



## Reception: Comparing Quantities

<p><b>Unit 2: Comparing numbers within 5</b>  <b>Unit 4: Change within 5</b>  <b>Unit 8: Comparing numbers within 10</b></p>	
<p><b>Importance of this topic</b></p>	<p>This lays foundations for addition and subtraction.</p> <p>It introduces comparing groups of objects up to 10, prompting children to identify whether a group contains more or fewer, or whether the groups contain the same quantity.</p> <p>Children are taught to do this using the strategies of subitising, representing and matching one-to-one correspondences, in addition to their instincts.</p> <p>Focus is on the quantity and not the size of objects, leading to a secure understanding of the relative values of numbers.</p> <p>Children will represent more or fewer than a given number, leading to them finding the difference between two numbers up to 10.</p>
<p><b>How this topic develops</b></p>	<p>Unit 2:            Compare quantities of identical objects in two groups up to 5.            Compare groups of objects that are similar but not identical.</p> <p>Unit 4:            Use 'first, then, now' stories to identify one more and one less than a given number of objects.</p> <p>Unit 8:            Compare groups of up to 10 items of different sizes, ensuring they focus on their quantity.</p>
<p><b>Structures and representations</b></p>	<p><b>Multilink cubes/ Counters</b></p> <p>Multilink cubes provide a physical representation of an amount that children can handle and move, to support their early counting skills.</p> <p><b>Five frames and ten frames</b></p>

	Five frames and ten frames help children to visualise numbers' cardinal values, and support their understanding of number bonds. These are used with cubes and counters.
<b>Key vocabulary</b>	Children will learn vocabulary for discussing 'first, then, now' stories, for finding further points of comparison, and for adding and taking away 1. first; then; now; every; none; missing number; equal; greater; larger; taller; longer; smaller; shorter; add; take away
<b>Misconceptions and interventions</b>	<p><b>Mistaking 'bigger' for 'more'</b></p> <p>Children may not understand that the term 'more' refers to the number of objects in a group rather than the size of the objects or the space they take up.</p> <p>To intervene, ensure the objects are aligned, and then ask children to count them. Combine the objects again and count them once more.</p> <p><b>Misunderstanding different arrangements</b></p> <p>Children may struggle to understand that groups arranged differently may contain the same number of objects.</p> <p>To clarify this concept, suggest that children experiment with rearranging the groups without adding or taking away any objects.</p>
<b>Assessing for mastery</b>	<p>Children who have mastered the 'Comparison' topic will be able to use the words 'more' and 'fewer', and the term 'the same', to compare groups of up to 10 non-identical items.</p> <p>Given a quantity, they will be able to show more or fewer using a variety of resources, and express this using 'first, then, now' stories.</p> <p>They will compare groups by counting on or counting back, and use this to find the difference between groups.</p> <p>They will also be able to represent numbers to 10.</p>