

Homework/Extension

Step 6: Compare Numbers

Teaching note: Inequality symbols are included in this step as they were introduced in Block 1 Step 10. These can be used as a visual aid to improve fluency as children continue comparing numbers and amounts.

National Curriculum Objectives:

Mathematics Year 1: (1N2c) [Read and write numbers from 1 to 20 in numerals and words](#)
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](#)

This resource also covers the following objective from Year 2:

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

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Complete an inequality statement to compare numbers to 10. Using numerals and pictorial support.

Expected Complete an inequality statement to compare numbers to 20. Using numerals and words with some pictorial support.

Greater Depth Complete an inequality statement to compare numbers to 20. Using numerals, words, limited pictorial support and some partitioned numbers.

Questions 2, 5 and 8 (Varied Fluency)

Developing Identify numbers greater than and less than a given number. Comparing numbers to 10. Using numerals and pictorial support.

Expected Identify numbers greater than and less than given numbers. Comparing numbers to 20. Using numerals and words.

Greater Depth Identify numbers greater than and less than given numbers. Comparing numbers to 20. Using numerals, words and partitioned numbers.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Explain what a number could be from given clues, using knowledge of comparing numbers to 10. Using numerals and pictorial support.

Expected Explain what a number could be from given clues, using knowledge of comparing numbers to 20. Using numerals and words.

Greater Depth Explain what a number could be from given clues, using knowledge of comparing numbers to 20. Using numerals, words and partitioned numbers.

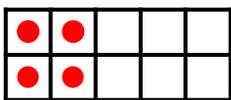
More [Year 1 Place Value](#) resources.

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

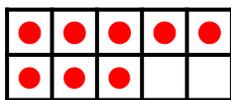
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Compare Numbers

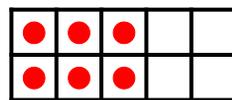
1. Place a number into the blank box to make the statement correct.



4



8



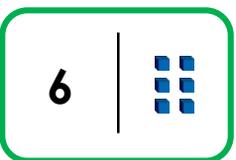
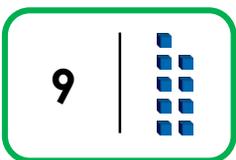
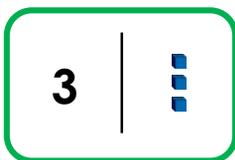
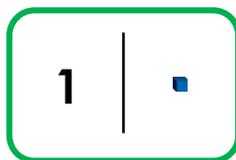
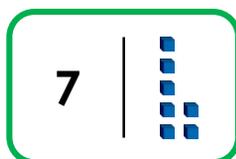
6

$$\square > 7 > 3$$



VF
HW/Ext

2. Tick the numbers that are greater than 4.



VF
HW/Ext

3. Jon and Kat are thinking of the same number.

The number is
less than 10

but greater
than 6.




The number is
greater than 2

but less than 8.

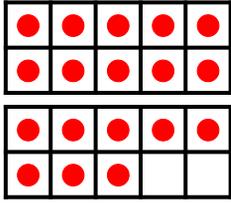

What number could they be thinking of? Explain how you know.



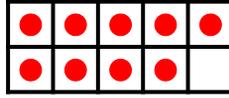
RPS
HW/Ext

Compare Numbers

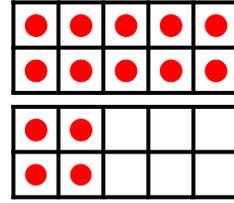
4. Place the numbers into the blank boxes to make the statement correct.



eighteen



9



14

$$\square < 15 < \square$$



VF
HW/Ext

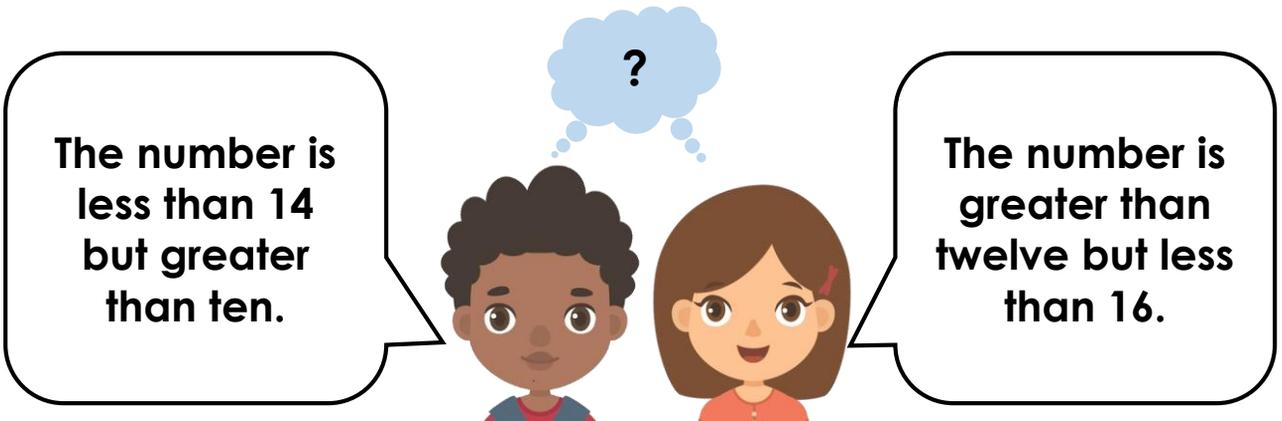
5. Tick the numbers that are less than 18.

thirteen	18	six	12	nineteen
eleven	17	nine	20	fifteen



VF
HW/Ext

6. Sam and Dot are thinking of the same number.



What number could they be thinking of? Explain how you know.



RPS
HW/Ext

Compare Numbers

7. Place the numbers into the blank boxes to make the statement correct.

1 ten
and 7
ones

fourteen

19

eight
ones

$$\square > 12 > \square$$



VF
HW/Ext

8. Circle the numbers that are greater than 9 but less than 1 ten and 4 ones.

thirteen

18

six

7

1 ten and
9 ones

1 ten and
1 one

17

two tens

10

fifteen



VF
HW/Ext

9. Tom and Jim are thinking of the same number.

The number is
greater than
eight ones but
less than 14.



The number is
less than 17
but greater
than 1 ten and
2 ones.

What number could they be thinking of? Explain how you know.



RPS
HW/Ext

Homework/Extension Compare Numbers

Developing

1. 8
2. 5, 6, 7, 8, 9, 10
3. 7 – From Jon's statement, the number could be 7, 8 or 9. From Kat's statement, the number could be 3, 4, 5, 6 or 7. The number 7 appears in both lists.

Expected

4. 9 < 15 < eighteen or 14 < 15 < eighteen
5. six, nine, eleven, 12, thirteen, fifteen, 17
6. 13 – From Sam statement, the number could be 11, 12 or 13. From Dot's statement, the number could be 13, 14 or 15. The number 13 appears in both lists.

Greater Depth

7. Various answers, for example: 19 > 12 > eight ones; 1 ten and 7 ones > 12 > eight ones; fourteen > 12 > eight ones
8. 10, 1 ten and 1 one, thirteen
9. 13 – From Tom's statement, the number could be 9, 10, 11, 12 or 13. From Jim's statement, the number could be 13, 14, 15 or 16. The number 13 appears in both lists.