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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. |