

Friday recap:

These next few slides will help your child with recapping what has been taught this week to check that the new learning is consolidated before moving on. There is a slide of guided practice to help with remembering and then a slide of intelligent practice for the children to practice their maths skills.

A bit like an informal test.

Don't worry if something is tricky, go over the lesson that was difficult for the child or send a message to Miss Marsden for further help.



Remember to use your resilience and curiosity

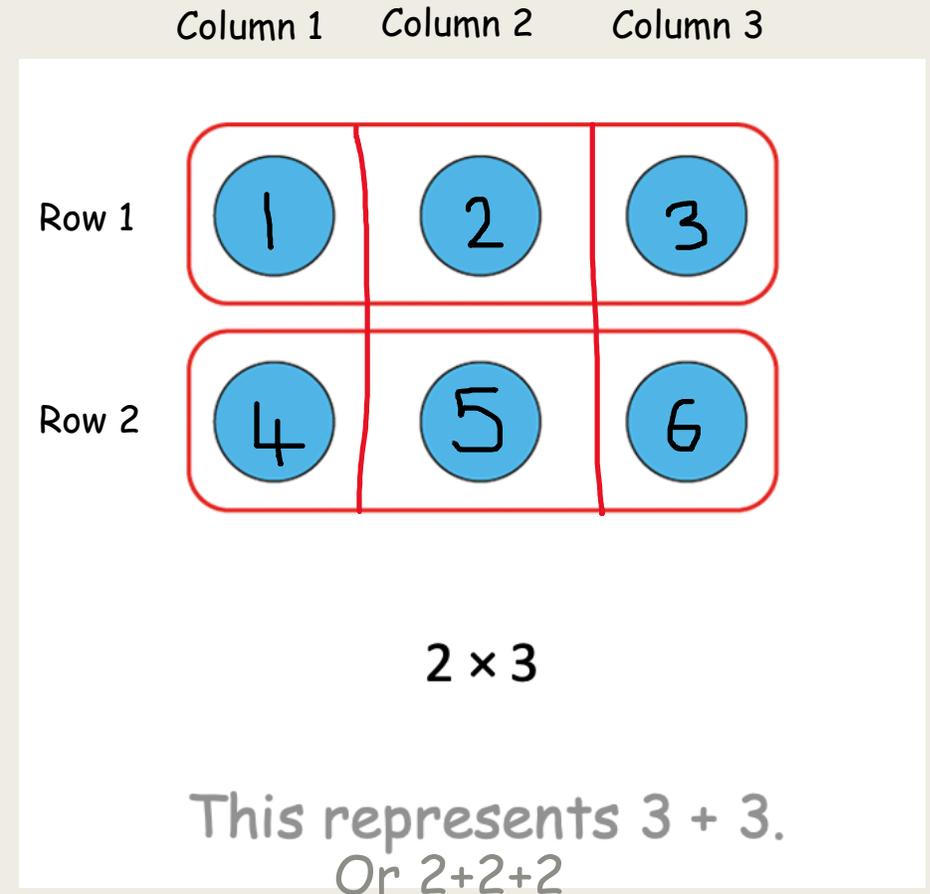
# Guided practice: Arrays

Arrays are when we take our equal groups and put them in columns and rows.  
This makes it easier to see our groups and understand what our calculation would be.

This array has 3 circles in each row.  
There are 2 rows.  
 $3 \times 2 = 6$   
There are 6 circles altogether.

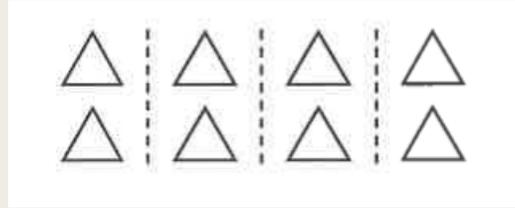
This array has 2 circles in each column.  
There are 3 rows.  
 $2 \times 3 = 6$   
There are 6 circles altogether.

Your challenge: Get some toys and arrange them into an array. Make sure your array is accurate and try and write sentences or talk about its rows and columns. Upload this to your portfolio.



