

Maths - Doubling

Monday (10-15 minutes)

Quick warm-up: Start counting back from a random number e.g. 19, 18, 17..... can your child say the next number? If they find this tricky, practice counting back from 10 together and move on to counting back from 20.

This week we are learning about doubling. Explain that doubling means making 2 lots of the same amount. Show them what this means by counting out 4 coins in 1 pile, then another 4 coins in the next pile. The 2 amounts always have to be the same. Count all the coins to show that double 4 is 8.

Play Man in the Mirror

Show children how the man/woman in the mirror can make doubles. Ask your child to hold up 1 finger in the mirror. The man in the mirror has doubled it! Now we have 2 fingers! Ask your child to show different numbers on their fingers (up to 5). The man in the mirror shows you the same again! How many fingers are there altogether? Model saying 'Double 2 is 4, Double 3 is 6' etc so that children get used to using the mathematical language.

Tuesday (10-15 minutes)

Quick warm-up: Practise counting in 2s and 5s up to 20 (and beyond!).

Play Match Me

Ask if your child can remember what doubling means and re-cap if needed. Today we're going to make doubles together. Hold up 2 fingers. Your child has to say the number and hold up the same number of fingers on their hand. Count the fingers together to work out what double 2 is. Repeat with different numbers up to 10. Encourage your child to say 'double 2 is...' rather than just the number, to help them remember the concept of doubling and to start to use mathematical language.

Wednesday (10-15 minutes)

Quick warm up: Play the doubles song a couple of times.

<https://www.youtube.com/watch?v=8jOzhiACB68>

Play Double It

Re-cap what doubling means. Put 2 dinner plates next to each other and a selection of small objects such as cars, figures, blocks or coins. Put 3 objects on one of the plates and ask how many there are. Can your child double the amount on the other plate? When your child has put three objects on one the other plate, ask them what double 3 is. It is fine if your child

finds the answer the counting all the objects, counting on from 3 or by knowing 2 lots of 3 is 6. Play again with a different number of objects on the first plate. Encourage your child to say 'double ...is'

Thursday (15-20 minutes).

Quick warm-up: counting in 5s song <https://www.youtube.com/watch?v=EemjeA2Djjw>

Use the worksheet below or draw a similar version using circles for ladybirds. The task is to double the number of spots on the ladybird's wing and write how many altogether. If your child completes this easily, there are some blank ladybirds for you to make your own doubles problems. You could even ask them to make a really tricky one for you to solve!

Friday (10-15 minutes)

Quick warm-up: Practise making doubles to 5 using fingers.

Read the problems a couple of times with your child and talk to them about how to solve them. They can use mental addition, count on, draw pictures or use objects to find the answers. There is no right or wrong way!

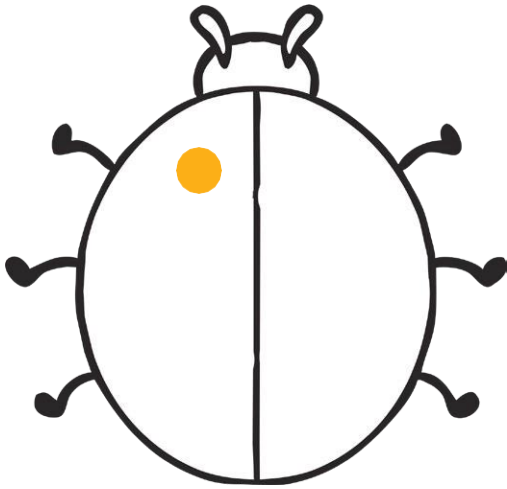
If a ladybird has 5 spots on 1 side and 5 spots on the other side, how many does she have altogether?

Little Red Riding Hood takes 7 cookies to her Grandma's. Her Grandma doubles the number of cookies! How many do they have altogether?

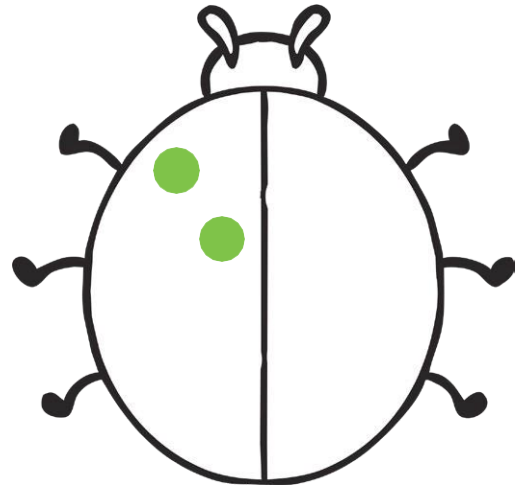
Mrs Dexter bakes 9 buns for the class. There is double that number of children in the class. How many buns will she need to bake altogether?

Well done, fantastic problem solving! Time to double some real life treats for you and your child!

