# Reasoning and Problem Solving Step 9: Comparing Numbers

# **National Curriculum Objectives:**

Mathematics Year 2: (2N2a) Read and write numbers to at least 100 in numerals and in words

Mathematics Year 2: (2N2b) Compare and order numbers from 0 up to 100; use <, > and = signs

### **Differentiation:**

Questions 1, 4 and 7 (Problem Solving)

Developing Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language. Numbers given in numerals. Expected Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning. Greater Depth Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

### Questions 2, 5 and 8 (Problem Solving)

Developing Find all the possible numbers using knowledge of comparing numbers to 100, using comparison language. Numbers given in numerals.

Expected Find all the possible numbers using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning.

Greater Depth Find all the possible numbers using knowledge of comparing numbers to 100. Using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

#### Questions 3, 6 and 9 (Reasoning)

Developing Find the incorrect number using knowledge of comparing numbers to 100, using comparison language. Numbers given in numerals.

Expected Find the incorrect number using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning.

Greater Depth Find the incorrect number using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

## More Year 2 and Year 3 Place Value resources

Did you like this resource? Don't forget to review it on our website.



# classroomsecrets.co.uk

Reasoning and Problem Solving – Comparing Numbers – Teaching Information

## **Comparing Numbers Comparing Numbers** 1a. Find all of the possible combinations 1b. Find all of the possible combinations to complete the statement using up to to complete the statement using up to two of these digits cards. two of these digits cards. is fewer is more 40 and 2 60 than than 2 PS 2 PS 2a. Jemima is thinking of a number. 2b. Basharet is thinking of a number. It is less than 66. It is greater than 74. It is less than 99. It is greater than 32. The tens digit is 2 more The tens and ones digits than the ones digit. total 6. Which numbers could she be thinking of? Which numbers could he be thinking of? 2 PS 2 PS 3a. Which of these numbers cannot be 3b. Which of these numbers cannot be used to complete the statement? used to complete the statement? A) 48 A) 11 B) 30 and 9 B) 30 and 9 C) 55 C) 61 is greater 20 and 9 is less than **50** than Convince me. Convince me.



# classroomsecrets.co.uk

# **Comparing Numbers Comparing Numbers** 4a. Find all of the possible combinations 4b. Find all of the possible combinations to complete the statement using up to to complete the statement using up to two of these digits cards. two of these digits cards. 30 and 19 50 and 2 2 PS 2 PS 5a. Sarah is thinking of a number. 5b. Henry is thinking of a number. It is less than six tens and It is greater than thirty-five. three ones. It is less than seven tens. It is greater than eighteen. The tens digit is one less The tens and ones digits than the ones digit. total seven. Which numbers could she be thinking of? Which numbers could he be thinking of? 2 PS 2 PS 6a. Which of these numbers cannot be 6b. Which of these numbers cannot be used to complete the statement? used to complete the statement? A) four ones and three tens A) eighty and two B) thirty and eighteen B) eighty-four C) seven ones and eight tens C) forty-two forty-seven eighty-three Convince me. Convince me.



# classroomsecrets.co.uk

# **Comparing Numbers**

# **Comparing Numbers**

7a. Find all of the possible combinations to complete the statement using up to two of these digits cards.

7b. Find all of the possible combinations to complete the statement using up to two of these digits cards.



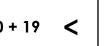








30 + 19





7 tens + 9 ones



2 PS



2 PS

8a. Claire is thinking of a number.

It is more than 2 tens and 15 ones.

It is smaller than 70 + 21.



The ones digit is three fewer than the tens digit.

8b. Giles is thinking of a number.



It is less than 50 + 15.

It is greater than 2 tens and 10 ones.

The ones digit is two fewer than the tens digit.

Which numbers could she be thinking of?



2 PS

2 PS

9a. Which of these numbers cannot be used to complete the statement?

9b. Which of these numbers cannot be used to complete the statement?

Which numbers could he be thinking of?

- A) 3 tens and 8 ones
- B) twenty and eleven
- C) 20 + 21

forty-one



10 + 13

- A) fifty-five
- B) 60 + 2
- C) sixty + thirteen

3 tens + 24 ones

Convince me.





sixtythree

Convince me.





### **Comparing Numbers**

### **Comparing Numbers**

### **Developing**

1a. 2, 3, 8, 23, 28, 32, 38

2a. 75, 86, 97

3a. C because 50 is less than 55.

#### **Expected**

4a. 1, 5, 8, 9, 15, 18, 19, 51

5a. 45, 56, 67

6a. B because thirty and eighteen is more

than forty-seven.

### **Greater Depth**

7a. 24, 27, 29, 40

8a. 41, 52, 63, 74, 82

9a. C because 20 + 21 is equal to forty-

one.

#### **Developing**

1b. 78, 79, 87, 89, 97, 98

2b. 33, 42, 51, 60

3b. A because 11 is less than 20 and 9.

### **Expected**

4b. 50, 52, 58, 80, 82, 85

5b. 25, 34, 43, 52, 61

6b. A because eighty and two is less than eighty-three.

**Greater Depth** 

7b. 80, 81, 84, 89, 90, 91, 94, 98

8b. 31, 42, 53, 64

9b. C because sixty + thirteen is greater

than sixty-three.

