Comparing Numbers to 5

Guidance

Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts as they play.

Other Resources

A Squash and a Squeeze – Julia Donaldson

Room on the Broom – Julia Donaldson

One Elephant Came Out to Play

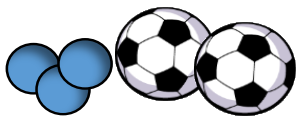
5 Little Monkeys Swinging in a Tree

Prompts for Learning

Show the children 3 fingers – ask them how many fingers?
Can they hold up 3?
Can they hold up more than 3 fingers?
Is there more than one way to do this?
Can they hold up fewer than 3 fingers?
How many do they have?

Working with a small group, provide each child with a plate and give them each a handful of snack such as grapes or crackers. Does everyone have the same? Is it fair? Encourage them to notice that some children have more snack and some have less and to share out the snack fairly. Can they check that everyone now has the same?

Provide opportunities to compare smaller quantities of large items with larger quantities of small items to help children make the distinction between size and quantity.
Eg. 2 large balls take up more space than 3 small balls but there are more small balls.



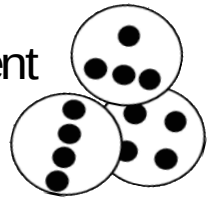
Comparing Numbers to 5

Sand

Make towers of pebbles.
Who can make the tallest tower?
How many pebbles are in each tower?
Does your tower have more or less pebbles than your friend's tower?
Can you each make a tower using the same number of pebbles?

Enhancements to areas of learning

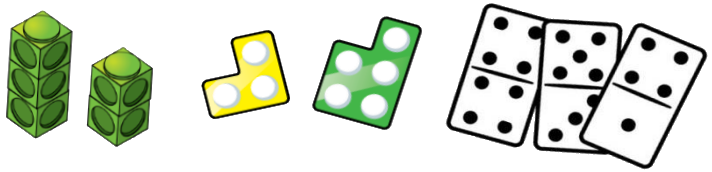
Carpet



Provide a set of dot plates with different arrangements of 0-5 dots.
Can you find a plate with 4 dots?
With more/ fewer than 4 dots?
Can you put the plates in order?
One of the plates is missing.
Can you work out which one?

Maths Area

Children use the number shapes, linking cubes and numeral cards to match and compare quantities.
Provide a set of dominoes to explore. Ask the children to compare the number of spots on each side of the domino. Are there the same, more or fewer dots?



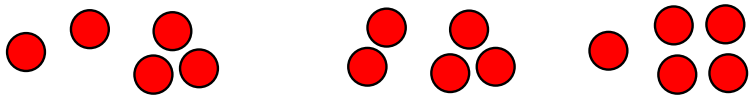
Small world

Provide children with the numbers 1– 5 on cards and various small, similar items such as people, toy cars, plastic animals, etc.
Ask them to show you fewer, the same or more than the number they choose.

Composition of 4 and 5

Guidance

Children will continue to develop the understanding that all numbers are made up of smaller numbers.
Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.



Encourage them to subitise (instantly recognise these small quantities without counting).
Encourage them to notice how numbers can be composed of 2 parts or more than 2 parts.

Other Resources

Number Blocks - The Whole of Me

The Ugly Five – Julia Donaldson

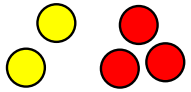
I Spy Numbers – Jean Marzello

5 Friends Counting – Oxford Owls

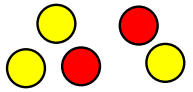
Prompts for Learning

Give the children 5 bean bags. Ask them to throw them into a hoop noticing how many land inside the hoop and how many land outside. Encourage them to record their results.
Is there ever 0 inside or outside the hoop?

Ask the children to count out 5 double-sided counters.
Shake and drop them onto the table.
How many are red? How many are yellow?

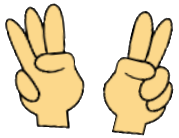


Look at your partners. Is it the same?
Drop them again. What has changed?



Could you show your counters on a 5 frame?
If you had 5 red counters, how many yellow would there be?
(Butter beans with one side painted are an alternative to double sided counters and are easily manipulated by little fingers.)

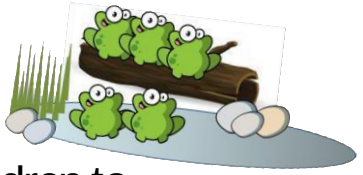
Play **Bunny Ears**



Using 2 hands to be the ears, how many ways can you show 4 or 5 fingers? Can you see what number I have made?
Can you make ears the same as mine?
Can you make the same number in a different way?
How many different ways can we find?