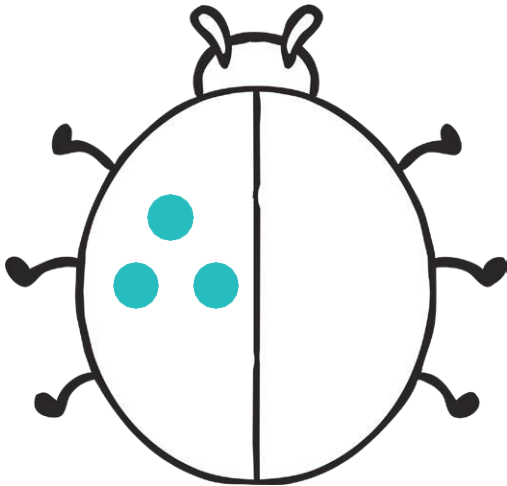
Ladybird Doubles



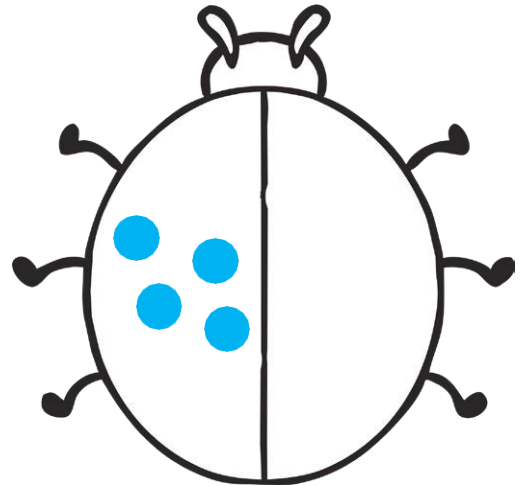
Double 1 is _____



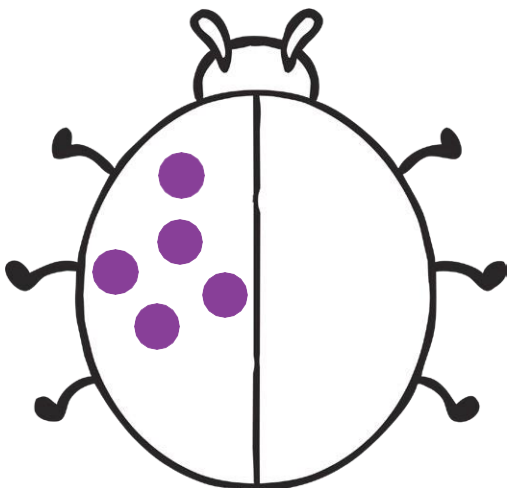
Double 2 is _____



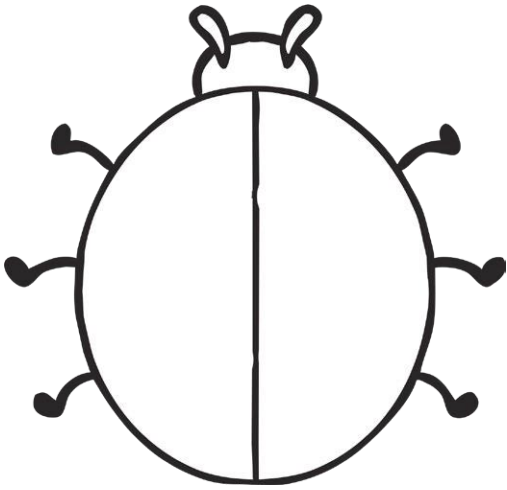
Double 3 is _____



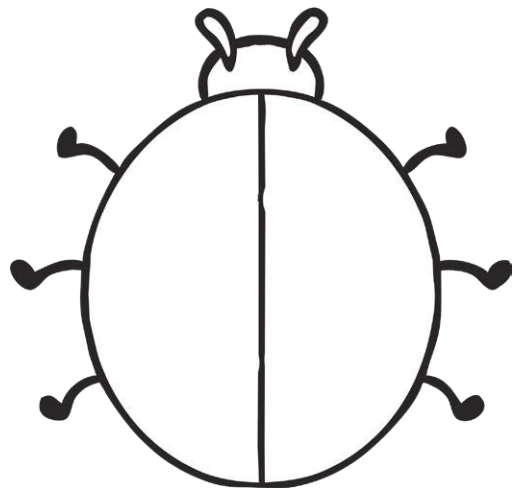
Double 4 is _____



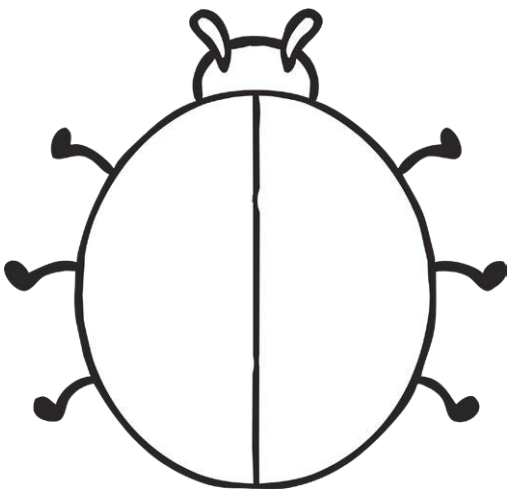
Double 5 is _____



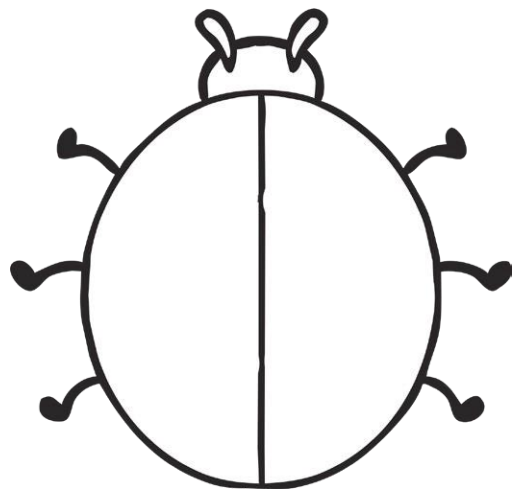
Double ____ is ____



Double ____ is ____



Double ____ is ____



Double ____ is ____