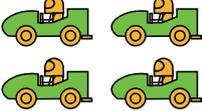
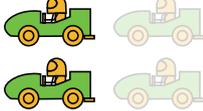
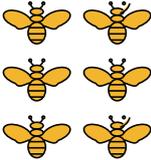
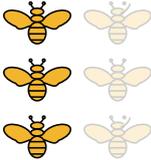


Fill in the boxes.

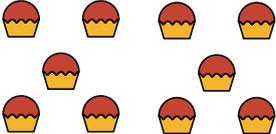
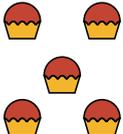
Example

|   |   |   |                                       |
|---|---|---|---------------------------------------|
| <p>First there were<br/>2 bananas</p>  | <p>Then half<br/>were eaten</p>  | <p>Now there is</p>  | <p>So,<br/>half 2<br/>is</p>          |
|   |   | <p><input type="text" value="1"/> banana</p>  | <p><input type="text" value="1"/></p> |

|  |   |  |                              |
|--|---|--|------------------------------|
| <p>First there were<br/>4 cars</p>  | <p>Then half<br/>drove away</p>  | <p>Now there are</p>  | <p>So,<br/>half 4<br/>is</p> |
|  |   | <p><input type="text"/> cars</p>   | <p><input type="text"/></p>  |

|  |  |  |                              |
|--|--|--|------------------------------|
| <p>First there were<br/>6 bees</p>  | <p>Then half<br/>flew away</p>  | <p>Now there are</p>  | <p>So,<br/>half 6<br/>is</p> |
|  |  | <p><input type="text"/> bees</p>   | <p><input type="text"/></p>  |

|  |   |  |                              |
|--|---|--|------------------------------|
| <p>First there were<br/>8 ice creams</p>  | <p>Then half<br/>melted</p>  | <p>Now there<br/>are</p>  | <p>So,<br/>half 8<br/>is</p> |
|  |   | <p><input type="text"/> ice creams</p>   | <p><input type="text"/></p>  |

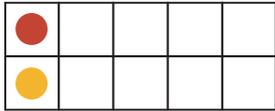
|  |  |   |                               |
|--|--|---|-------------------------------|
| <p>There were<br/>10 cakes</p>  | <p>Half were<br/>eaten</p>  | <p>Now there<br/>are</p>  | <p>So,<br/>half 10<br/>is</p> |
|  |  | <p><input type="text"/> cakes</p>   | <p><input type="text"/></p>   |

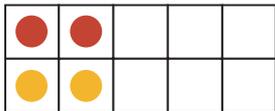
**Talking Tip**

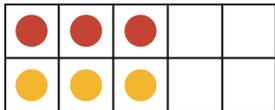
This exercise focuses on halving. When a quantity can be made up of two equal parts each part is half of the whole. To reinforce your child's learning say out loud what is happening in each instance. "So I started with 2 bananas, then I ate half of them, I ate 1 and that left me with 1. Half of 2 is 1." Ask them to say the sentence as they get more confident.

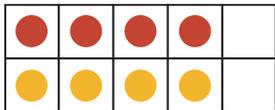
Complete the equations.

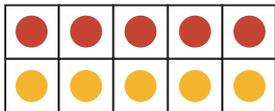
Example

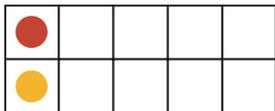
Double 1   $1 + 1 = \boxed{2}$

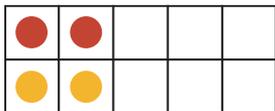
Double 2   $2 + 2 = \boxed{\phantom{0}}$

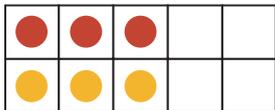
Double 3   $3 + 3 = \boxed{\phantom{0}}$

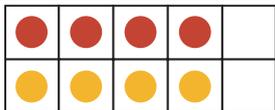
Double 4   $\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$

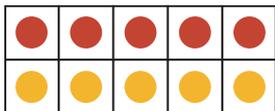
Double 5   $\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$

Half of 2   $2 - 1 = \boxed{\phantom{0}}$

Half of 4   $4 - 2 = \boxed{\phantom{0}}$

Half of 6   $6 - 3 = \boxed{\phantom{0}}$

Half of 8   $8 - 4 = \boxed{\phantom{0}}$

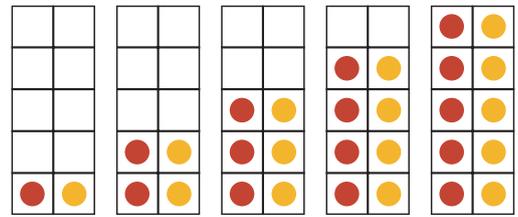
Half of 10   $10 - 5 = \boxed{\phantom{0}}$

**Talking Tip**

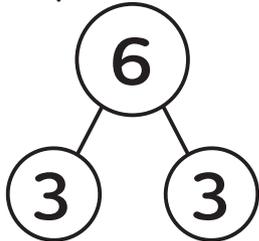
Ask your child to complete the equations on the right.

