Master Ordering 2-Digit Numbers

Rationale

In this step, pupils build on their understanding of comparing 2-digit numbers to order 2-digit numbers as well as 2-digit and 1-digit numbers, supported by representations. They will work from left to right, looking at the greatest place value column first, and continue to use the vocabulary 'greatest' and 'smallest' in their ordering. They will progress to order numbers without the support of representations. Pupils will demonstrate their understanding of ordering numbers through the use of number lines. They will also develop their learning by writing digits to complete numbers to make ordering correct.

Key Stem Sentences

- The greatest number is ___
- The smallest number is ___
- ___ has more / fewer 10s / 1s than ___ and ___
- ___ has no 10s / 1s.

Key Vocabulary

- greatest place value column
- greatest / smallest
- more / fewer / no
- order

Key Representations

Place value counters

greatest ⟶ smallest

Number lines (to support reasoning)

The smallest number is 92 and the greatest number is 99

Place value charts

10s	1s
5	6
5	8
6	0

60 has more tens than 56 and 58

58 has more ones than 56

The greatest number is 60 and the smallest number is 56
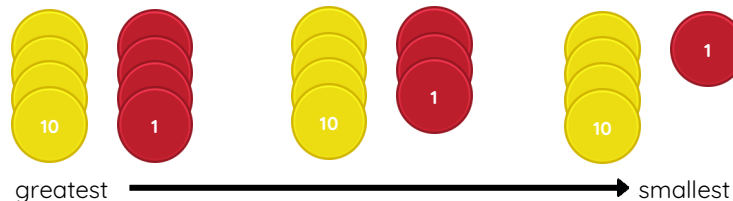
Common Errors or Misconceptions

- Pupils may misread the value of digits, including when using zero as a placeholder. For example, 50, 12, 33
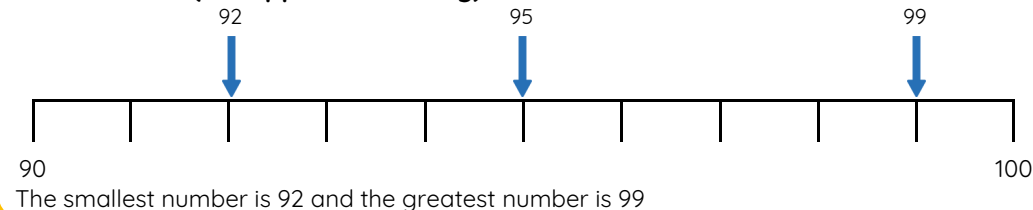- Pupils may have difficulty ordering from greatest to smallest.

Pupils will FLOURISH if they can...

- identify which number is the smallest and which is the greatest.
- order numbers from smallest to greatest and greatest to smallest.
- complete numbers by adding digits to make ordering correct.
- explain their understanding using written sentences, concrete apparatus and given representations.