Master Comparing Number Representations to 100 B

Rationale

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

Pupils will continue to use the vocabulary 'greater than', 'less than', and 'equal to' in their comparisons, using a number line to support their reasoning.

Key Stem Sentences

- They each have ___ hundred / tens / ones.
- ___ has ___ / has no ___ hundreds / tens / ones.
- ___ has more / fewer tens / ones than ___
- ___ is greater than / less than / equal to ___

Key Vocabulary

- compare
- fewer
- more
- greater than / less than / equal to

Key Representations

Number cards with Dienes

26 has 2 tens and 31 has 3 tens. 26 has fewer tens than 31. 26 is less than 31

Number cards

100 has 1 hundred and 57 has no hundreds.
100 is greater than 57

Number lines (to support reasoning)
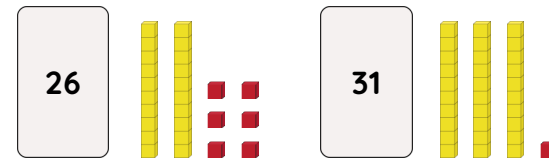

64 is less than 68

95 is greater than 78

Common Errors or Misconceptions

- Pupils may not be secure identifying 100s, 10s and 1s in the correct order.
- Pupils may not yet be secure with identifying numerals to 100 without the support of concrete apparatus.
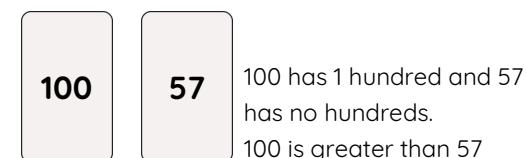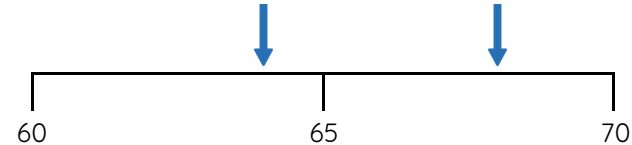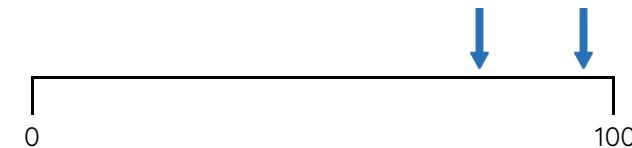
Pupils will FLOURISH if they can...

- identify whether a number to 100, represented by numerals, is greater than, less than or equal to another number.
- explain their understanding using verbal sentences and concrete apparatus.