

# Master Ordering Number Representations to 100 B

## Rationale

In this step, pupils build on their understanding of ordering numbers to 100 represented by concrete apparatus to order numbers represented by numerals.

They will order three numbers from greatest to smallest and smallest to greatest, progressing from concrete representations to numerals.

Pupils will continue to use the vocabulary 'smallest' and 'greatest' in their ordering and use number lines to support reasoning.



## Key Stem Sentences

- \_\_\_ has more / fewer tens / ones than \_\_\_ and \_\_\_
- The smallest / greatest number is \_\_\_



## Key Vocabulary

- order
- smallest
- greatest
- more/fewer



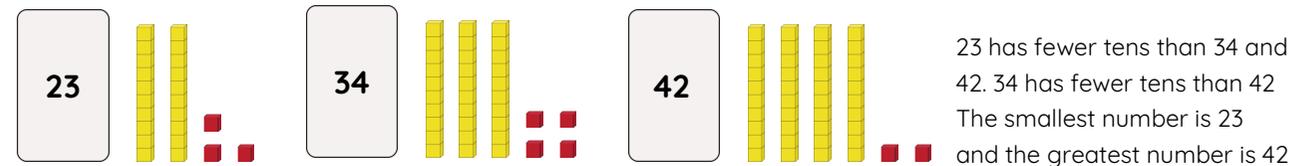
## Common Errors or Misconceptions

- Pupils may find it difficult to grasp the concept of moving from right to left along the number line to explain ordering numbers from greatest to smallest.
- Pupils might find it difficult to place numbers in the opposite order to the number line.

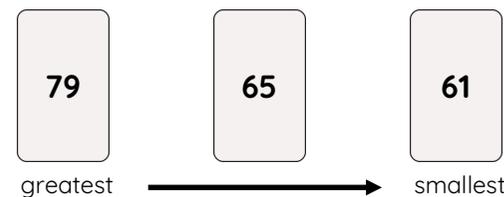


## Key Representations

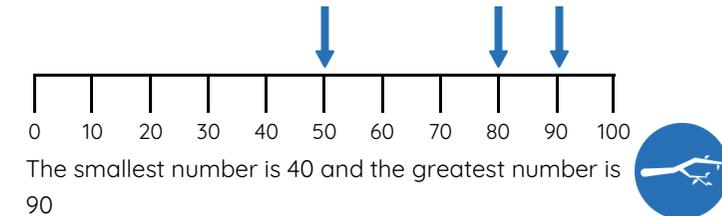
### Number cards and Dienes



### Number cards



### Number lines (to support reasoning)



## Pupils will FLOURISH if they can...

- identify which number is the smallest and which is the greatest.
- order three numbers to 100, represented by numerals from smallest to greatest and greatest to smallest.
- explain their understanding using verbal sentences and concrete apparatus.

