

Homework/Extension

Step 11: Comparing Numbers

National Curriculum Objectives:

Mathematics Year 1: (1N2b) [Given a number, identify one more and one less](#)

Mathematics Year 1: (1N4) [Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than \(fewer\), most, least](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Tick to show which statements, comparing pairs of numbers up to 5 (with pictorial support), are true. Inequality expressed in words and some use of symbols to include the = sign.

Expected Tick to show which statements, comparing pairs of numbers up to 10, are true. Includes the symbols $<$, $>$ and $=$.

Greater Depth Tick to show which statements, comparing more than a pair of numbers up to 10 as numerals or written in words, are true. Includes the symbols $<$, $>$ and $=$.

Questions 2, 5 and 8 (Varied Fluency)

Developing Circle the number which completes 2 comparison statements. Includes pairs of numbers up to 5 (with pictorial support). Inequality expressed in words and some use of symbols to include the = sign.

Expected Circle the number which completes 3 comparison statements. Includes pairs of numbers up to 10 using $<$, $>$ and $=$.

Greater Depth Circle the number which completes 3 comparison statements. Includes more than a pair of numbers up to 10 as numerals or written in words and using $<$, $>$ and $=$.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Find 3 possible numbers to solve a word problem using one item of criteria. Includes pairs of numbers up to 5 (with pictorial support). Inequality expressed in words and some use of symbols to include the = sign.

Expected Find 3 possible numbers to solve a word problem using two items of criteria. Includes numbers up to 10 using $<$, $>$ and $=$.

Greater Depth Find 3 possible numbers to solve a word problem using three items of criteria. Includes more than a pair of numbers up to 10 as numerals or written in words and using $<$, $>$ and $=$.

More [Year 1 Place Value](#) resources.

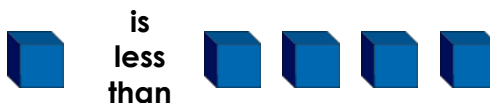
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Comparing Numbers

1. Tick to show which statements are true.









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2. Circle the beads which complete all of the statements.

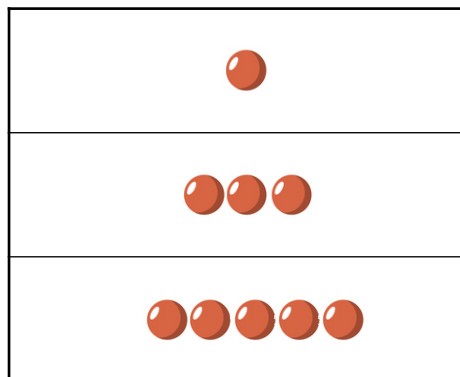


is less than

>



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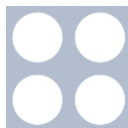


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3. Solve the word problem below.

Max is thinking of a number.

It is smaller than 4.



What could Max's number be?

Find 3 possibilities.



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Comparing Numbers

4. Tick to show which statements are true.

$10 > 9$

$5 = 5$

$7 = 8$

$9 > 4$

$6 < 8$

$6 < 3$



VF
HW/Ext

5. Circle the number which completes all of the statements.

$4 < \square$

$\square > 8$

$10 > \square$

8	6	9
10	7	3



VF
HW/Ext

6. Solve the word problem below.

Danny is thinking of a number.

It is smaller than 8.

It is greater than 4.

What could Danny's number be?

Find 3 possibilities.



RPS
HW/Ext

Comparing Numbers

7. Tick to show which statements are true.

seven < 10 > eight

nine < 8 > five

nine > 7 = six

eight > 7 = seven

five > 6 < ten

six > 5 < ten



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HW/Ext

8. Circle the number which completes all of the statements.

eight > < 9

< seven > 5

ten > 5 <

five	7	ten
9	six	8



VF
HW/Ext

9. Solve the word problem below.

Freddie is thinking of a number.

It is smaller than ten.

It is greater than five.

It is not equal to seven.

What could Freddie's number be?

Find 3 possibilities.



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Homework/Extension Comparing Numbers

Developing

1. $5 > 3$, 1 is less than 4
2. ●●●
3. Various answers, for example: 3, 2 or 1

Expected

4. $10 > 9$, $6 < 8$, $5 = 5$, $9 > 4$
5. 9
6. 5, 6 or 7

Greater Depth

7. seven $< 10 >$ eight, eight $> 7 =$ seven, six $> 5 <$ ten
8. six
9. six, eight or nine