

Moving forward and back introduction



1 Which way, and how many jumps

Put a counter on a number line (0–20) — say on three. Explain that we can move it along the line, like moving on a board game.

“Here is our counter on three. We can move it along the line, like a board game.”

Move it forward one jump at a time, counting the jumps — not the number you start on.

“Three... jump — four, jump — five, jump — six. Three jumps forward. We do not count the three we started on.”

Ask two different questions — where did you land (the number), and how many did you move (the jumps). They are not the same.

“Where did we land? Six. How many did we jump? Three. Where you land and how far you moved are different.”

Moving forward lands on a bigger number; moving back lands on a smaller number.

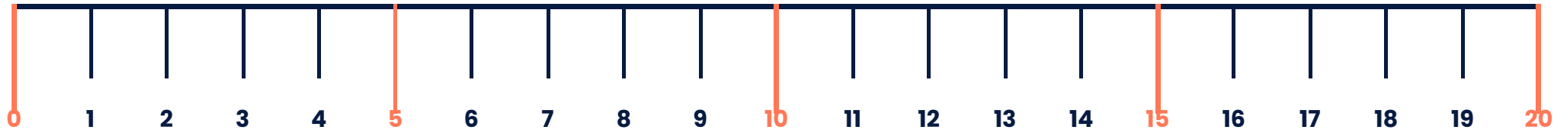
“Forward lands on a bigger number. Back lands on a smaller number.”

Try a move back — start on eight, move back three jumps, counting the jumps. Where do you land?

“Start on eight. Move back three jumps — seven, six, five. We land on five.”

Moving forward and back — class number line 0–20

Print on A4 landscape (enlarge to A3 for display). Place a counter on a number, then move it one jump at a time — forward for bigger, back for smaller — counting the jumps, not the number you start on.



Forward → bigger numbers • ← Back → smaller numbers