

By the end of this term, children should know the following facts. The aim is for them to be able to recall these facts instantly.

To be able to recall all doubles and halves to 20.

To support understanding of doubling encourage children to think of it as adding the same number twice/2 lots of the same number. For example:

$$6 + 6$$

$$7 + 7$$

$$8 + 8$$

$$9 + 9$$

$$10 + 10$$

When halving focus on only the even numbers. Support children to make the connection between doubling and halving.

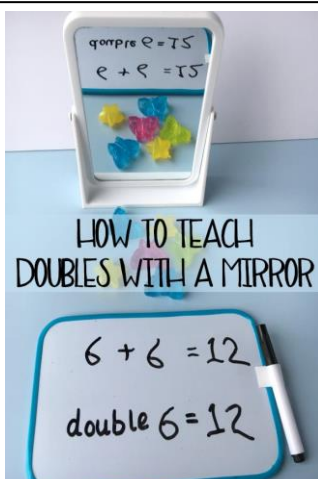
Half of 20 is 10

Half of 18 is 9

Half of 16 is 8

Half of 14 is 7

Half of 12 is 6



Example Key Vocabulary and Questions

Count out 7 objects. **How many** would I have if I **added the same amount** again?

I have **2 lots** of 6 bananas how many do I have **altogether**?

I have 8 pieces of pasta – my friend has **twice as many** how many do they have?

I give you 10 crayons and then 10 more. **How many crayons do you have altogether**?

There are 9 sheep in one field and **double that amount** in a second field. How many sheep are in the second field?

There are 2 people at the park. They **share** a packet of biscuits between them. There are 18 biscuits in the packet. How many do they get each?

I split a group of 16 children into **2 equal groups**. How many are in each group?

I'm thinking of a number – when I **halve** it I get 10. What was my number?

I'm thinking of a number – when I **double** it I get 14. What was my number?