

Reception maths – Summer 2 Week 4 beginning: 22.06.20

Theme	Doubling Lesson 1 (of 5) Double	Doubling Lesson 2 (of 5) Double	Doubling Lesson 3 (of 5) Solve doubling problems	Doubling Lesson 4 (of 5) Solve doubling problems	Doubling lesson 5 (of 5) Double consolidation
Factual fluency (to aid fluency)	Using your number cards to help. Can you count in 2's to 20?	Can you order even numbers with your number cards up to 20?	Can you order odd numbers with your number cards up to 20?	Can you match the double numbers using the number cards?	Can you match the double numbers using the number cards?
Problem/activity of the day	<p>(Lesson 1 resources below) MAKING LINKS: Last week we looked at making equal groups of 2, 5 and 10.</p> <p>THINK: (support below) Can you help me with this problem? Fred has 1 coin. Tom has double that amount. Double means that we have that number twice. Fred wants to work out how many coins Tom has altogether. How can Fred work out how many coins Tom has? Which numbers does he have to say in his number sentence?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today: Choose a number up to 5. Make that number using counting objects, then double it. Count how many you have altogether. Say the number sentence out loud. "Double ___ is ___"</p>	<p>(Lesson 2 resources below) MAKING LINKS: Yesterday we looked at doubling numbers up to 5.</p> <p>THINK: (support below) Can you help me with this problem? Fred has the number 3 card. He needs double this number of coins. How can Fred work out the amount that he needs? What is double 3? Fred says that double 3 is 33....is that right?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today: Choose a number card. Draw that amount of coins. Then draw double the amount of coins. Say the number sentence out loud. "Double ___ is ___"</p>	<p>(Lesson 3 resources below) MAKING LINKS: Yesterday we looked at doubling numbers.</p> <p>THINK: (support below) Can you help me with this problem? Tom and Fred have been on an underwater treasure hunt. Fred has found DOUBLE the amount of treasure than Tom. Tom found 4 Gems. How many gems did Fred find?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today: Complete the sheet by matching up the numbers with the correct double amount of gems by drawing a line across.</p> <p><i>Remember:</i> Double means you have that number twice.</p> <p>Challenge: Can you write the number sentence to match? Double ___ is ___</p>	<p>(Lesson 4 resources below) MAKING LINKS: Yesterday we looked at double the amount.</p> <p>THINK: (support below) Can you help me with this problem? Fred has been busy doing some building at school, but he needs some help. He has to order double the number of tools he has so that Tom can help him. Can you use different ways to find the answer? Use counters and drawings. How can you show your workings out?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today: Choose a number of tools and count out that many counters. Count out that same amount again. Count them altogether and write out the number sentence. Double ___ is ___</p> <p>Find different ways to record your own working out and how to find your answers of doubling.</p>	<p>(Lesson 5 resources below) MAKING LINKS: Yesterday we looked at solving doubling problems.</p> <p>THINK: (support below) Can you help me with this problem? Fred has picked 2 flowers. Tom has picked double the amount that Fred picked. Fred wants to make a number story about picking the flowers, can you help him? How many has Fred picked? How many has Tom picked? How can you work it out?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today: Solve the number problems and make them into number stories by drawing the pictures. Write the number sentence below your number story. Double ___ is ___</p> <p>Challenge: Can you make your own double number problems into double number stories by using numbers from 6 – 10?</p>
Methods, tips, clues & checks	Star words: double, equal, same, altogether (Answers below)	Star words: double, equal, same, altogether (Answers below)	Star words: double, equal, same, altogether (Answers below)	Star words: double, equal, same, altogether (Answers below)	Star words: double, equal, same, altogether (Answers below)

See below for resources to support you to THINK-SEE-DO



LESSON 1 RESOURCES:

THINK:

Fred has 1 coin



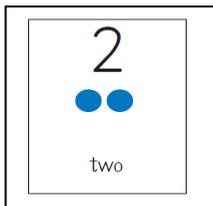
Tom has double



“Double 1 is 2 ”

SEE:

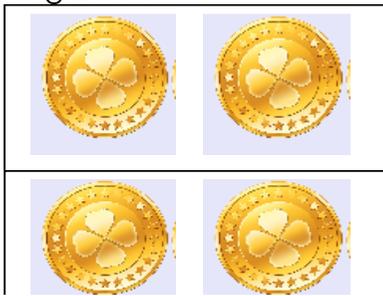
1. Fred picked the number 2 card.



