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|  | Context for learning - Question | Activity  |
| Day one**Learning Focus**: Doubling | Using Dobby and the Doubling machine.If Dobby puts three apples in the doubling machine, how many apples will he have? | Set 1:Pupils to double up to 20. |
| Set 2:Pupils to double up to 15.  |
| Set 3:Pupils to double up to 10. |
| Day two**Learning Focus:** Recording doubling number sentences using addition | Show pupils examples of doubling:How could we write this as a number sentence? | Set 1:Pupils to record addition number sentences for doubles up to 20. |
| Set 2:Pupils to record addition number sentences for doubles up to 15. |
| Set 3:Pupils to record addition number sentences for doubles up to 10. |
| Day three**Learning Focus:** Halving numbers | Two friends buy 10 apples. How many do they get each? | Set 1:Pupils to halve numbers up to 15. |
| Set 2:Pupils to halve numbers up to 15. |
| Set 3:Pupils to halve numbers up to 10. |
| Day four**Learning Focus:** Understand that halving is the inverse of doubling | If double 5 is 10, and half of 10 is 5? What does that mean? | Set 1:Pupils to complete doubling and halving questions to 20. |
| Set 2:Pupils to complete doubling and halving questions to 15. |
| Set 3:Pupils to complete doubling and halving questions to 10. |