# Intelligent practice: Arrays.

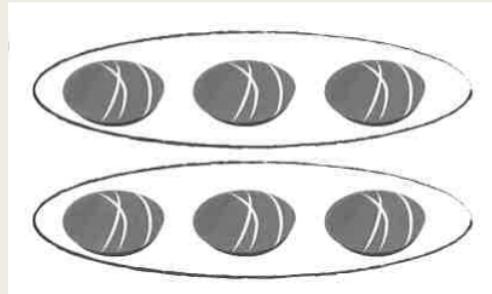
## 1. Fill in the gaps.



There are \_\_\_ columns.

There are \_\_\_  in each column.

There are \_\_\_  altogether.

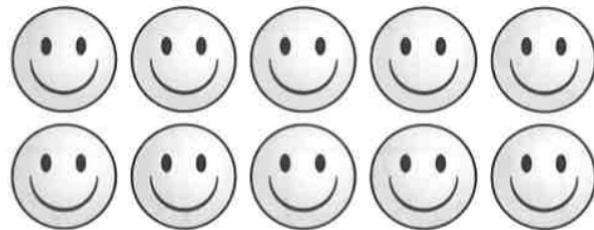


There are \_\_\_ rows.

There are \_\_\_  in each row

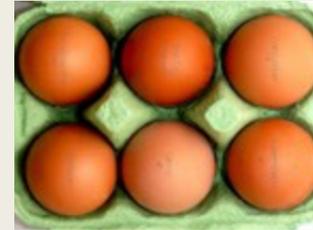
There are \_\_\_  altogether.

## 3. Can you write your own addition and multiplication calculation for this array?



## 2. Match the calculations.

$3+3+3$



$4 \times 3$

$3+3$



$3 \times 3$

$5+5$



$5 \times 2$

$3+3+3+3$



$3 \times 2$

# Self-assessment: Arrays.

Colour in how you confident you feel with arrays.

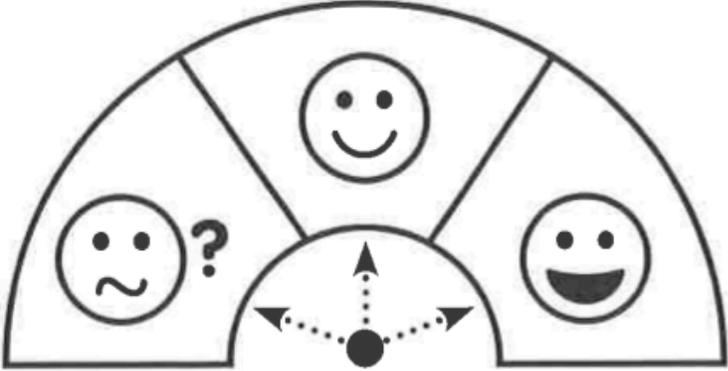
**Power check**

How do you feel about your work in this unit?

*Ok but I might need a bit more practice*

*I feel confused*

*I feel confident.*



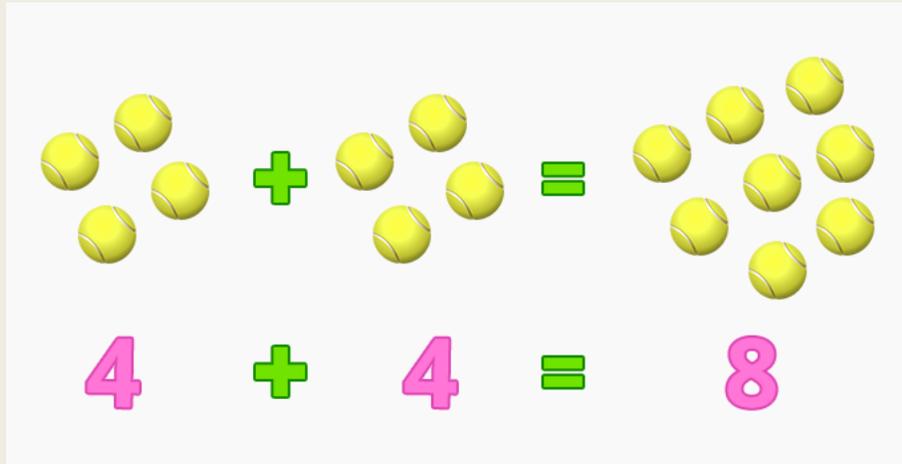
You can get further practice on this website.

