

Reasoning and Problem Solving

Step 8: Ordering Numbers and Objects

National Curriculum Objectives:

Mathematics Year 2: (2N2a) [Read and write numbers to at least 100 in numerals and in words](#)

Mathematics Year 2: (2N4) [Identify, represent and estimate numbers using different representations, including the number line](#)

Mathematics Year 2: (2N2b) [Compare and order numbers from 0 up to 100; use \$<\$, \$>\$ and \$=\$ signs](#)

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Explain if a statement is correct. Sequences in ascending order and described using phrases. Numerals with pictorial support throughout.

Expected Explain if a statement is correct. Sequences in ascending and descending order and described using phrases and the inequality symbols. Numerals and words with pictorial support throughout.

Greater Depth Explain if a statement is correct. Sequences in ascending and descending order and described using phrases and the inequality symbols. Numbers given in numerals, words and limited pictorials with examples of unconventional partitioning.

Questions 2, 5 and 8 (Problem Solving)

Developing Complete a number sequence in ascending order, using numerals.

Expected Complete a number sequence in an ascending or descending order, using numerals.

Greater Depth Complete a number sequence in ascending and descending order, using numerals.

Questions 3, 6 and 9 (Reasoning)

Developing Decide if a suggested missing number is appropriate. Sequences in ascending order and described using phrases. Numerals with pictorial support throughout.

Expected Decide if a suggested missing number is appropriate. . Sequences in ascending and descending order and described using phrases and the inequality symbols. Numerals and words with pictorial support throughout.

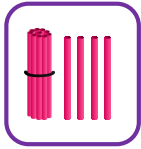
Greater Depth Decide if a suggested missing number is appropriate. Sequences in ascending and descending order and described using phrases and the inequality symbols. Numbers given in numerals, words and limited pictorials with examples of unconventional partitioning.

More [Year 2 Place Value](#) resources

Did you like this resource? Don't forget to [review](#) it on our website.

Ordering Numbers and Objects

1a. Dania and Ralph have ordered some numbers from smallest to greatest.



23



The next number could be 30.

Dania



The next number could be 40.

Ralph

Who is correct? Explain how you know.



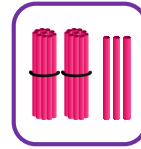
R

Ordering Numbers and Objects

1b. Jacob and Ruby have ordered some numbers from smallest to greatest.



3



25



The next number could be 26.

Jacob



The next number could be 50.

Ruby

Who is correct? Explain how you know.



R

2a. Travel through the maze moving to a bigger number each time.

Start →	2	10	15	11
	1	4	21	19
	6	25	32	29
	35	10	50	46
			↓	
			Finish	



PS

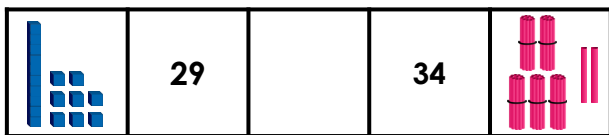
2b. Travel through the maze moving to a bigger number each time.

Start →	25	34	3	52
	1	39	25	99
	11	45	56	60
	15	29	20	50
				→
				Finish



PS

3a. Blake is ordering numbers from smallest to greatest.



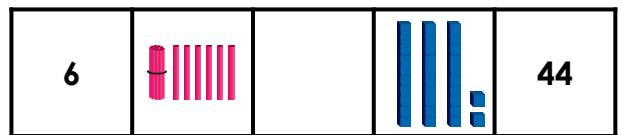
31 could be the missing number.

Is he correct? Explain how you know.



R

3b. Carly is ordering numbers from smallest to greatest.



21 could be the missing number.

Is she correct? Explain how you know.



R

Ordering Numbers and Objects

Ordering Numbers and Objects

4a. Pat and Suzie have ordered some numbers from smallest to greatest.



The next number could be 55.



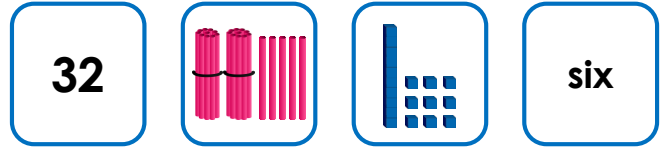
The next number could be 51.

