

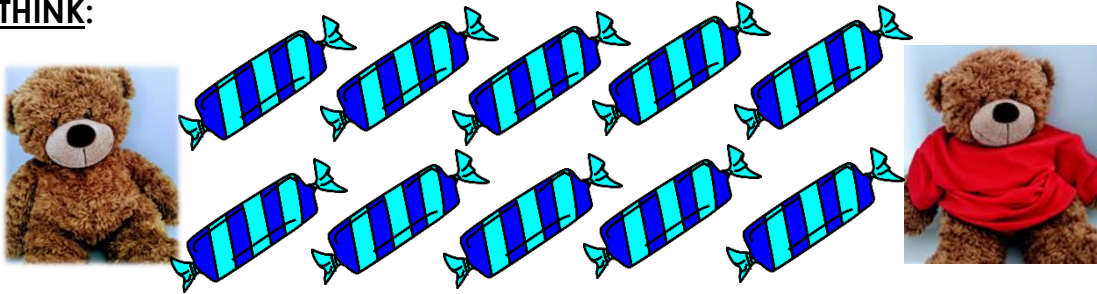
Reception maths – Summer 2 Week 5 beginning: 29.6.20

Theme	Problem Solving Lesson 1 (of 5) Halving problems	Problem Solving 2 (of 5) Doubling problems	Problem Solving 3 (of 5) Grouping and Doubling	Problem Solving 4 (of 5) Sharing problems	Problem Solving 5 (of 5) Grouping problems
Factual fluency (to aid fluency)	<u>Select halves up to 10.</u> Use counting objects to halve these numbers	<u>Select doubles up to 10.</u> Use counting objects to double these numbers.	<u>Share the treats equally.</u>	Use the <u>hundred square</u> to count up in 5s.	Use the <u>hundred square</u> to count up in 10s.
Problem/ activity of the day	<p>(Lesson 1 resources below) MAKING LINKS: In reception we learnt how to halve objects and amounts.</p> <p>THINK: (support below) Can you help me with this problem? Fred and Tom have 10 sweets. They want to halve this number of sweets so they both have an equal amount.</p> <p>How can I do this? Can we write a maths sentence to match?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Can you write the maths sentence to match? Half of _ is _</p>	<p>(Lesson 2 resources below) MAKING LINKS: In Reception we learnt how to double amounts.</p> <p>THINK: (support below) Can you help me with this problem? Fred and Tom have been playing dominoes and have realised some of the numbers have been doubled on the other side.</p> <p>Let's have a look at some dominoes and see which ones have been doubled? Can we write a maths sentence to match?</p> <p>SEE: (support below)</p> <p>DO: Use what you have learnt today to draw your own doubling dots on your dominoes.</p> <p>Can you write the maths sentence to match? Double _ is _</p>	<p>(Lesson 3 resources below) MAKING LINKS: This week we have been halving and doubling.</p> <p>THINK: (support below) Can you help me with this problem? Fred and Tom say doubling and halving are connected.</p> <p>“Double 4 is 8” and “Half of 8 is 4.” What do we notice about these 2 statements?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt this week to choose a number and use counting objects to double it.</p> <p>Write a maths sentence to match.</p> <p>Now write the halving inverse to match.</p>	<p>(Lesson 4 resources below) MAKING LINKS: In reception we learnt how to share amounts equally into groups.</p> <p>THINK: (support below) Can you help me with this problem? Fred has 6 cupcakes, he needs to share them between 3 friends. Fred says each person will get 3 each.</p> <p>Is he correct? Can we check?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today to investigate if the maths sentences below are correct.</p> <p>If they are wrong can you correct them?</p>	<p>(Lesson 5 resources below) MAKING LINKS: In Reception we learnt how to make groups of 2, 5 and 10.</p> <p>THINK: (support below) Can you help me with this problem? Fred has 9 pencils, each friend needs 3 pencils.</p> <p>How many friends can he give pencils to? Can we write a maths sentence to match?</p> <p>SEE: (model below)</p> <p>DO: Use what you have learnt today to solve the problems below.</p> <p>Can you write the maths sentence to match? _ groups of _ is equal to _</p>
Methods, tips, clues & checks	Star words: Halve, half, share, same, equal Answers below	Star words: Double, same Answers below	Star Words: double, half, opposite, inverse Answers below	Star words: share, groups, equal Answers below	Star words: Group, equal, altogether Answers below