Composition of 4 and 5

Water



Set up a log and pool and provide 5 speckled frogs for the children to re-enact the song. Encourage the children to sing the song as they play and to count how many frogs are on the log and in the pool at the end of each verse.

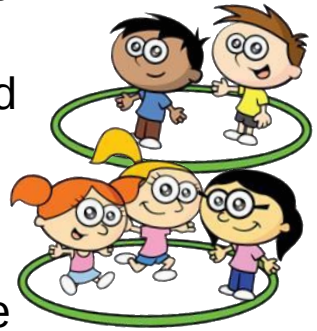
Number Shapes

Use the number shapes to investigate which smaller numbers combine to make exactly 4 or 5. Check by sitting them on top of the whole number.
Is there more than one combination?
Which number has the most combinations?

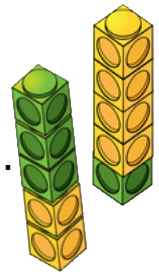
Enhancements to areas of learning

Outdoors

Provide 4 children with 2 hoops labelled yes and no.
Children take turns to ask questions and sort themselves into the hoops. For example: Do you like carrots?
Have you got a sister?
Can you find a question which sorts the children into 4 and 0?



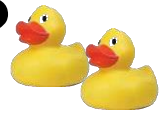
Construction



Provide cubes in 2 different colours.
Ask the children to build a tower of 5.
Compare the towers.
What is the same? What is different?
How many different towers can you build?
What if you make towers of 4 cubes?

Digging Deeper

How Many are Hidden?



Show the children 4 or 5 small world creatures.
Ask them to close their eyes whilst you cover some with a blue cloth to resemble a pool. Can they work out how many of the ducks you have put into the 'pool'?

Practise in different contexts for example teddies and a 'tent', horses and a 'stable' cars and a 'garage'. Encourage children to use concrete objects, draw a picture or use their fingers to help them explain how they know what is missing.

Exploring Possibilities

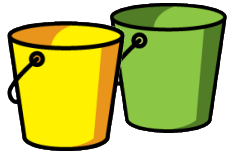
Show the children an empty feely bag.
Together, count 4 pebbles into the bag.
Take out an unseen amount in your hand.
Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

Key Questions

How many are hidden? How do you know?
Can you draw a picture to show me?
Can you show me with these cubes?

How many pebbles could I have in my hand?
If I have 3 pebbles in my hand, how many will be in the bag?
Could I still have 4 pebbles left inside the bag?
If there are 4 in the bag, how many will be in my hand?
Could I have 0 pebbles in my hand?
Could there be 0 in the bag?
Could I have 5 pebbles in my hand? How do you know?

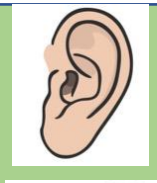
Hidden Bonds



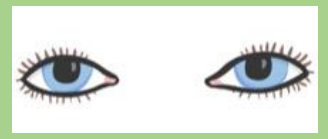
Show the children 2 buckets.
Explain that you have 5 pebbles hidden inside the buckets.
Ask the children how many pebbles **could** be in each bucket.
Could this bucket have 0 pebbles?
Could this bucket have 4 pebbles? How do you know?

To be able to follow simple rules and expectations

Date:

