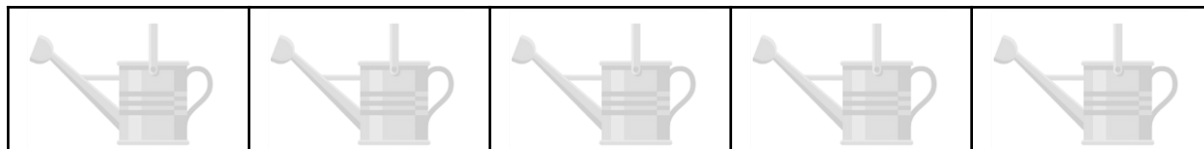
**1**



**three**



**Colour 1:**



**1**

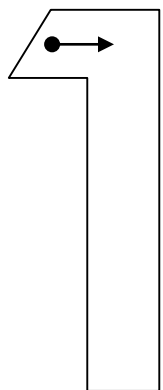
**2**

**3**

**4**

**5**

# All About the Number 1



Draw 1 object:

Write it:



1

one

Find it:

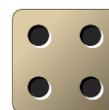


one



5

two



Colour 1:



1

2

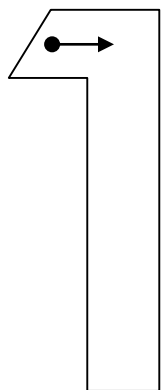
3

4

5



# All About the Number 1



**Draw 1 object:**

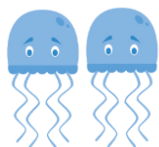
**Write it:**



**1**

**one**

**Find it:**



**1**



**three**

**four**



**Colour 1:**



**1**

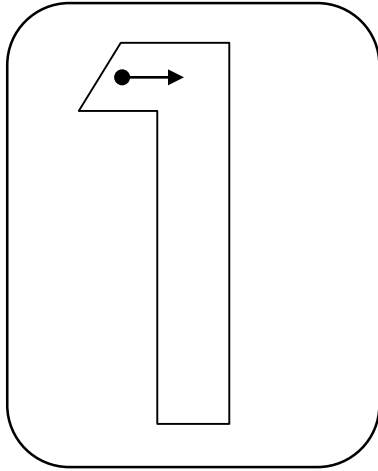
**2**

**3**

**4**

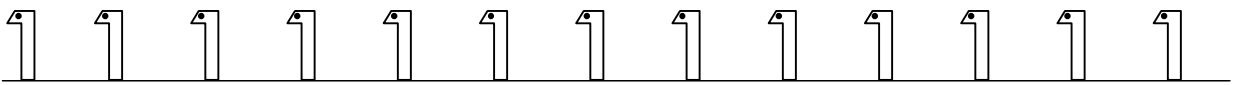
**5**

# All About the Number 1



Draw 1 object:

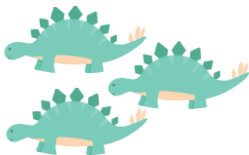
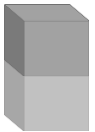
Write it:



1

one

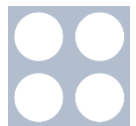
Find it:



four

1

two



Colour 1:



1

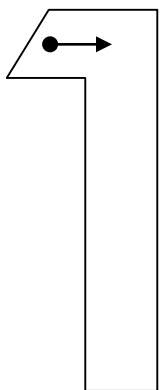
2

3

4

5

# All About the Number 1



Draw 1 object:

Write it:



1

one

Find it:



one

three



2

Colour 1:



1

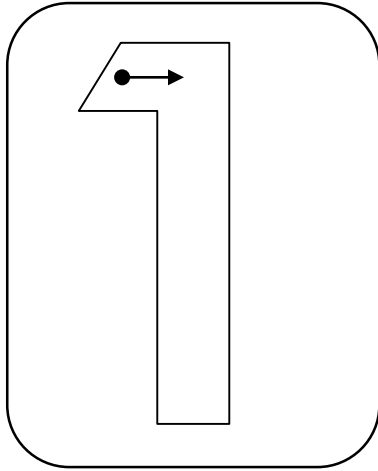
2

3

4

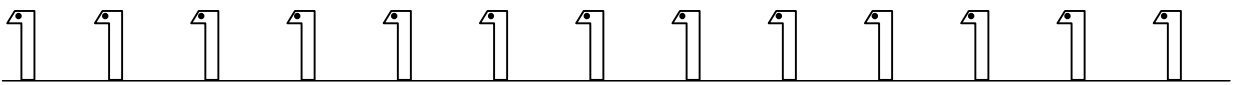
5

# All About the Number 1



**Draw 1 object:**

**Write it:**



**1**

**one**

**Find it:**



**five**

**1**



**two**



**Colour 1:**



**1**

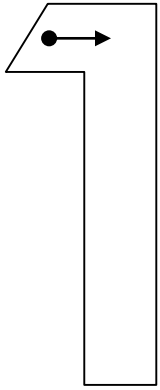
**2**

**3**

**4**

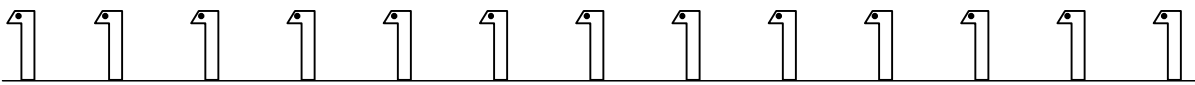
**5**

# All About the Number 1



**Draw 1 object:**

**Write it:**



**1**

**one**

**Find it:**



**3**

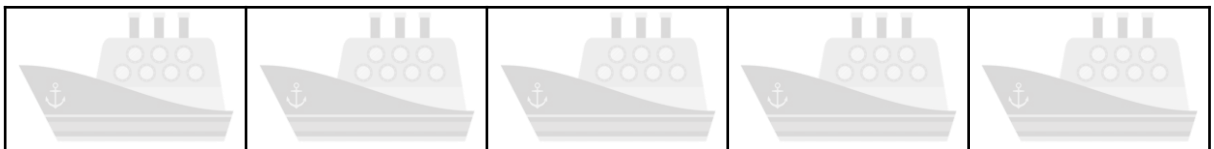
**five**



**two**



**Colour 1:**



**1**

**2**

**3**

**4**

**5**