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

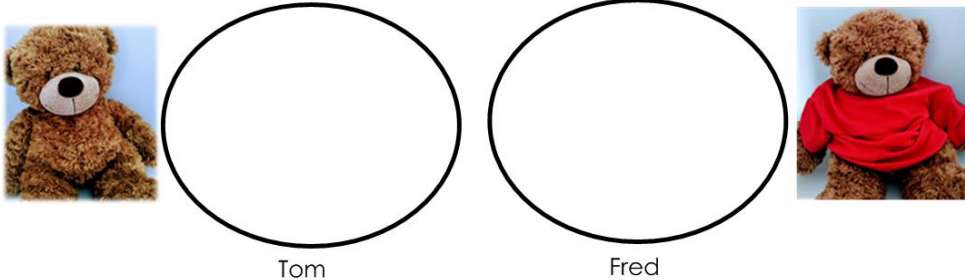
LESSON 1 RESOURCES:

THINK:



SEE:

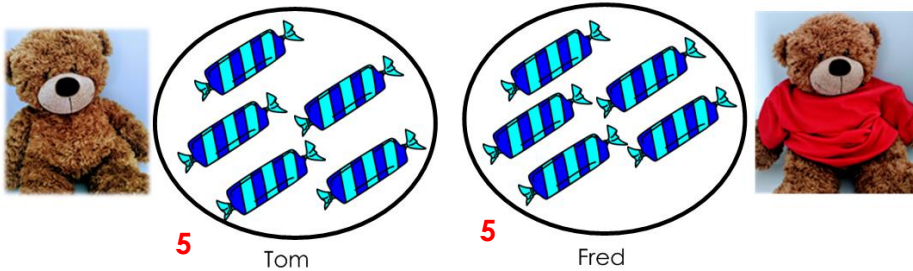
A half is 2 equal groups, so Tom and Fred knew they had to draw 2 circles to help them.



Tom

Fred

They started sharing the sweets one at a time until they both had an equal amount.



5

Tom

5

Fred

Remember to only count 1 side to find half.
Half of 10 is 5

DO:

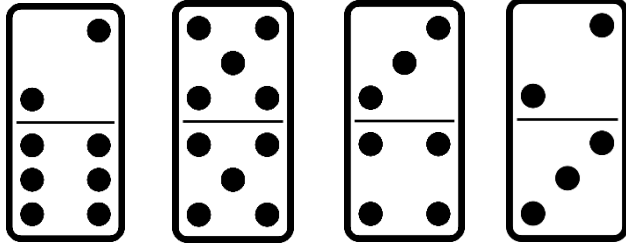
Use what you have learnt to complete these word problems.

1. There are 12 birds in a tree, half fly away. How many birds are left?
2. There are 20 cupcakes, Tom eats half. How many has he eaten?
3. There are 8 ladybirds on a leaf, half fall off. How many fell off?
4. Fred has 16 sweets, he ate half. How many has he eaten?

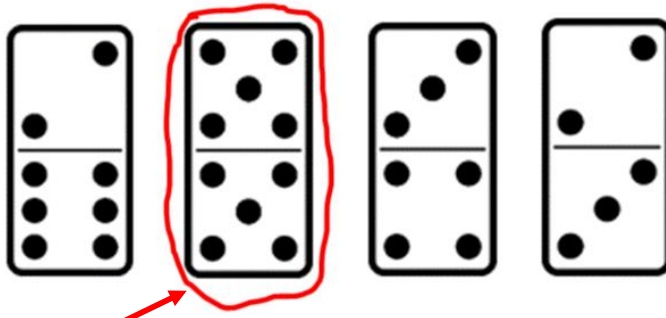
Half of _ is _

LESSON 2 RESOURCES:

THINK:

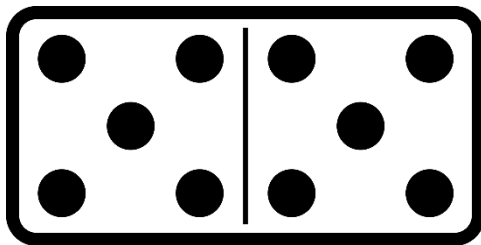


SEE:



This domino has been doubled on the other side.

