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Pointing you in the right direction

## Y1 Place Value 4

Y1 Place Value 4 will help the learner to be able to say:

- I can compare groups of objects using mathematical language.

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### Resources

Counters

Groups of everyday objects

Cards: greater than, less than and equal to (download for free from Arrow-Ed resources).

Playing cards

### Daily Practice

Regular conversations should build on previous number and counting work, and start using the language of comparison. e.g. 'Can you give me a number greater than 6?', 'Show me a group of counters less than 7.'

Ask the learner to match numbers of objects. e.g. knives and forks when setting the table, and plates for the number of people eating.

Use playing cards to play 'higher and lower' type games, e.g. take a card then guess whether the next will be 'greater than', 'less than' or 'equal to'.

### Learning Information

#### Comparing groups of objects

Show the learner the two groups (or similar) below.



Ask, whether there are enough spades for one to go with each bucket? Discuss the fact that there are exactly the same number of buckets as spades. Explain that the two groups are **equal** to each other.

Look at the two groups below and encourage the learner to describe what they see.



Discuss the fact that there are **more** knives and **less** forks.

Show the learner the two groups of cars:



Tell them that one group is **greater than** the other and ask them to explain which it is. Help them to make the

link between **more** and **greater than**.

Repeat the above with a range of groups of real objects and images, also introducing **less than**.

#### Using 'greater than', 'less than' and 'equal to'

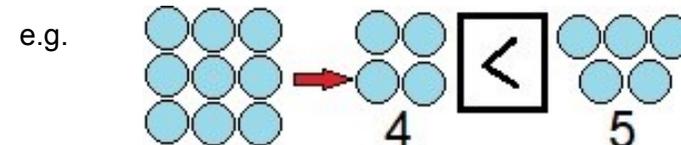
Ask the learner to make groups of different amounts using 'greater than', 'less than' and 'equal to' cards.

e.g. Show them eight counters and ask them to make a group less than this, e.g. 6 is less than 8.



Repeat several times with different numbers of objects in the original group and also using **greater than** and **equal to**.

To extend the learning, provide the learner with a single group of objects and ask them to split this group to show different comparisons, placing the greater than, equal to or less than cards between the two new groups.



## Developing Confidence

1. Circle the group with the most cars.



2. Circle the picture which has less than 6 cakes.



3. Each spade needs a bucket. Draw the correct number of buckets in the box.



4. There are seven balls. Are there enough for Akshay and his five friends to have one each?
5. Layla has 4 sweets. Joseph has fewer sweets than Layla. How many sweets could Joseph have?



Please refer to the Parent and Tutor Guide for further guidance and for the answers to the questions on this page.

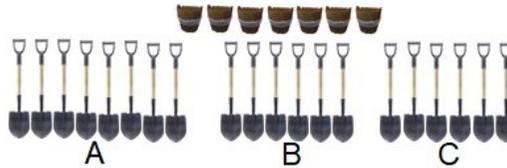
For further information and additional units please visit:

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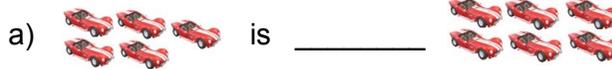
## Checking Understanding

### Secure Learner

1. Which group of spades matches the buckets?



2. Use **greater than**, **less than** or **equal to** in the spaces below:



3. Emmy has 5 chocolates. Josh has more than Emmy. What is the lowest number Josh could have?
4. Katie says she has fewer crayons than Louis. Louis has more than 5 but less than 8 crayons. How many could Katie have?

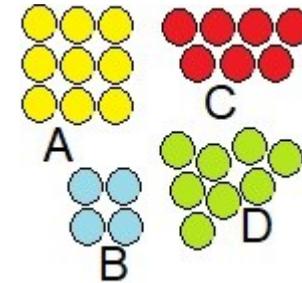


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## Advancing

1. Which group has the most and which has the least counters?



2. Charlie has £8 and his brother James has £9. Write two sentences comparing the amounts the boys have.
3. 10 children are going for a bike ride. Are there enough bikes for each of them? If not, how many more bikes are needed?



4. Lena has counters in each hand but more in one hand than in the other. She has 8 counters in total. How many could she have in her right and left hand?



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