Encourage them not to count the dots in the tens frame, but rather to "just see" the quantity on display. Reinforce the learning by summarising the first few after they have completed the equation. "That's right, double 1 is 2." Then ask them to tell you the summary sentence themselves.

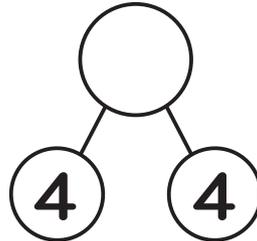
Fill in the missing numbers.



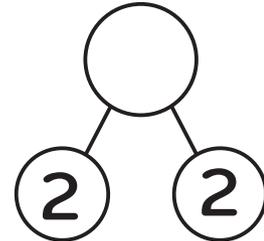
Example



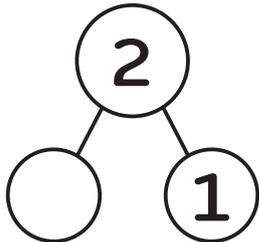
$$3 + 3 = 6$$



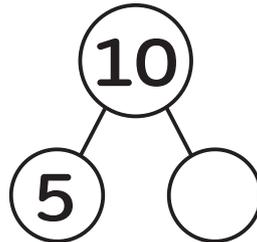
$$4 + 4 = \underline{\quad}$$



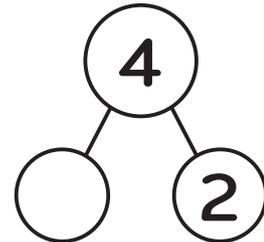
$$2 + 2 = \underline{\quad}$$



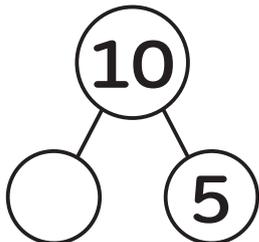
$$\underline{\quad} + 1 = 2$$



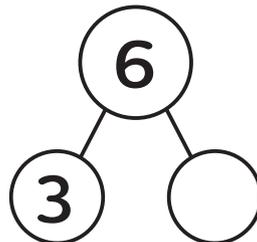
$$5 + \underline{\quad} = 10$$



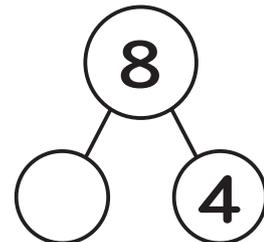
$$\underline{\quad} + 2 = 4$$



$$10 - 5 = \underline{\quad}$$



$$6 - 3 = \underline{\quad}$$



$$8 - 4 = \underline{\quad}$$

**Talking Tip**

The focus here is applying the double or half to complete the part part whole, and then using the part part whole to solve the equation below it. Ask your child first to complete the part part whole picture and then to complete the equation.

Reinforce your child's learning with language such as "Because the parts are the same, when we add them it is the same as doubling. Double 3 is 6 so  $3 + 3 = 6$ ." "Here one of the parts is half the whole, so the other part must be the same as the part we have. Half 10 is 5, so  $10 - 5 = 5$ ."

Answer the question in the story.

1. There are 2 cars parked in a street. 2 more arrive.  
How many are there now?
2. James will eat 3 sausages. I will eat 3 sausages. How  
many should we cook?
3. I make 8 paper butterflies. I give half away. How many  
do I have left?
4. There are 5 apples and 5 oranges in the fruit bowl.  
How many pieces of fruit is this altogether?
5. I am making 4 cups of tea. I only have 2 teabags. How  
many more do I need?
6. There are 10 windows in our classroom. Half are open.  
How many are closed?
7. There are 4 dogs in the park. 2 are on their leads.  
How many are not on leads?
8. I make 6 snowballs. I throw 3 of them at my friend.  
How many are left?

**Talking Tip**

This exercise focuses on linking double and half calculations to everyday situations. Read each story to your child and encourage them to visualise each situation.

Your child may be able to tell you the total straight away. If they can, emphasise the link between the story and a calculation by responding with "That's right, it's 7 because 3 and 4 make 7 (double 3 plus 1). So there are 7 cars parked in the street altogether."

If your child needs help to understand the story, you can draw simple pictures to support them, or use the counters and the tens frame to act it out.

Fill in the missing numbers.