There are 5 spots on this side

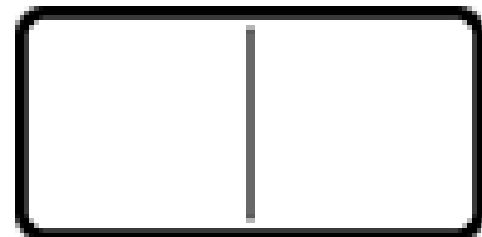
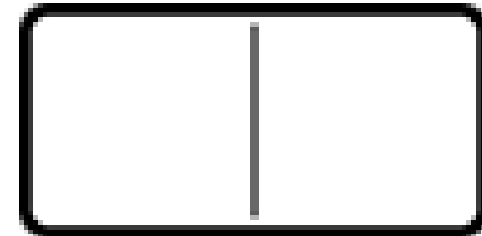
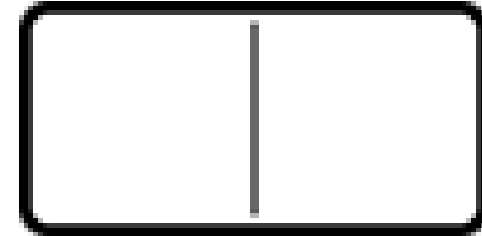
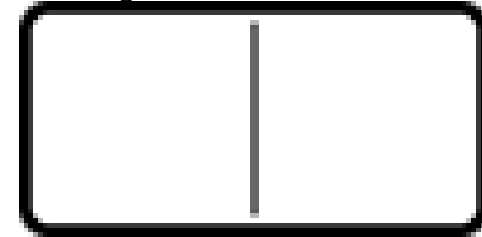


And 5 spots on this side.

Double 5 is 10.

DO:

Draw your own doubling dots on the dominoes.



Double _ is _

LESSON 3 RESOURCES:

THINK:

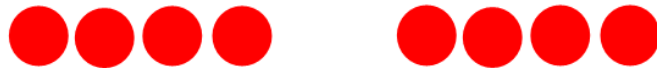
“Double 4 is 8” and
“Half of 8 is 4.”



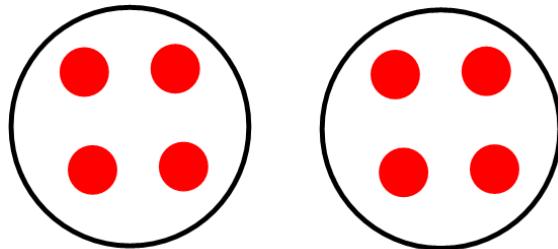
SEE:

They have the same numbers but in the opposite place.
Let's see how.

Double 4 is 8



We can use the same amount of counters to find half of 8
We don't need to count out the counters again



Half of 8 is 4

This is called the opposite or **inverse**

DO:

Double the numbers below using counters or counting objects to help you. Then find half by sharing between two circles, like Fred and Tom. Remember, doing the opposite is called the 'inverse'.

1 ● one	2 ●● two
3 ●●● three	4 ●●●● four
5 ●●●●● five	6 ●●●●●● six
7 ●●●●●●● seven	8 ●●●●●●●● eight

LESSON 4 RESOURCES:

THINK:



Fred says, '6 shared between 3 is 3'. Is he correct?

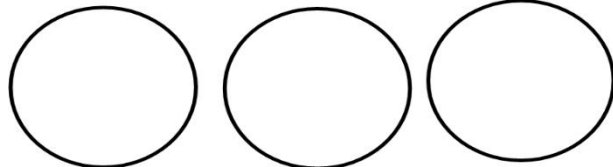


SEE:

There are 6 cupcakes and 3 friends. We now need to share them between the 3 friends. Making sure they all have an equal amount.



Share them one at a time until you haven't got any left.



Fred

Tom

Marlon

Each friend has 2 cupcakes. So Fred is incorrect.



