

Year 1 Home Learning Week 4

This week we will be learning about **doubling** and **halving**.

Task 1

This task will be about doubling. Let's start by introducing it as adding the same number together. Example: $4 + 4 = 8$ or $5 + 5 = 10$. We would like you to focus on all the numbers up to 10 to start with, eventually having the children do it mentally.

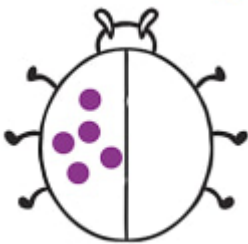
It is important that your child understand that adding the same numbers together and being asked to double a number is the same thing.

Example: $2 + 2 = 4$

Double 2 = 4

You can do this with pictures/drawings of ladybirds or butterflies. Have a certain number of dots on one of the wings, ask your child to draw in the same number on the other wing. Then ask them to complete the number sentence as well as saying what was doubled and what the answer is. This can also be done practically with objects in the house.

Examples of ideas:



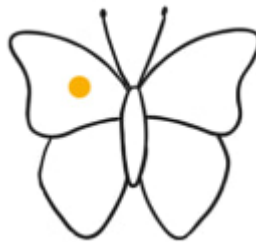
___ + ___ = ___

Double 5 = ___



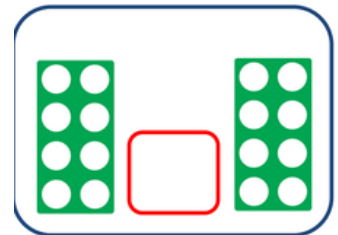
___ + ___ = ___

Double ___ = ___



___ + ___ = ___

Double 1 = ___



___ + ___ = ___

Double ___ = ___

Extension: Can you find the doubles for two digit numbers? (Numbers from 10 upwards)

Do you notice a pattern when we are doing doubling?

Challenge: How fast can you recall the doubles? When you feel your child can answer all the doubles to 10 when being asked, mentally. Put a time challenge in place where you see how quickly they can give you the answer for the doubling question. Be sure to mix up the questions asking it as Double 4 and $4 + 4 =$.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.ictgames.com/mobilePage/archeryDoubles/index.html>

Task 2

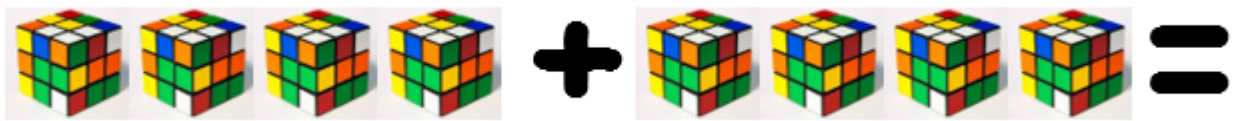
This task we will be linking doubling with last week's topic of shape.

Last week you learnt about the 2D and 3D shapes. Can you now use these shapes and create doubling questions?

Example:



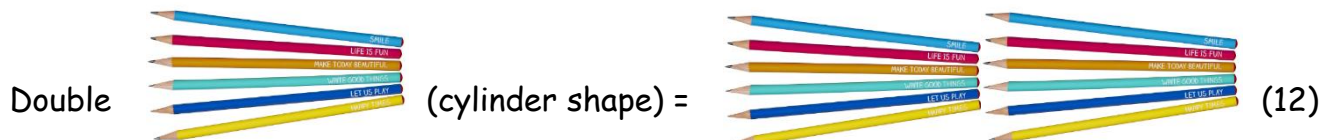
Double   =



Double     =

You can use real life examples of the shapes that you find in your house. You can also draw it and turn it into a colouring activity.

