# 05 More, fewer and equal

## Aim

Compare collections by matching or counting.

## Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

## Model - make the thinking visible

Pair each counter from a set of three with one from a set of five. The unmatched counters show more.

## Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

## Suggested answers / success criteria

1. 4.
2. 3.
3. Yes.
4. 3.
5. 4.

## If pupils struggle

Reduce to two choices, demonstrate a different example and allow pointing or adult scribing. Keep the same target skill.

## Next challenge

Ask for a reason or a second example, then try the skill with less prompting.

## Classroom link

Compare equipment amounts without judging by spread.

# 05 More, fewer and equal

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

### 1. Compare 2 and 4. Which has more?

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### 2. Compare 5 and 3. Which has fewer?

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### 3. Are 4 and 4 equal?

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### 4. Make a set equal to 3.

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### 5. A spread-out set of 3 and close set of 4: which has more?

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Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____