1. Good listening 

2. Good sitting 

3. Good looking 

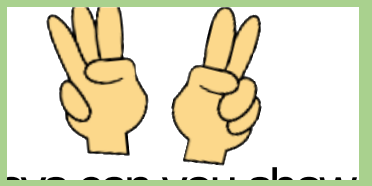
4. Wait for your turn to speak/ answer 

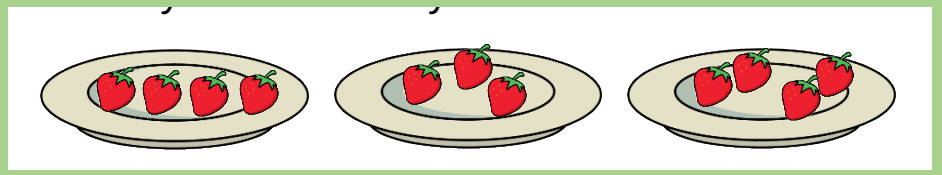
5. Hands to your self  

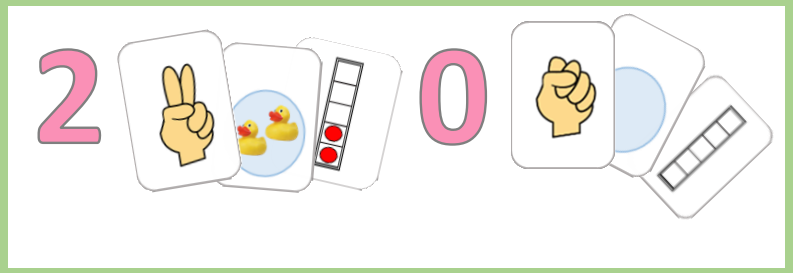
Word bank

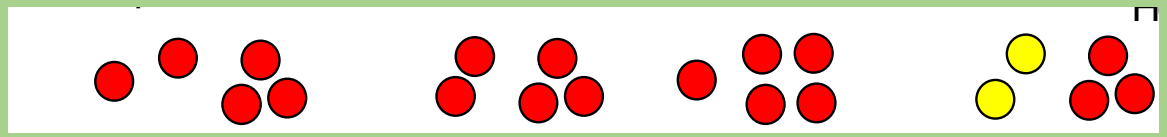
Alive in 5

Date: Spring 1 (WRM)









Word bank

We will be learning about numbers again (0-5). We will focus on more, less, equal. We practise one more and one less. We will practise adding and taking away. We will also focus on weight, size and height.

Alive in 5
LO: To make comparisons between amounts
LO: To identify one more and one less of an amount

Date: Friday

One Less		One More
	0	

Recap/ starter: solving problems involving comparisons/ one more/ one less and making amounts.

Word bank

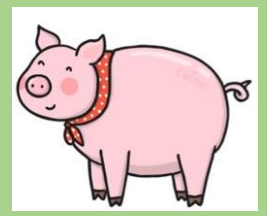
More
Less
Equal
same

Chn to have whiteboards and laminated part whole model

Alive in 5

LO: To solve simple addition and subtraction problems

Date: Friday



Word bank

More

Less

Equal

same

Recap: Can you compare the sets of animals?

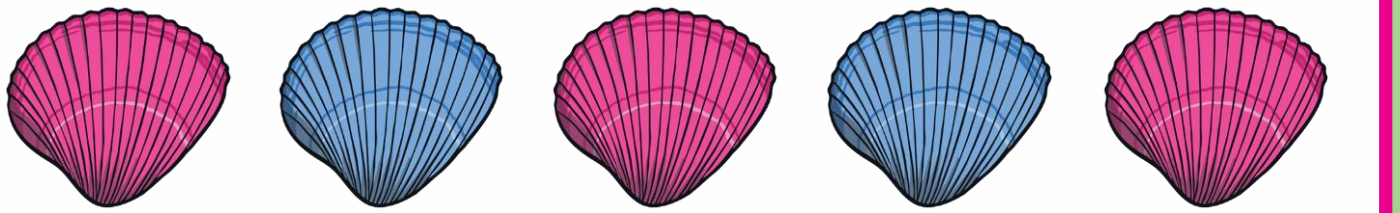
How many altogether?

How can I write that as a number sentence?

Alive in 5

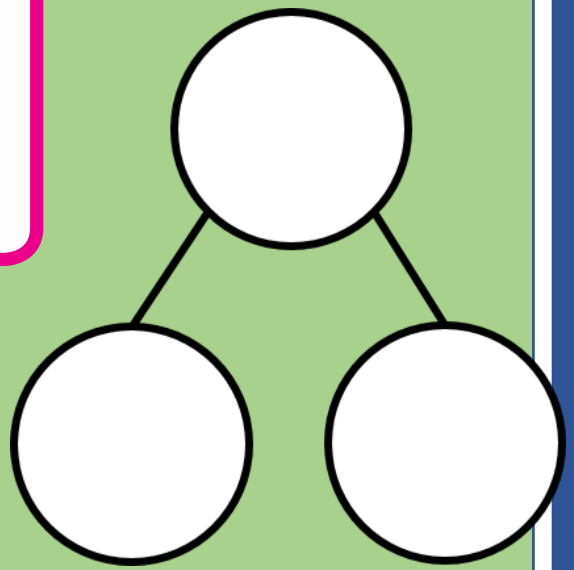
LO: To solve simple addition and subtraction problems

Date: Friday



There are 5 shells on the beach.
3 are pink and 2 are blue.

☐ + ☐ = ☐



Word bank

More

Less

Equal

same

Solve the problem.

