Maths Week Five

This week your Maths learning videos are on the BBC Bitesize website and White Rose Website 16th and 17th June, and the learning sheets are below. Remember you do not have to do it all each day - just have a go at some of the activities.

Session 1.

Warm up	Making doubles. What is a double? https://www.youtube.com/watch?v=4U2QLjqripY
Main activity	Watch the White Rose video Summer Term Week 8 'Doubles' and complete the learning sheets below. https://whiterosemaths.com/homelearning/year-1/ Or you can go to BBC Bitesize and do their warm up activities instead if you like.
Game	https://www.topmarks.co.uk/maths-games/hit-the-button Hit the button! Choose doubles or halves to practice.

Well done Year One!

Making Doubles

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children identify which picture shows a double.

They then use counters to double quantities and accompany these with stem sentences and calculations. Children move on to use counters to investigate doubles of their own and record number sentences to match them.

What does 'double' mean? What would it look like?

Do the bananas/pears/tomatoes show doubles?

How do you know?

Do there need to be the same amount in each group?

Does it matter if they are arranged in the same way?

How can you use counters or cubes to help you?

Do you know any number facts that would help?

Can you finish the sentences and calculations and then read them out loud?

Have you noticed a number pattern on this page?

What could come next? Can you explain why?

Can you use cubes or counters to show more doubles?

Making Doubles

Which are doubles?

Use counters to make doubles.

Double 4 is ☐

5 + 5 = ☐

Double 6 is ☐

What is next?

Making Doubles

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children match a picture of a double with the correct calculation. They use what they know about doubles to look at misconceptions. They then find doubles with dice. Children would benefit from using counters or cubes for their working out.

Can you use stem sentences to describe the doubles?

'Double _ is _.'

Which calculation matches the picture? How do you know?

Can you count the bananas/cherries in the first picture? Does the next picture show double the amount?

How do you know?

How many different doubles is it possible to roll?

How can you check that you have found them all?

What's the smallest/greatest total you could find?
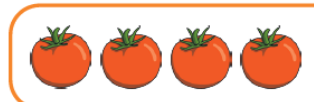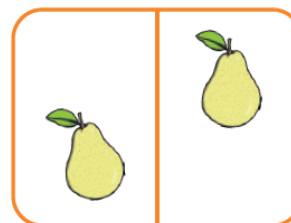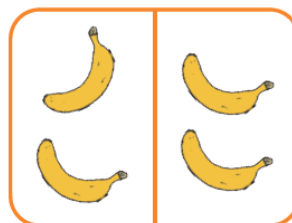
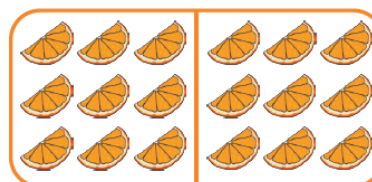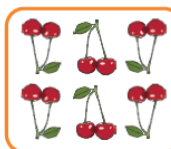Can you explain your reasoning?

Making Doubles

Circle the matching calculation.

8 + 8 = ☐

Double 9 is ☐

Are the doubles right? Tick or cross.

Roll 2 dice.

How many doubles can you make?

Making Doubles
Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children choose the sentences or calculations that match the picture. They then double numbers in a sequence and describe the patterns that helped them, using the pattern to then find the next doubles in the sequence.

Children would benefit from using counters or cubes to help them solve these questions.

How many cubes are there?

How many cubes would you double to make 12? Can you show me? Which statements does this match? ('6 + 6' and 'It is double 6.')

Does 12 + 12 match the picture? Why not?

What would you double to make 12? Does this match the picture? Why not?

Can you continue the number doubles sequence?

What is double 2? (3, 4, 5?) How can you work it out?

Which patterns will help you? What do you notice?

Can you use the pattern to find the next answer?

Making Doubles

Tick the sentences that match the picture.

☐ 12 + 12

☐ 6 + 6

☐ It is double 6.

