Reasoning and Problem Solving Step 4: Comparing Numbers 2

National Curriculum Objectives:

Mathematics Year 1: (1N4) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Differentiation:

Questions 1, 4 and 7 (Problem Solving)

Developing Put the two circled numbers into the correct place to make the statement correct. Comparing numbers within 50 and multiples of 5. Numerals only.

Expected Put the two circled numbers into the correct place to make the statement correct. Comparing numbers within 100. Numerals only.

Greater Depth Put the three circled numbers into the correct place to make the statement correct. Comparing numbers within 100. Including numerals and words.

Questions 2, 5 and 8 (Reasoning)

Developing Explain which child got the highest or the lowest score and why. Comparing 2 children and numbers are multiples of 5. Using numbers within 50. Numerals only.

Expected Explain which child got the highest or the lowest score and why. Comparing 2 children. Using numbers within 100. Numerals only.

Greater Depth Explain which child got the highest or the lowest score and why. Comparing 3 children. Using numbers within 100. Including numerals and words.

Questions 3, 6 and 9 (Problem Solving)

Developing Use the digit cards to make the statement correct. 3 digit cards and 1 number already given.

Expected Use the digit cards to make the statement correct. 4 digit cards.

Greater Depth Use the digit cards to make the statement correct. 6 digit cards and using 2 more than or less than signs.

More <u>Year 1 Place Value</u> resources.

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Reasoning and Problem Solving – Comparing Numbers 2 – Teaching Information



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Reasoning and Problem Solving Comparing Numbers 2

Developing

1a. 23 > 18
2a. Catherine got the highest score because 3 tens is more than 2 tens.
3a. 41 > 30 or 40 > 31

Expected

4a. <mark>64 < 7</mark>3

5a. Stefan got the highest score because 8 tens is more than 7 tens.
6a. Various possible answers, including: 23 < 79, 23 < 97, 27 < 39, 27 < 93, 29 < 73, 37 < 92, 39 < 72

Greater Depth

7a. 76 > Sixty-six < 74 <u>or</u> 74 > Sixty-six < 76 8a. Harris got the lowest score because 4 tens is less than 5 tens.

9a. Various possible answers, including: 68 > 14 < 50, 68 > 40 < 51, 85 > 60 < 14, 65 > 41 < 80, 80 > 46 < 51

<u>Reasoning and Problem Solving</u> <u>Comparing Numbers 2</u>

Developing

1b. 31 < 47
2b. Darcie got the lowest score because 3 tens is less than 4 tens.
3b. 53 < 64 or 54 < 63

Expected

4b. 61 > 53 5b. Asha got the lowest score because 5 tens is less than 6 tens. 6b. Various possible answers, including: 67 > 10, 60 > 17, 70 > 61, 70 > 16, 76 > 10, 71 > 60

Greater Depth

7b. 89 > eighty > 76 8b. Poppy got the highest score because 7 tens is more than 6 tens and 7 ones is more than 6 ones.

9b. Various possible answers, including: 24 < 52 < 76, 24 < 52 < 67, 27 < 54 < 62, 24 < 65 < 72, 26 < 27 < 54



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