How can I show that on a part whole model? (remember the top circle should have the total amount Eg:5, the bottom two circles include the 2 parts Eg: 3 pink shells and 2 blue shells- it might be helpful to draw the shells in the part whole model)

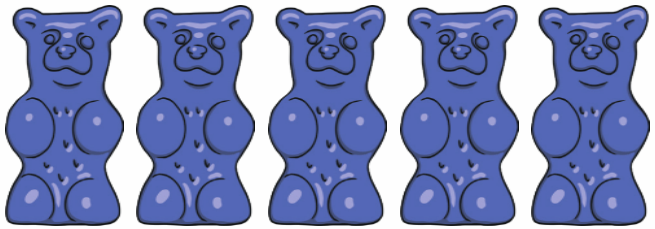
It may be helpful to use hands on resources to solve word problems so it is visible.

Alive in 5

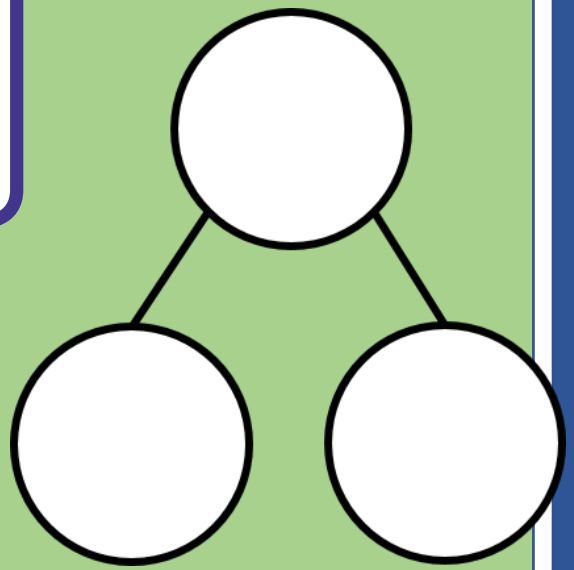
LO: To solve simple addition and subtraction problems

Date: Friday

There are 5 gummy bears in a packet.
5 gummy bears are blue.
0 gummy bears are green.



□ + □ = □



Word bank

More
Less
Equal
same

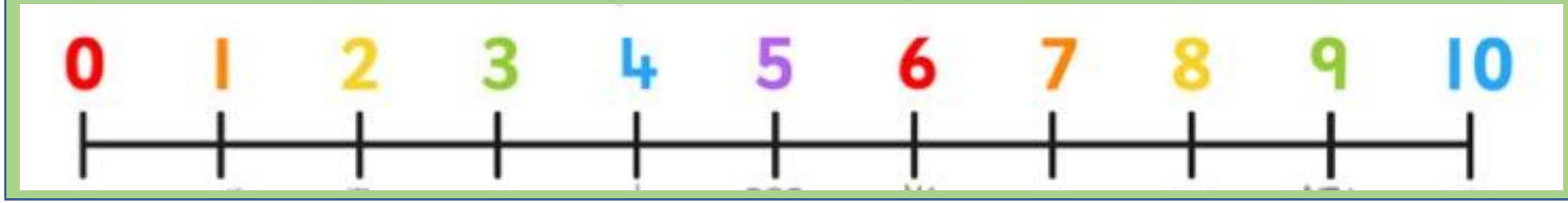
Solve the problem.
How can I show that on a part whole model?
It may be helpful to use hands on resources to solve word problems so it is visible