2. Fred counts out 2 coins.



3. Tom counts out 2 coins and then doubles the amount by adding 2 more.



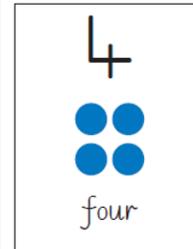
4. Fred says the number sentence out loud.

“Double 2 is 4 ”

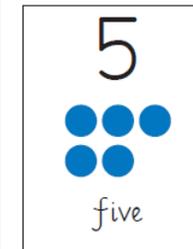
DO:



“Double 3 is ”



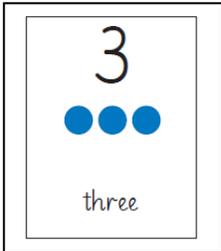
“Double is ”



“Double is ”

LESSON 2 RESOURCES:

THINK:



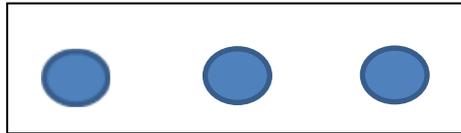
What is double 3?
Fred says that double 3 is 33.
Is he right?

SEE:

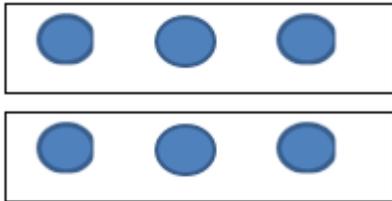
1. Fred picked a number card.



2. He drew that number of coins.



3. Fred drew the same amount again.
He has drawn double 3.
He counts how many he has altogether.



4. Fred says the number sentence out loud.

“Double 3 is 6”

DO:

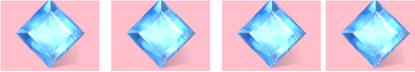
Draw the amount. Then draw it again to double it. Then write the answer in the box. Say the number sentence out loud. “Double ___ is ___”

4	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>

LESSON 3 RESOURCES:

THINK:

Tom's treasure
He has ___ gems.



Fred's treasure
He has ___ gems.



Is Fred's treasure double the amount of Tom's treasure?
How can you work it out?
Can you say the number sentence?
"Double ___ is ___"

SEE:

Tom is matching numbers – is he right?

Double 4

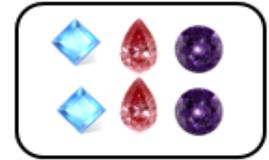


Double 4 is 8

DO:

Draw a line across to match the correct number to double the amount of gems.

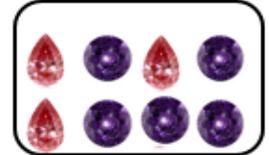
Double 2



Double 5



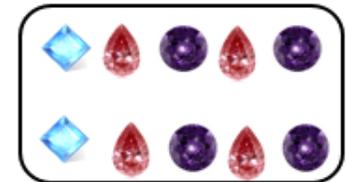
Double 1



Double 4



Double 3



Challenge:

Can you write out the double number sentence to match each one?

Double ___ is ___

LESSON 4 RESOURCES:

THINK:

Fred needs **double** the amount of tools so that Tom can help him with the building work in school.



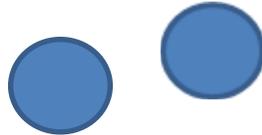
Can you think of a way to use counters and drawings to help you find the answers?
Can you show your workings out?

