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| **Monday - doubling**   * Watch the Numberblocks episode – ‘double trouble’ which can be found here: <https://www.bbc.co.uk/iplayer/episode/b08q4jkq/numberblocks-series-2-double-trouble> talk about what you notice. Which numbers appeared in the episode? Which didn’t? Double means ‘twice as many’. * Use a mirror and some everyday objects to explore doubling. Sit at a table with a mirror in front of you. Choose some objects and put them in front of the mirror. Count how many there are altogether saying for example “double two is 4” etc. Repeat for different numbers. |
| **Tuesday - doubling**   * Explore doubles using dominoes if you have some or by making your own set from paper or card. * Use loose parts or everyday objects to explore doubling by adding twice as many as you started with. * If you have some dice at home play a doubling game with a grown up: take it in turns to roll 2 dice, every time you roll a double you get 1 point, the first person to get to 3 points is the winner. * Sit opposite a grown up with some loose parts or everyday objects. One person makes a number with their object, the other person doubles it by making the same quantity. You can also hold up fingers to show the quantity and your grown up can do the same to show what the double is. |
| **Wednesday - doubling**   * Play snap or matching pairs games. Use picture cards or make some using different numbers of dots on each one. Try and use what we call ‘stem’ sentences to talk about the doubles you make e.g “double 4 is 8” etc. The person with the most doubles or pairs at the end of the game is the winner. * If you have Lego or similar at home, build towers of different heights/lengths and then make ones which are double the height/length of each one. Make one which isn’t a double – can you explain why it isn’t? * Explore doubling with water or sand or whilst helping to make something at meal times or if you are baking. Can you find a container which holds double the amount of something? |
| **Thursday - halving and sharing**   * With these activities you will get the idea that half is one of two equal parts and halve quantities by sharing them equally. * Ask a grown up to halve some fruit between you both. Your grown up will need to put a handful on each plate with one of you having considerably more than the other. Has your fruit been shared? Is it fair? Why not? Can you show your grown up how to share the fruit fairly so it is equal? How will you know if it has been shared equally? * You could practise halving quantities with two teddies to begin with and some pretend (or real) sweets. Give your teddies a bowl each. Ask a grown up to give you different quantities of sweets to halve between your teddies. How will you know if they have half each? Once you are confident sharing into two groups, add another one or two teddies to your other two and explore sharing different quantities again making sure that you have shared fairly between them all. You may notice that you have some left over. What might you do to resolve this? |
| **Friday – halving and sharing**   * Spend some time during your day practising sharing and halving things equally. You could help make meals or snacks by ensuring different foods such as grapes, crackers or cubes of cheese are shared equally. * You could play games which involve sharing out cards equally to begin with between the correct number of players. * If you have small world animals you could build them some fields and share them equally. You could do this with anything – teddies, dolls, cars etc. * Ask your grown up to make you some little cards showing numbers of equal and unequal objects on each one (these can be as simple as smiley faces or whatever you like). Can you sort them into equal and unequal? Can you make your own groups of objects which are equal and unequal? How do you know which are equal? How do you know which are unequal? |