Alive in 5

LO: To solve simple addition and subtraction problems

Date: Friday

5+3=



recap

Practise adding by **counting on**. Recall how we do it

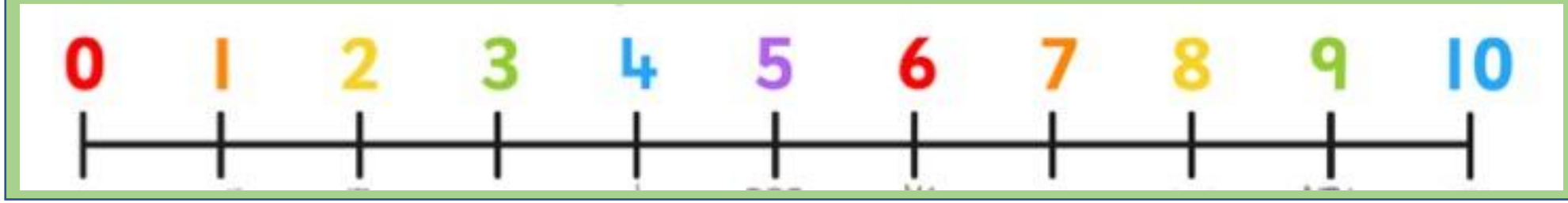
5 in my head and 3 in my hand.. 5…6,7.8

Alive in 5

LO: To solve simple addition and subtraction problems

Date: Friday

4+3=



recap

Practise adding by **counting on**. Recall how we do it

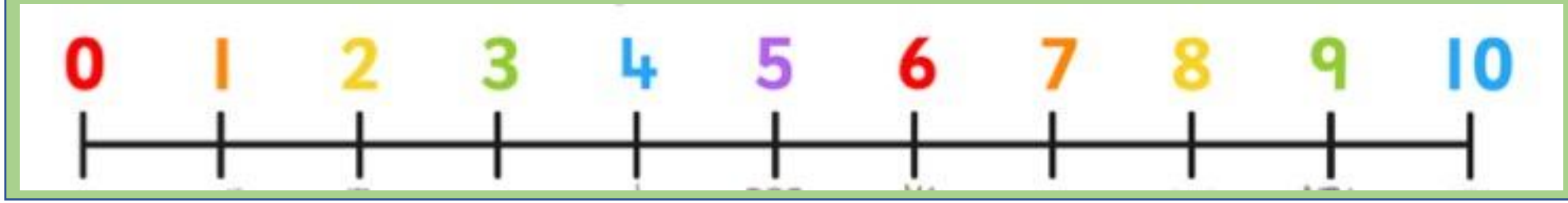
4 in my head and 3 in my hand.. 4…5,6,7

Alive in 5

LO: To solve simple addition and subtraction problems

Date: Friday

5-3=



recap

Practise adding by **counting back**. Recall how we do it

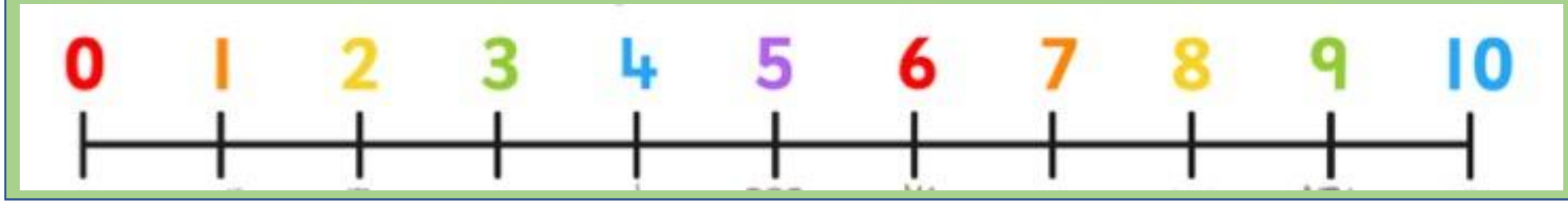
5 in my head and 3 in my hand.. 5…4,3,2

Alive in 5

LO: To solve simple addition and subtraction problems

Date: Friday

6-3=

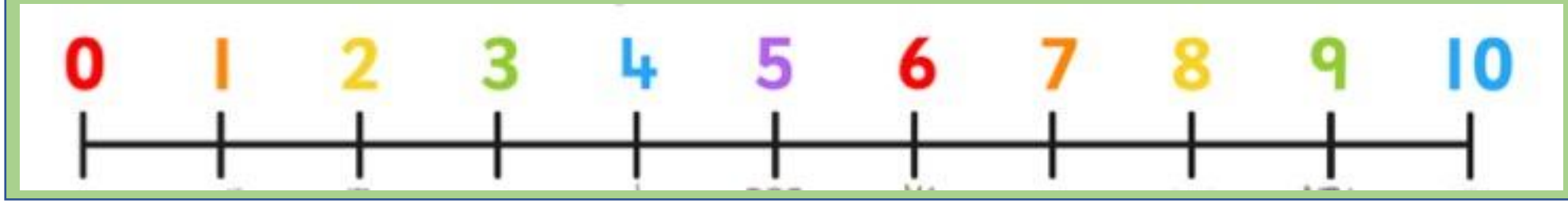


Practise adding by **counting back**. Recall how we do it

6 in my head and 3 in my hand.. 6…5,4,3

Alive in 5
LO: To solve simple addition and subtraction problems

Date: Friday



In partners provide children with different sums (mix of adding and taking away)
Work with your partners to solve the sum by counting on and back