

	Learning objective	Main teaching	Activity	Resources	Vocabulary						
Monday	To understand doubles	<p>Watch my Loom video first – see Class Dojo for the link.</p> <p>Double means two equal groups.</p> <p>Represent doubles of amounts from 1 to 5 using counters of two different colours on a tens frame. Write each as an addition sentence, e.g. 5+5=10</p>	<p>Using the doubling dominoes sheet, draw an array and write the addition sentence for each double.</p> <p>Challenge – write the multiplication sentence for each one too.</p>	<p>Tens frame from pack and counters or small objects in two colours.</p> <p>Doubling dominoes sheet</p>	double amount addition equal groups						
Tuesday Money with Miss Foster	See Miss Foster’s separate plan on the Swifts home learning page of the school website.										
Wednesday	To make doubles	<p>Watch my Loom video first – see Class Dojo for the link.</p> <p>What does ‘double’ mean? - twice as many, so we add the same amount again. it’s the same as multiplying by two – two equal groups. Look at double/not double pictures and discuss.</p> <p>We will use arrays to find doubles again today – remember that the two groups must be equal.</p>	<p>Play my doubling game with a partner. Each number rolled must be doubled and the winner is the first person to reach the end of the track.</p> <p>For more challenge, make a game board up to 50 and roll the die twice each time, adding the two amounts together before doubling the total.</p>	Doubling challenge game	double amount addition equal groups						
Thursday	To investigate doubles	<p>Watch my Loom video first – see Class Dojo for the link.</p> <p>Today we will investigate doubles and look for patterns. We will try to explain what we find out.</p>	<p>Make doubles by throwing a pair of socks at a target.</p> <p>Each time I land on a number, I write it in my table and double it, e.g.:</p> <table><tr><th>Number</th><th>Double</th></tr><tr><td>3</td><td>6</td></tr><tr><td>7</td><td>14</td></tr></table> <p>Draw arrays if you need to, to find the doubles.</p> <p>What do you notice about all the doubles? (They are all even, all in the two times table).</p> <p>Challenge – is this the same for any double? Try doubling some bigger numbers.</p>	Number	Double	3	6	7	14	<p>A pair of socks</p> <p>A 1 to 10 target (draw one with chalk outside, or inside by writing numbers 1 to 10 on pieces of paper and putting them on the floor.)</p>	double even, odd investigate
Number	Double										
3	6										
7	14										

<b>Friday</b>	<b>To count in twos</b>	<p><b>Watch my Loom video first</b> – see Class Dojo for the link.</p> <p>When we count in twos, we are adding two each time, e.g. <math>10 = 2+2+2+2+2</math> so <math>10 = 5 \times 2</math>. Look at examples and write repeated addition sentence and x sentence for each one.</p>	<p>Y1 – Work on skip-counting in twos with household items – things that come in twos like socks or 2p coins, and large groups of objects (even numbers only.)</p> <p>Y2 - For each array, write the repeated addition and the multiplication sentence. Remember that multiplication is commutative – <math>2 \times 6 = 6 \times 2</math> and so on.</p>	Y2 Arrays sheet (don't print this – copy them into book).	twos multiple multiplication array
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For additional work on doubles, play Hit the Button doubles <https://www.topmarks.co.uk/maths-games/hit-the-button>

For additional work on times tables, play Hit the Button times tables <https://www.topmarks.co.uk/maths-games/hit-the-button>