☐ Double it to make 12.

Finish the doubles.
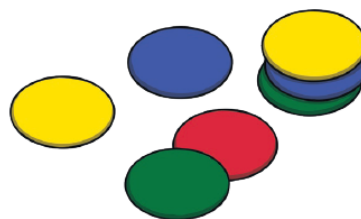
What is the pattern?

How many more can you find?

$1 \rightarrow 2$

$2 \rightarrow$ ☐

$3 \rightarrow$ ☐

$4 \rightarrow$ ☐

$5 \rightarrow$ ☐

Session 2.

Warm up	https://www.youtube.com/watch?v=e0dJWfQHF8Y Practice your counting to 100, saying your -teen and -ty numbers accurately.
Main activity	Watch the Maths video from your class teacher then complete the learning sheets below. The focus for this session and session 3 is sharing equally.
Game	https://www.topmarks.co.uk/Flash.aspx?f=sharingv2

Maths well done

Solve one-step problems involving division using pictorial representations

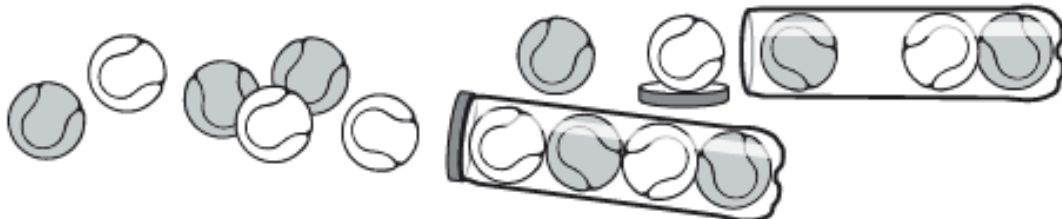**1** Caitlin put the same number of cakes on each plate.

How many cakes were on each plate?

2 Tom had **30** cubes. He made **10** towers. Each tower had the same number of cubes.

How many cubes were in each tower?

3 **Five** friends shared **15** balls evenly between them.

How many balls did each friend get?

4 Put the same number of dots in each circle so that there are **16** altogether.

5 The flower shop had **9** flowers. They shared them evenly between **3** vases.

How many flowers were in each vase? ☐

6 Mrs Shah had **12** sweets. She shared them evenly between **4** children.

How many sweets did each child get? ☐

7 A piece of rope measured **16 metres**. It was cut evenly into **4** pieces.

How many metres was each piece? | metres |
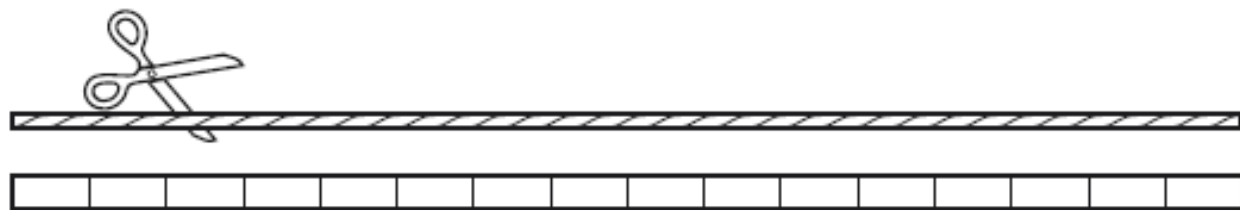
8 18 chocolates were shared evenly between **3** boxes.

How many chocolates were in each box? ☐

Session 3.

Warm up	Warm up by counting in 5s today.
Main activity	Today we will continue with sharing. If you would like a reminder then watch the White Rose video from Summer Term, week 8, lesson 3 (make equal groups) 17th June. Or you could re-watch the teacher video from yesterday. There are also activities on BBC Bitesize if you would like to follow those. **Main task**: complete the learning activities below. Remember that each group should have an equal amount in.
Game	

Well done Year One! You have done so well this week.