<https://www.ictgames.com/mobilePage/arrayDisplay/index.html>

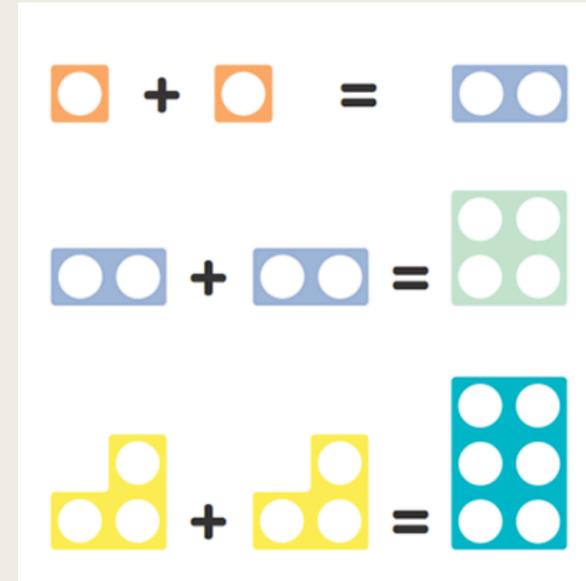
# Guided practice: Making doubles.

What are doubles?

Doubling is when you add the same number together twice.



Double 4 tennis balls is 8 tennis balls.  
We have added  $4+4$  to find the double.



Its easy to see and find our doubles when we use numicon or our ten frames.

Above I can see that:

Double 1 is 2.

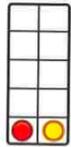
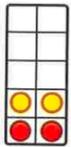
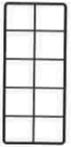
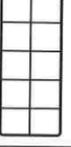
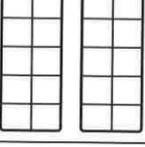
Double 2 is 4.

Double 3 is 6.

Can you find anymore doubles using your ten frames or objects around the house?

# Intelligent practice: Making doubles.

1. Complete the number sentences.

Number		Double
		$1 + 1 = 2$
		$2 + 2 = \square$
		$3 + 3 = \square$
		$4 + \square = \square$
		$\square + \square = \square$
		$6 + 6 = 12$

2.

Match each card to its double.

3. Bella says that she has not rolled a double, why is she correct?




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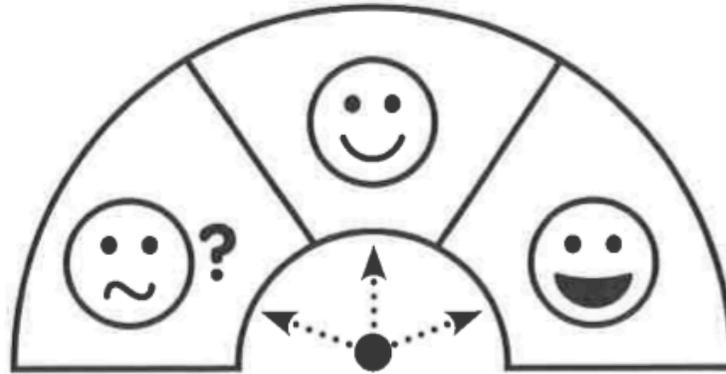
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# Self-assessment: Making doubles.

Colour in how you confident you feel with doubles.

## Power check

How do you feel about your work in this unit?

