

## Doubling

### Guidance

The children will learn that double means 'twice as many'. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pair-wise patterns on 10 frames helps the children to see the doubles. Mirrors are also a fun way for children to 'double' the quantities they build.

Encourage children to say the doubles as they build them, e.g. Double 2 is 4

Provide examples of doubles and non-doubles for the children to sort and explain why.



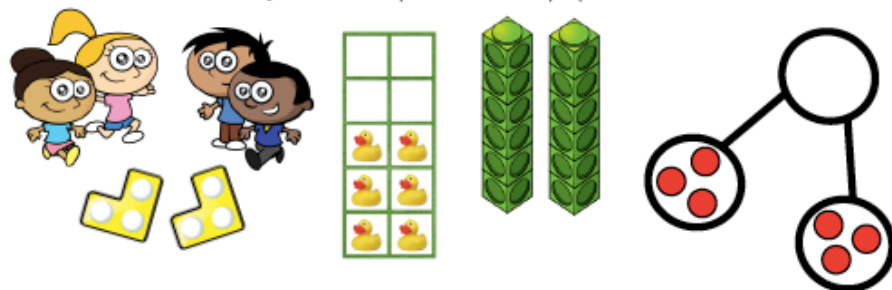
### Other Resources

Double Trouble - Nrich

This is the Story of Alison Hubble by Allan Ahlberg  
BBC Numberblocks Series 2  
Episode 9 - Double Trouble

### Prompts for Learning

Allow the children to explore different ways to build doubles using real objects and practical equipment.



Provide sets of dominoes and ask the children to find the doubles. Show the children how to play dominoes and look at the doubles they make as they play.



#### Play Doubles

The children take turns to roll



2 dice and score a point each time they roll a double. The first to reach 3 points wins the game.

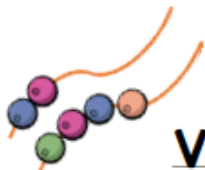
Ask the children to sit opposite each other. One child sets out a quantity of small items such as pebbles or cubes. Their partner doubles it by making the same quantity. They can also hold up fingers and their partner matches them to make a double.



## Doubling

### Maths area

Play snap or matching pairs games using pictorial playing cards or dot cards. Encourage the children to say the doubles as they make them. The person with the most doubles or pairs at the end wins the game.



### Various areas

Make towers or rows using the blocks and ask the children to build towers that are double the height or double the length. Can they thread double the number of beads? Can they find a container which holds double the amount of water or sand?

**Enhancements to areas of learning**

### Outdoors

Have number shapes hidden around the outdoor area. Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10



### Finger gym

Provide ladybird or butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side. How many different doubles can they make? Can they make one which is not a double and tell you why?