Who is correct? Explain how you know.

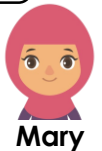


R

4b. Simon and Mary have ordered some numbers from greatest to smallest.



The next number could be 3.



The next number could be 7.

Who is correct? Explain how you know.



R

5a. Travel through the maze moving to a smaller number each time.

Start →	80	5	90	80
	50	30	19	100
	6	25	45	42
	35	10	85	60
		↓		
		Finish		



PS

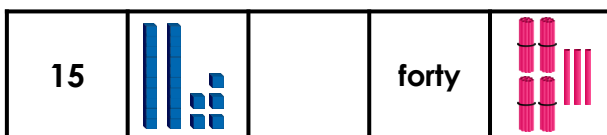
5b. Travel through the maze moving to a bigger number each time.

Start →	6	10	3	52
	1	23	65	99 → Finish
	6	11	40	78
	12	29	88	50



PS

6a. Mike is ordering numbers from smallest to greatest.



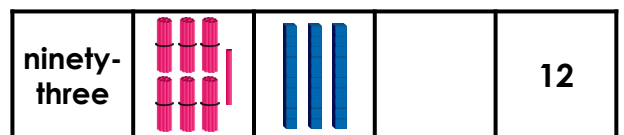
45 could be the missing number.

Is he correct? Explain how you know.



R

6b. Juliet is ordering numbers from greatest to smallest.



32 could be the missing number.

Is she correct? Explain how you know.



R

Ordering Numbers and Objects

Ordering Numbers and Objects

7a. Miles and Emma have ordered some numbers from smallest to greatest.

thirteen 2 tens and 3 ones 35

The next number could be 52.

Miles

The next number could be 40.



Who is correct? Explain how you know.



R

7b. Talan and Anai have ordered some numbers from greatest to smallest.

84 forty-five 1 ten and 16 ones

The next number could be 10.

Talan

The next number could be 20.



Who is correct? Explain how you know.



R

8a. Reach the shaded space by moving to a smaller number each time. Then move to a bigger number each time to reach the finish.

Start →	80	70	90	53	75	
	89	63	52	65	85	
	6	75	42	42	90	→ Finish
	35	10	85	60	25	



PS

8b. Reach the shaded space by moving to a bigger number each time. Then move to a smaller number each time to reach the finish.

Start →	50	39	10	45	2	
	64	63	22	60	63	
	78	89	40	31	90	
	35	90	85	12	5	→ Finish



PS

9a. Ralph is ordering numbers from smallest to greatest.

nine fifteen 5 tens and 12 ones

54 could be the missing number.

Is he correct? Explain how you know.



R

9b. Ruby is ordering numbers from greatest to smallest.

9 tens and 6 ones sixty-three ten

30 could be the missing number.

Is she correct? Explain how you know.



R

Reasoning and Problem Solving Ordering Numbers and Objects

Developing

- 1a. Ralph is correct because 40 is greater than 31.
2a. 2, 10, 15, 21, 32, 50
3a. He is correct because 31 is greater than 29 but smaller than 34.

Expected

- 4a. They are both correct because 55 and 51 are greater than 50.
5a. 80, 50, 30, 25, 10
6a. He is incorrect because 45 is greater than 40.

Greater Depth

- 7a. Miles is correct because 52 is greater than 45.
8a. 80, 70, 63, 52, 65, 85, 90
9a. He is correct because $54 > 33$ and $54 < 62$.

Reasoning and Problem Solving Ordering Numbers and Objects

Developing

- 1b. They are both correct because 26 and 50 are greater than 25.
2b. 25, 34, 39, 45, 56, 60
3b. She is correct because 21 is greater than 16 but smaller than 32.

Expected

- 4b. Simon is correct because 3 is smaller than 6.
5b. 6, 10, 23, 65, 99
6b. She is incorrect because 32 is greater than 30.

Greater Depth

- 7b. They are both correct because 10 and 20 are smaller than 26.
8b. 50, 64, 78, 89, 40, 31, 12, 5
9b. She is incorrect because 33 is greater than 30.