Feeding the Owlets Sharing Sheet

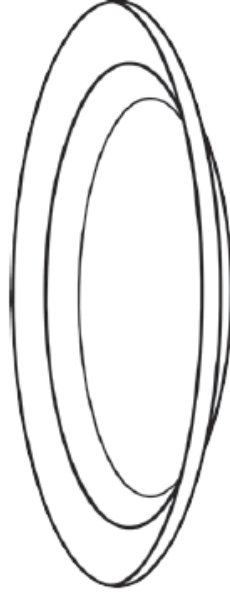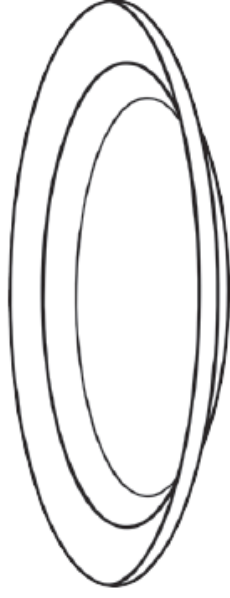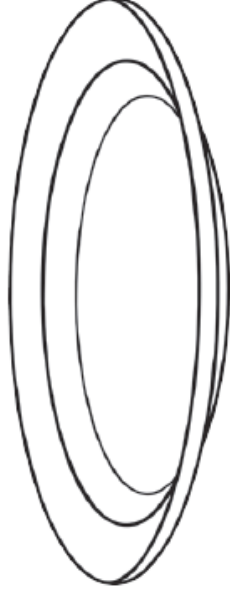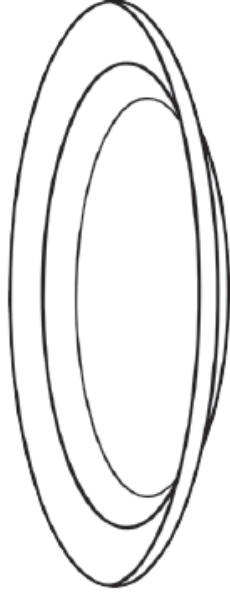Can you share the mice equally between the owlets? Write the number of mice in each circle.