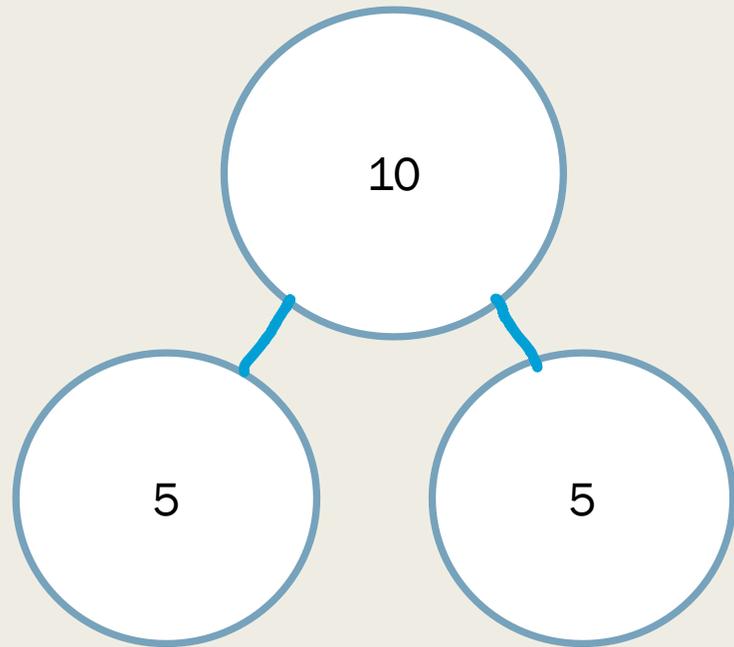


# Extra challenge: Making halves.

What are halves?

Halving is when we split a number into two equal groups. It is the opposite of doubling.

If we look at the part-part-whole diagram we can form two sentences.



We can see that double 5 is 10 because  $5+5=10$ .

We can also see that half of 10 is 5 because the parts split into two equal groups of 5.

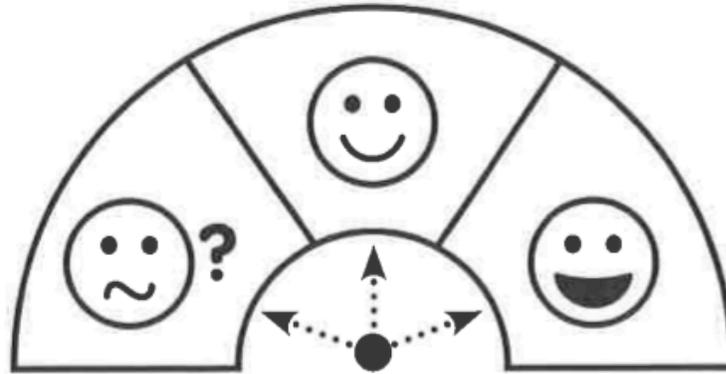


# Self-assessment: Finding halves.

Colour in how you confident you feel with halves.

## Power check

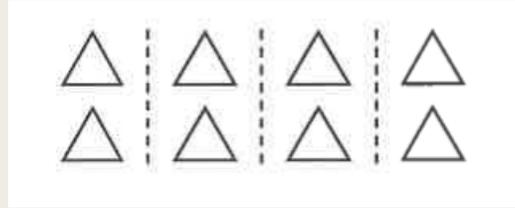
How do you feel about your work in this unit?



Answers! How did you do?

# Intelligent practice: Arrays.

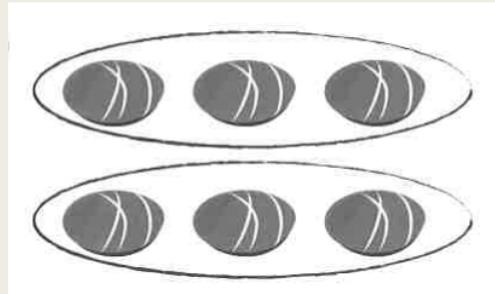
## 1. Fill in the gaps.



There are 4 columns.

There are 2  in each column.

There are 8  altogether.



There are 2 rows.

There are 3  in each row

There are 6  altogether.