SEE:

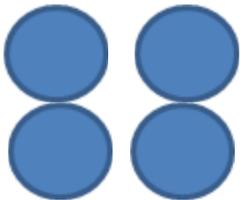
1. Choose a number card.



2. Use counters to make that number.



3. Count out the same amount of counters again.



4. Write out the number sentence with your answers.

Double 2 is 4

Fred will need 2 spanners. 

Tom will need 2 spanners. 

Fred will need to order 4 spanners altogether.

DO:

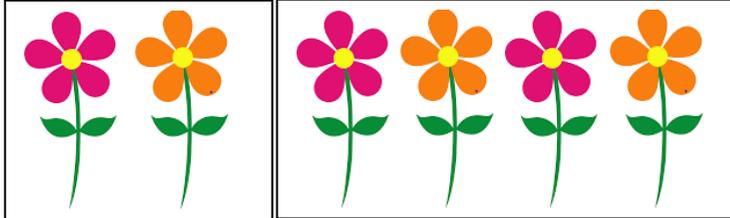
Use your own methods of finding out how to make double. Use the counters first, draw to show your workings out and then fill in the number sentence.

Fred has...	Double is...
1 	Double ___ is ___
4 	Double ___ is ___
5 	Double ___ is ___
2 	Double ___ is ___
3 	Double ___ is ___

LESSON 5 RESOURCES:

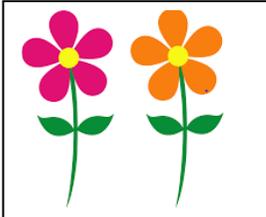
THINK:

Fred has picked 2 flowers. Tom has picked double that amount.
Can you help Fred make a number story about picking the flowers?

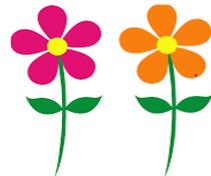


SEE:

Fred picked **2** flowers



Tom picked **2** flowers



Then Tom picked **2 more** flowers



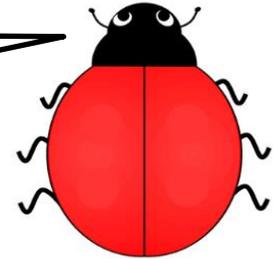
Tom has **4 flowers altogether**. He has **double** the amount of flowers than Fred.

Double **2** is **4**

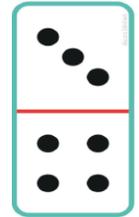
DO:

Solve the number problems and make them into number stories by drawing the pictures. Write the number sentence below your number story. Double ___ is ___

Double 4



Double 3

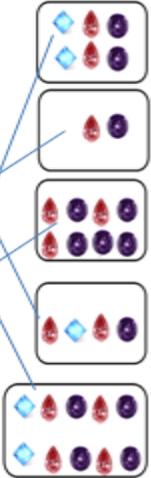


Double 5



Challenge:
Can you make your own double number problems into double number stories by using numbers from 6 – 10?

ANSWERS:

<p><u>Lesson 1</u></p> <p>“Double 3 is 6”</p> <p>“Double 4 is 8”</p> <p>“Double 5 is 10”</p>	<p><u>Lesson 3</u></p> <p>Double 2</p> <p>Double 5</p> <p>Double 1</p> <p>Double 4</p> <p>Double 3</p>  <p>The diagram shows five boxes of counting bears. Each box contains a different number of bears: 2, 5, 1, 4, and 3. Lines connect the boxes to double facts: Double 2 is connected to the box with 2 bears; Double 5 is connected to the box with 5 bears; Double 1 is connected to the box with 1 bear; Double 4 is connected to the box with 4 bears; and Double 3 is connected to the box with 3 bears.</p>	<p><u>Lesson 4</u></p> <p>1, 8, 10, 4, 6,</p>	<p><u>Lesson 5</u></p> <p>Double 4 is 8</p> <p>Double 3 is 6</p> <p>Double 5 is 10</p>
<p><u>Lesson 2</u></p> <p>8, 4, 10, 6, 2</p>			