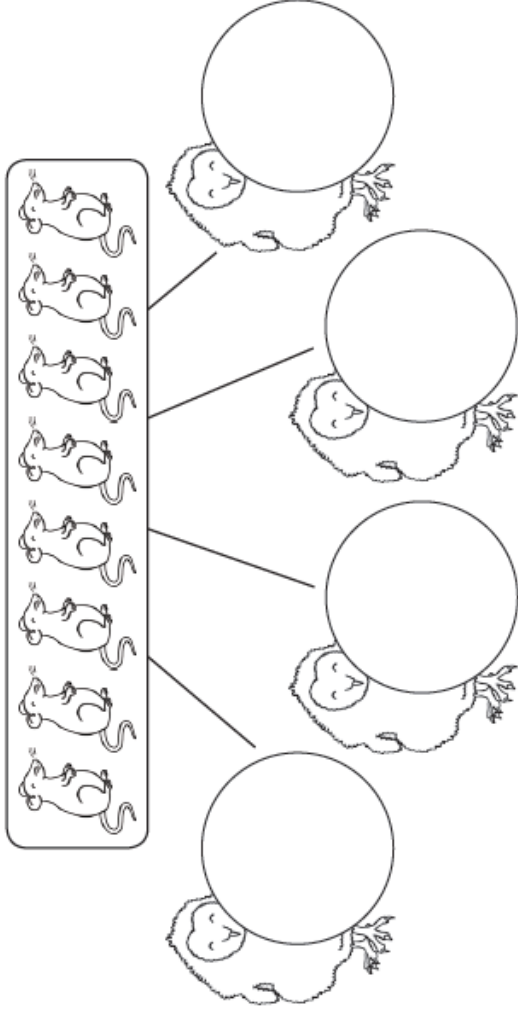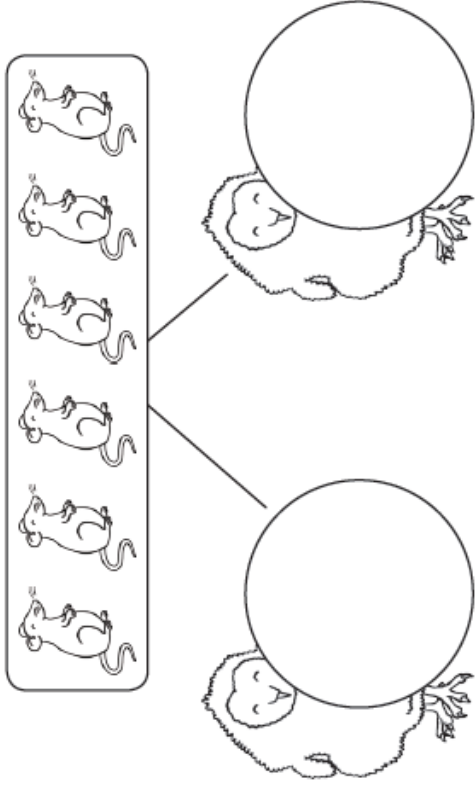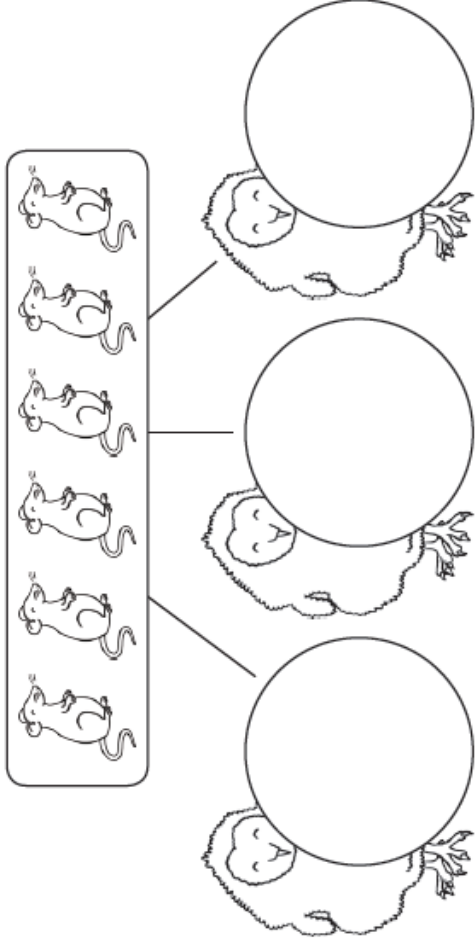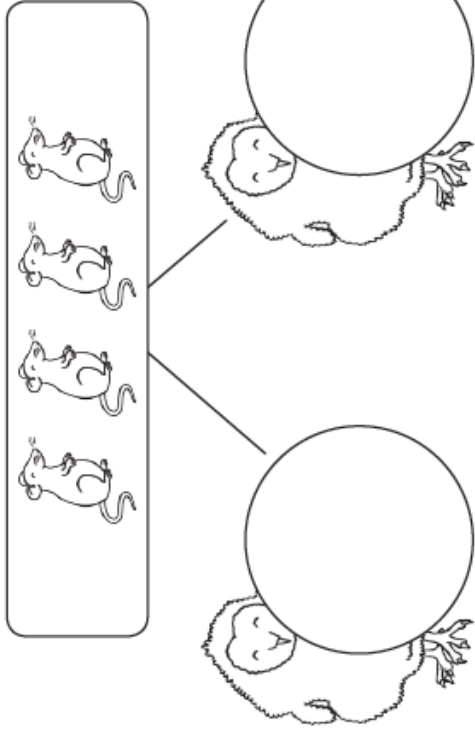
Can you share the apples equally between the five plates?

Cut the apples out and stick them on the plates.

$10 \div 5 =$