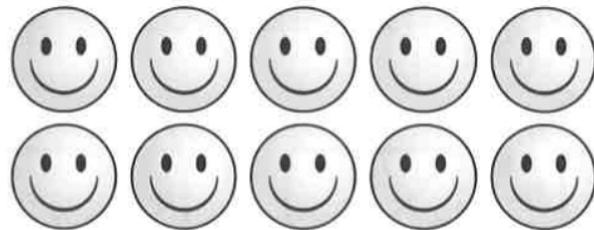
## 3. Can you write your own addition and multiplication calculation for this array?

$$5+5=10$$

$$2+2+2+2+2+=10$$

$$5 \times 2 = 10$$

$$2 \times 5 = 10$$



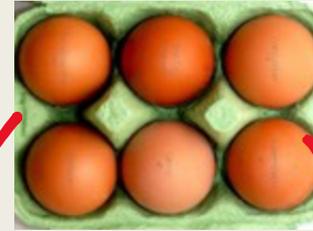
## 2. Match the calculations.

$$3+3+3$$

$$3+3$$

$$5+5$$

$$3+3+3+3$$



$$4 \times 3$$

$$3 \times 3$$

$$5 \times 2$$

$$3 \times 2$$

# Intelligent practice: Making doubles.

1. Complete the number sentences.

Number		Double
		$1 + 1 = 2$
		$2 + 2 = 4$
		$3 + 3 = 6$
		$4 + 4 = 8$
		$5 + 5 = 10$
		$6 + 6 = 12$

2.

Match each card to its double.

Match each card to its double. The cards contain the following number of triangles: 3, 5, 4, 6, 9, 7, 10, 6. A blue '3' is on the first card and a blue '6' is on the eighth card. Red lines connect the first card to the second, the second to the third, the third to the fourth, and the fourth to the eighth.

3. Bella says that she has not rolled a double, why is she correct?

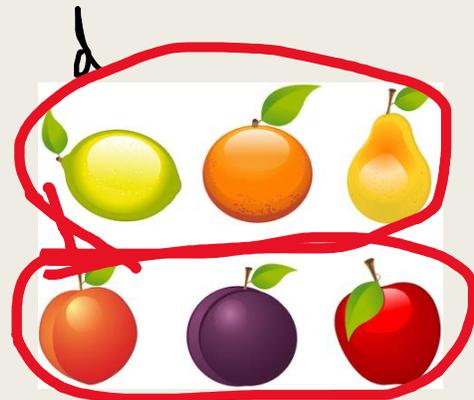
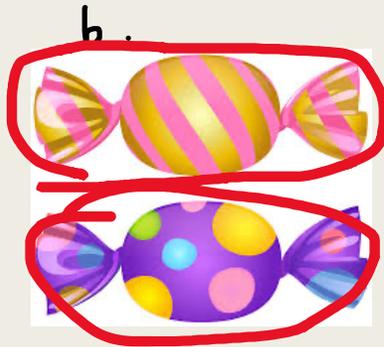
To roll a double you have to roll the same number as doubling is when you add a number to the same number like  $4+4$ .

Bella has rolled 3 and 4 and is not a double



# Intelligent practice challenge: Halves

1. Half these items by drawing 2 circles to split them into two equal groups.



2. Write sentences to go with the pictures from question 1.

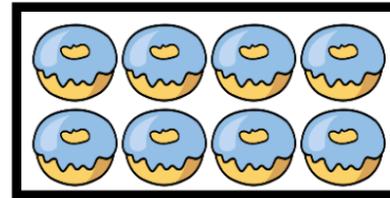
a. Half of 8 is 4.

b. Half of 2 is 1.

c. Half of 4 is 2.

d. Half of 6 is 3.

Louise doubles her donuts. The picture shows what she had after she doubled her donuts.

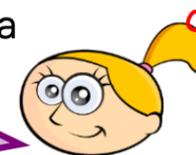


Whitney



Louise started with 4 and ended with 8 donuts.

Eva



Louise started with 8 and ended with 16 donuts.

3. Who do you agree with and why?

I agree with Whitney. Louise has drawn her doughnuts after she has doubled them which means that we need to half them to find out how many she started with. Half of 8 is 4 so Whitney is correct.