Example:

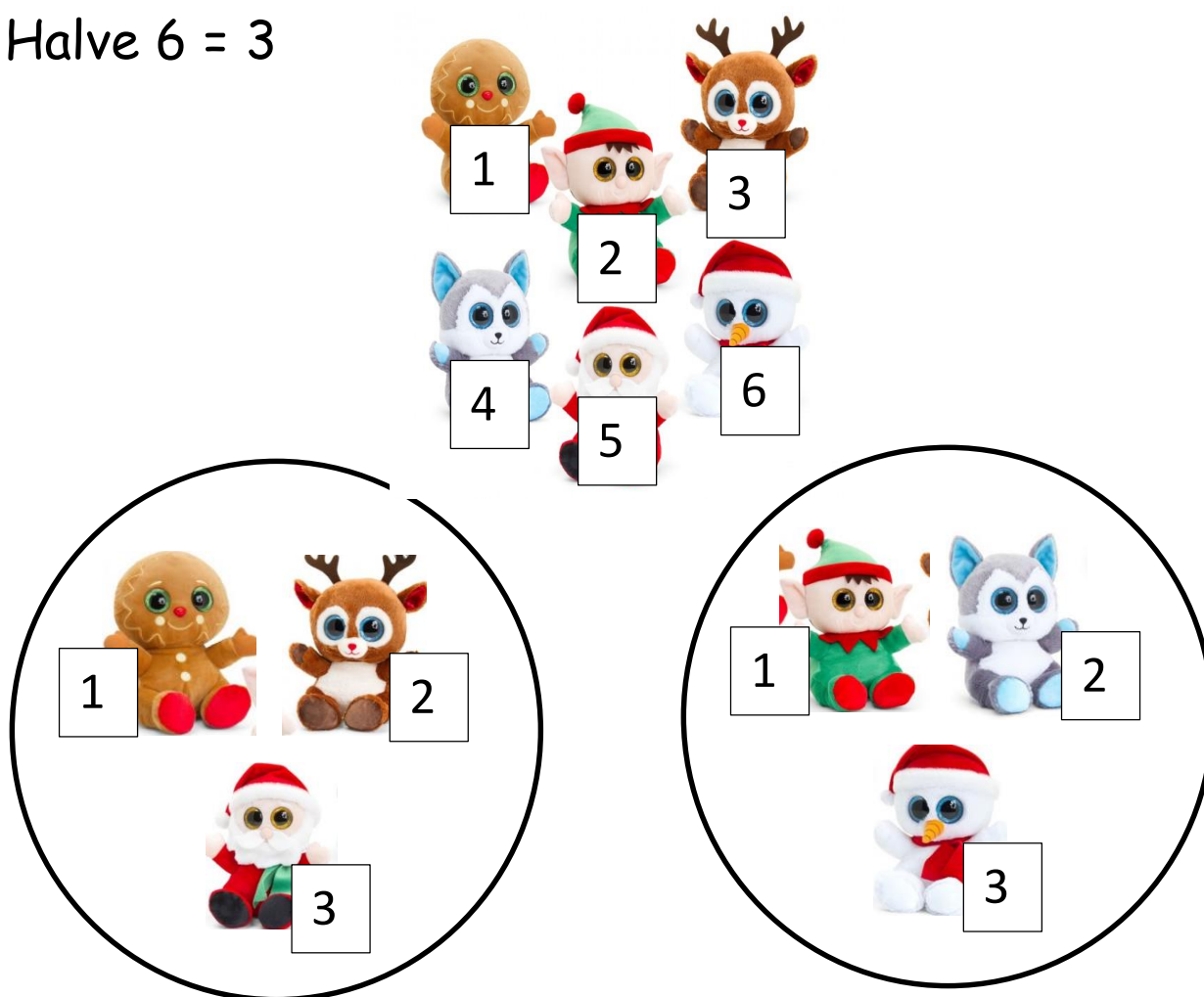


Task 3:

In this activity you will be introducing halving. Some of the children might remember this term from when we were doing fractions. Tell the children that halving means sharing into two equal groups or between 2. It is also the opposite of the doubling that they have just done in above activities. It is important that the children understand that halving means 2. 2 groups or between 2 people but it is always 2.

You can do this practically by having a number (make sure it is a number that can be halved equally) of toys/objects at hand and two circles. The number of toys then need to be shared out equally between the 2 circles. One toy/object at a time in each circle. Then count each circle. The number in each circle is halve. This can also be done by sharing with a sibling or adult.

Halve 6 = 3



Extension: Can you halve number bigger than 10?

Can all the numbers be halved equally? Make a list of all the number that can be halved equally and another list of all the numbers that can't, what do you notice?

<https://www.topmarks.co.uk/maths-games/hit-the-button>