Ordering numbers - more than, less than

National Curriculum attainment target

• Compare and order numbers from 0 up to 100; use < and > signs

- Lesson objective
- Compare and order numbers from 0 up to 100; use < and > signs

Previous related lesson

Unit 1, Week 1, Lesson 2

Prerequisites for learning

Pupils need to:

- recognise numbers from 0–100
- apply their understanding of place value to ordering numbers
- understand and apply the terms 'more', 'less', 'greater', 'smaller' in relation to number

Vocabulary

zero, nought, one, two ..., ones, more, less, larger, largest, smaller, smallest, before, after, how many?

Future related lesson

Unit 9, Week 1, Lesson 3 Success criteria

- Pupils can:
- \bullet recognise and use the inequality signs < and >
- compare and order numbers 0-100 accurately



Connect

Year 2, Unit 5,

Week 1

Getting Started

- Choose an activity from Number Number and place value.
- Choose an activity from *Fluency in Number Facts:* Y1/Y2 Number and place value.





Teach

Resources

mini whiteboard, pen and eraser (per pair)

- Display: the Number Square tool.
- Ask children to look at the numbers on the square. After looking, ask them to close their eyes. Hide four numbers between 50 and 100.
- Ask the class to open their eyes and work with a partner to identify the missing numbers, writing them on their whiteboards.
- Say: Tell me one number that is missing. Ask: How did you decide this was the missing number?
- Encourage children to explain their choice using the language 'more than/less than/before/after' and click to reveal this number on the number square.
- Repeat to find the remaining three missing numbers.
- Discuss the order of the numbers with the class. Ask (for example): Which number is the largest? The smallest? Is x more or less than y? If we arrange them in order from smallest to largest, which number will come after x?
- Write the inequality symbols < and > on the board and ask: **Can you remember what these symbols mean? When might we use them?** Encourage children to suggest, in their own words, that these are inequality symbols and they are used when comparing and ordering two numbers.
- Remind children of how the symbols are used. Say: This symbol (point to >) is another way to show that one number is greater, or is more than, another. This symbol (point to <) is another way to show that one number is smaller, or is less than, another.

- Write two numbers on the board: e.g. 67 and 56.
- Say: Look at these numbers. Which is the smallest? Which is the largest?
- Ask: If I place this sign here (position the > sign to display 67 > 56) what does this mean? (67 is more than/greater than 56) Remember that the sign 'points' to the smaller number.
- Highlight these two numbers on the number square to check their positions.
- Point and say: Sixty-seven (67) is greater than (>) fifty-six (56).
- Now write the numbers 89 and 61 on the board.
- Say: Arrange these into the correct order to show that 61 is less than 89. Remember that the sign 'points' to the smaller number.
- Children write 61 < 89 on their whiteboards.
- Write the numbers in the correct order, then point and say: Sixty-one (61) is less than (<) eightynine (89).
- Repeat the activity several times, using both < and > symbols, and asking children to explain each statement.

Individualised Learning

Refer to Activity 3 from the Learning activities on page 227.

Activity Book 2B: – Page 4: Tiger track numbers Progress Guide 2: – Extension, Year 2, Unit 5, Week 1, Lesson 3: Rocket trails

Resources: scissors and glue (per child)

Plenary

- Display: the Number Cards tool.
- Display a random selection of 12 numbers between zero and 100 using the cards. Alongside, display < and >.
- Invite individual children to come to the front to choose two cards and an inequality symbol, e.g. 88, 51 and >.
- Ask the class to suggest how these should be arranged correctly, e.g. 88 > 51, and ask them to explain each statement.
- Drag and drop to show the correct arrangement, and then return the cards to their positions.
- Repeat, inviting children to show different pairs of cards each time.