Fred

Tom

Marlon

'6 shared between 3 is 2'

DO:

Check Fred's work. Is he correct? If not can you write the correct maths sentence? Use counting objects to share. Remember, if you are sharing between 3 you will need 3 circles to share between.

12 shared between 3 is 5

3 shared between 3 is 3

9 shared between 3 is 2

10 shared between 2 is 6

8 shared between 2 is 3

14 shared between 2 is 7

LESSON 5 RESOURCES:

THINK:

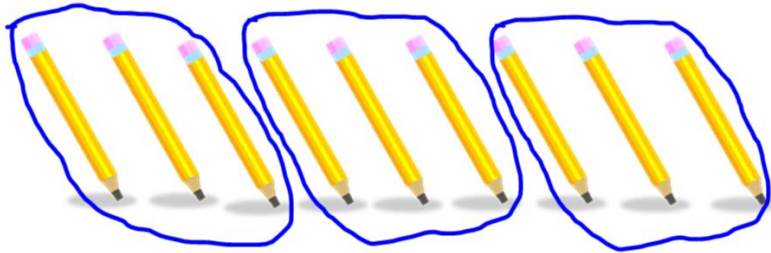


How many friends can Fred give pencils to?

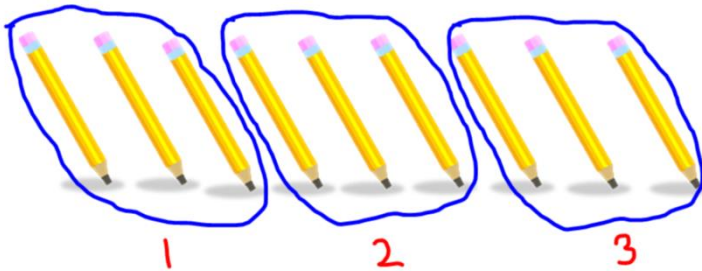


SEE:

Fred has 9 pencils, he needs groups of 3.



Circle groups of 3.



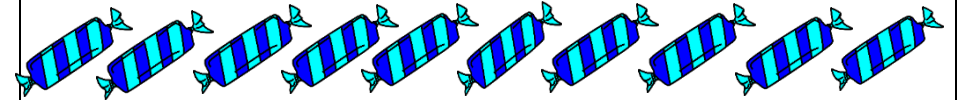
There are 3 groups, Fred can share his pencils with 3 friends.

3 groups of 3 is equal to 9

DO:

Use counting objects to solve the problems below.

1. Tom has 10 sweets, there are 2 in each pack. How many packs are there?



2. Fred has 20 coins in his bag, he wants to give a bag of 5 coins to each friend. How many friends get a bag of coins?
3. There are 30 biscuits, each child gets 10 for his tea, how many children can get biscuits for their tea?

_ groups of _ is equal to _

ANSWERS:

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
<ol style="list-style-type: none">1. There are 6 birds left – half of 12 is 62. He eats 10 cupcakes – half of 20 is 103. 4 ladybirds fell off – half of 8 is 44. He eats 8 sweets – half of 16 is 8	Answers will vary.	Double 1 is 2 Half of 2 is 1 Double 2 is 4 Half of 4 is 2 Double 3 is 6 Half of 6 is 3 Double 4 is 8 Half of 8 is 4 Double 5 is 10 Half of 10 is 5 Double 6 is 12 Half of 12 is 6 Double 7 is 14 Half of 14 is 7 Double 8 is 16 Half of 16 is 8	12 shared between 3 is 5 – incorrect 12 shared between 3 is 4 3 shared between 3 is 3 – incorrect 3 shared between 3 is 1 9 shared between 3 is 2 – incorrect 9 shared between 3 is 3 10 shared between 2 is 6 – incorrect 10 shared between 2 is 5 8 shared between 2 is 3 – incorrect 8 shared between 2 is 4 14 shared between 2 is 7 – correct	<ol style="list-style-type: none">1. There are 5 packs – 5 groups of 2 is equal to 102. 4 friends get a bag of coins – 4 groups of 5 is equal to 203. 3 children get biscuits – 3 groups of 10 is equal to 30