Example

$$\begin{array}{r} 3 + 3 = 6 \\ \quad \quad \quad \searrow \text{1 more} \quad \quad \quad \searrow \text{1 more} \\ 3 + 4 = \boxed{7} \end{array}$$

$$\begin{array}{r} 5 + 5 = 10 \\ \quad \quad \quad \searrow \text{1 less} \quad \quad \quad \searrow \text{1 less} \\ 5 + 4 = \boxed{\phantom{0}} \end{array}$$

$$\begin{array}{r} 4 + 4 = 8 \\ \quad \quad \quad \searrow \text{1 more} \quad \quad \quad \searrow \text{1 more} \\ 4 + 5 = \boxed{\phantom{0}} \end{array}$$

$$\begin{array}{r} 3 + 3 = 6 \\ \quad \quad \quad \searrow \text{1 less} \quad \quad \quad \searrow \text{1 less} \\ 3 + 2 = \boxed{\phantom{0}} \end{array}$$

$$\begin{array}{r} 2 + 2 = 4 \\ \quad \quad \quad \searrow \text{1 more} \quad \quad \quad \searrow \text{1 more} \\ 2 + 3 = \boxed{\phantom{0}} \end{array}$$

$$\begin{array}{r} 4 + 4 = 8 \\ \quad \quad \quad \searrow \text{1 less} \quad \quad \quad \searrow \text{1 less} \\ 4 + 3 = \boxed{\phantom{0}} \end{array}$$

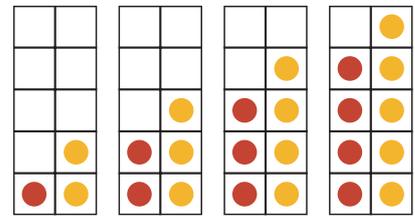
$$\begin{array}{r} 1 + 1 = 2 \\ \quad \quad \quad \searrow \text{1 more} \quad \quad \quad \searrow \text{1 more} \\ 1 + 2 = \boxed{\phantom{0}} \end{array}$$

$$\begin{array}{r} 2 + 2 = 4 \\ \quad \quad \quad \searrow \text{1 less} \quad \quad \quad \searrow \text{1 less} \\ 2 + 1 = \boxed{\phantom{0}} \end{array}$$

**Talking Tip**

Using what you know to work out what you don't know is an important mathematical skill. Now your child knows their double facts they can use them to solve facts that they may not yet know - near doubles.

In this exercise your child is learning to adjust the double fact by 1 more or 1 less to solve the near double equation below it. Reinforce their learning with language such as, "That's right, if we know that double 3 is 6, then  $3 + 4$  must be one more than double 3. It's 7".



Fill in the missing numbers. Use the doubles fact in the middle to solve the near doubles either side.

$1 + 2 = \square$

$2 + 2 = 4$

$3 + 2 = \square$

$2 + 3 = \square$

$3 + 3 = 6$

$4 + 3 = \square$

$4 + 3 = \square$

$4 + 4 = 8$

$4 + 5 = \square$

$4 + 5 = \square$

$5 + 5 = 10$

$6 + 5 = \square$

$2 + 1 = \square$

$2 + 2 = 4$

$2 + 3 = \square$

$3 + 2 = \square$

$3 + 3 = 6$

$3 + 4 = \square$

$4 + 3 = \square$

$4 + 4 = 8$

$4 + 5 = \square$

$4 + 5 = \square$

$5 + 5 = 10$

$6 + 5 = \square$

$3 + 4 = \square$

$4 + 4 = 8$

$5 + 4 = \square$

**Talking Tip**

Using what you know to work out what you don't know is an important mathematical skill. Encourage your child to solve these sets of equations using the middle equation that is completed for them.

Reinforce learning using language such as "So, we know double 2 is 4, and we know  $2 + 1$  is one less than double 2, the answer must be 3." Or, "So, we know  $3 + 2$  is one more than double 2, and we know double 2 is 4, so the answer must be 5."

Although adding 1 and 2 might be simpler to do using other strategies, learning this approach with simple numbers will enable your child to tackle questions such as  $49 + 49$  (as 2 less than double 50) when they move to bigger numbers.

Answer the question in the story.

1. There are 3 cars parked in a street. 4 more arrive. How many are there now?
2. James will eat 3 sausages. I will eat 2 sausages. How many should we cook?
3. There are 5 apples and 4 oranges in the fruit bowl. How many pieces of fruit is this altogether?
4. Tess is making 5 cups of tea and 4 cups of coffee. How many drinks is she making?
5. In our classroom, 4 of the windows are open and 3 are closed. How many windows are there altogether?
6. There are 2 dogs and 3 cats in the park. How many pets in the park altogether?
7. I make 3 cakes and 4 biscuits. How many things have I made?

**Talking Tip**

This exercise focuses on linking near double calculations to everyday situations. Read each story to your child and encourage them to visualise each situation.

Your child may be able to tell you the total straight away. If they can, emphasise the link between the story and a calculation by responding with "That's right, it's 7 because 3 and 4 make 7 (double 3 plus 1). So there are 7 cars parked in the street altogether."

If your child needs help to understand the story, you can draw simple pictures to support them, or use the counters and the tens frame to act it out.