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|  | This week we have been thinking about doubling and halving numbers. | |  | We have been doing this because... |
| although most children realise that doubling a number makes it bigger and halving a number makes it smaller they do not realise that doubling and halving have a precise meaning and that ‘double’ means exactly two times the amount. Children also need to realise the relationship between doubling and halving and to know that halving ‘undoes’ doubling, so that if a number is halved and then doubled they will end up with the number that they started with. | |
| We have been making ink-blot pictures where we put some small dabs of paint on one half of a piece of paper and counted them. We folded the paper, then opened it up again and counted the new number of blobs. We noticed that each blob had made one more blob. We used the word ‘double’ to talk about what happens when numbers are increased in this way. We looked at groups of children. Counting the total and halving them into two equal groups. | | |
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|  | How you can help at home | | * Show your child how you can share equally by saying ‘one for me and one for you’. Afterwards, line the objects up so that your child can see that each object has a matching object in the other group. Where possible use an even number of objects. * Use numbers that they are comfortable with. Some children may prefer to work with small numbers and others enjoy the challenge of larger amounts; both are equally valid. | |
| * Only use the word ‘double’ if you mean that there is exactly twice as much and ‘half’ if the quantity has been divided into two equal quantities. | | |
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| Are you particularly proud of something that your child has done at home this week? Why don’t you write about it on the certificate and we will stick it in their learning journey. | |  | | |