Reasoning and Problem Solving
Step 7: Comparing Numbers

National Curriculum Objectives:

Mathematics Year 2: (2N2a) Read and write numbers to at least 100 in numerals and in words
Mathematics Year 2: (2N2b) Compare and order numbers from 0 up to 100; use <, > and = signs

Differentiation:

Questions 1, 4 and 7 (Problem Solving)
Developing Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language. Numbers given in numerals.
Expected Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning.
Greater Depth Find all the possible numbers to complete a statement when comparing numbers to 100. Using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

Questions 2, 5 and 8 (Problem Solving)
Developing Find all the possible numbers using knowledge of comparing numbers to 100, using comparison language. Numbers given in numerals.
Expected Find all the possible numbers using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning.
Greater Depth Find all the possible numbers using knowledge of comparing numbers to 100. Using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

Questions 3, 6 and 9 (Reasoning)
Developing Find the incorrect number using knowledge of comparing numbers to 100, using comparison language. Numbers given in numerals.
Expected Find the incorrect number using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in numerals and words, partitioned conventionally with some use of unconventional partitioning.
Greater Depth Find the incorrect number using knowledge of comparing numbers to 100, using comparison language and symbols. Numbers given in mixed representations of numerals and words, partitioned conventionally and unconventionally.

More Year 2 Place Value resources

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Comparing Numbers

1a. Find all of the possible combinations to complete the statement using up to two of these digits cards.

2	8	3

[ ] is fewer than 40 and 2

D PS

Comparing Numbers

1b. Find all of the possible combinations to complete the statement using up to two of these digits cards.

9	8	7

[ ] is more than 60

D PS

2a. Jemima is thinking of a number.

It is greater than 74.

It is less than 99.

The tens digit is 2 more than the ones digit.

Which numbers could she be thinking of?

D PS

2b. Basharet is thinking of a number.

It is less than 66.

It is greater than 32.

The tens and ones digits total 6.

Which numbers could he be thinking of?

D PS

3a. Which of these numbers cannot be used to complete the statement?

A) 48
B) 30 and 9
C) 55

50 is greater than [ ]

Convince me.

D R

3b. Which of these numbers cannot be used to complete the statement?

A) 11
B) 30 and 9
C) 61

20 and 9 is less than [ ]

Convince me.

D R

Comparing Numbers

4a. Find all of the possible combinations to complete the statement using up to two of these digits cards.

1	8	5	9

50 and 2 > ☐

E PS

Comparing Numbers

4b. Find all of the possible combinations to complete the statement using up to two of these digits cards.

8	0	5	2

☐ > 30 and 19

E PS

5a. Sarah is thinking of a number.

It is greater than thirty-five.

It is less than seven tens.

The tens digit is one less than the ones digit.

Which numbers could she be thinking of?

E PS

5b. Henry is thinking of a number.

It is less than six tens and three ones.

It is greater than eighteen.

The tens and ones digits total seven.

Which numbers could he be thinking of?

E PS

6a. Which of these numbers cannot be used to complete the statement?

A) four ones and three tens
B) thirty and eighteen
C) forty-two

forty-seven > ☐

Convince me.

E R

6b. Which of these numbers cannot be used to complete the statement?

A) eighty and two
B) eighty-four
C) seven ones and eight tens

eighty-three < ☐

Convince me.

E R

Comparing Numbers

7a. Find all of the possible combinations to complete the statement using up to two of these digits cards.

4	0	2	9	7

11 ones + 3 tens > ☐ > 10 + 12

GD PS

Comparing Numbers

7b. Find all of the possible combinations to complete the statement using up to two of these digits cards.

1	0	4	9	8

30 + 19 < ☐ > 7 tens + 9 ones

GD PS

8a. Claire is thinking of a number.

It is more than 2 tens and 15 ones.

It is smaller than 70 + 21.

The ones digit is three fewer than the tens digit.

Which numbers could she be thinking of?

GD PS

8b. Giles is thinking of a number.

It is less than 50 + 15.

It is greater than 2 tens and 10 ones.

The ones digit is two fewer than the tens digit.

Which numbers could he be thinking of?

GD PS

9a. Which of these numbers cannot be used to complete the statement?

A) 3 tens and 8 ones
B) twenty and eleven
C) 20 + 21

forty-one > ☐ > 10 + 13

Convince me.

GD R

9b. Which of these numbers cannot be used to complete the statement?

A) fifty-five
B) 60 + 2
C) sixty + thirteen

3 tens + 24 ones < ☐ < sixty-three

Convince me.

GD R

Comparing Numbers

Developing

1a. 2, 3, 8, 23, 28, 32, 38

2a. 75, 86, 97

3a. C because 50 is less than 55.

Expected

4a. 1, 5, 8, 9, 15, 18, 19, 51

5a. 45, 56, 67

6a. B because thirty and eighteen is more than forty-seven.

Greater Depth

7a. 24, 27, 29, 40

8a. 41, 52, 63, 74, 82

9a. C because 20 + 21 is equal to forty-one.

Comparing Numbers

Developing

1b. 78, 79, 87, 89, 97, 98

2b. 33, 42, 51, 60

3b. A because 11 is less than 20 and 9.

Expected

4b. 50, 52, 58, 80, 82, 85

5b. 25, 34, 43, 52, 61

6b. A because eighty and two is less than eighty-three.

Greater Depth

7b. 80, 81, 84, 89, 90, 91, 94, 98

8b. 31, 42, 53, 64

9b. C because sixty + thirteen is greater than sixty-three.