Homework/Extension
Step 5: Making Doubles

National Curriculum Objectives:

Mathematics Year 1: (1C4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Circle the odd one out using different representations of doubles to 10. Images and numbers in numerals only.
Expected Circle the odd one out using different representations of doubles to 20. Images and numbers in numerals only.
Greater Depth Circle the odd one out using different representations of doubles to 20. Minimal images and numbers given in words and numerals.

Questions 2, 5 and 8 (Varied Fluency)
Developing Use the part whole model to support making doubles to 20. Pictorial support given.
Expected Use the part whole model to support making doubles to 20. Pictorial and numeral support given.
Greater Depth Use the part whole model to support making doubles to 20. No pictorial support and numbers given in words and numerals.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Identify if all of the calculations are correct or not using current knowledge of making doubles up to 10.
Expected Identify if all of the calculations are correct or not using current knowledge of making doubles up to 20.
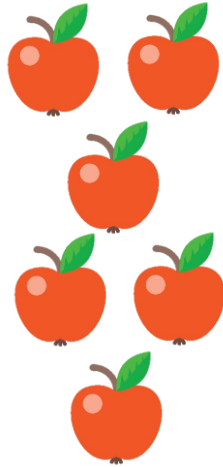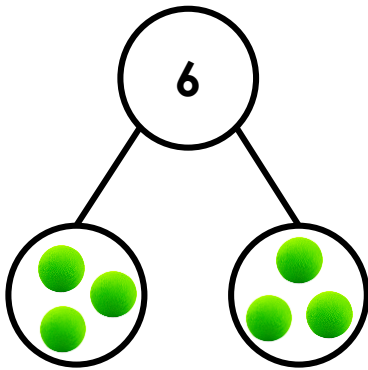**Greater Depth** Identify if all of the calculations are correct or not using current knowledge of making doubles up to 20. Numbers given in words and numerals.

More Year 1 Multiplication and Division resources.

Did you like this resource? Don't forget to review it on our website.
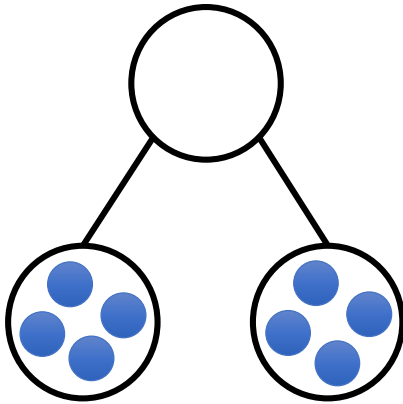
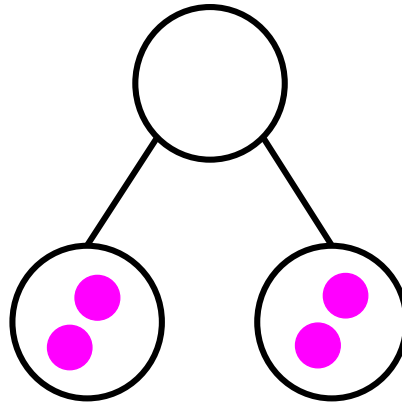# Making Doubles

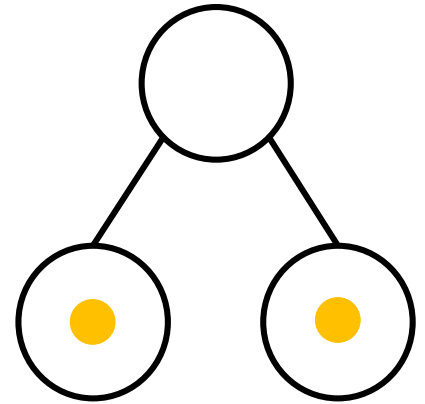## 1. Circle the odd one out.

6

$3 + 3 = 9$

VF
HW/Ext

2. Complete the part whole models below.

A   **B**   **C**

VF
HW/Ext

3. Joe thinks that all of the calculations below are correct.

Double ___4___ is ___8___

Double ___5___ is ___8___

Double ___3___ is ___6___

Is he right? Explain why.

RPS
HW/Ext

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Homework/Extension – Making Doubles – Year 1 Developing

Making Doubles

4. Circle the odd one out.

12

6   **6**
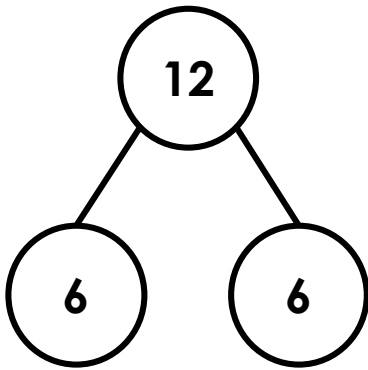
6 + 6 = 12

5. Complete the part whole models below.
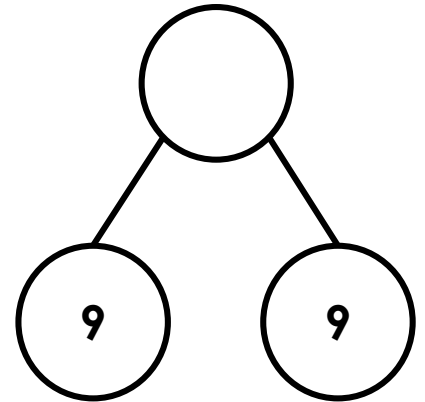
7

5

9   **9**

A   B   C
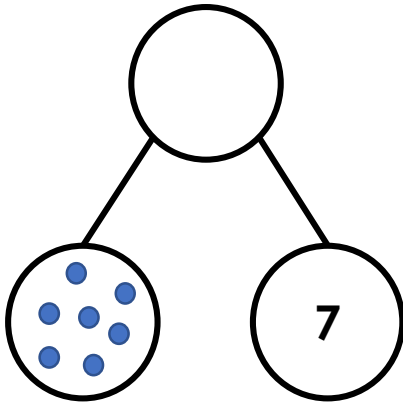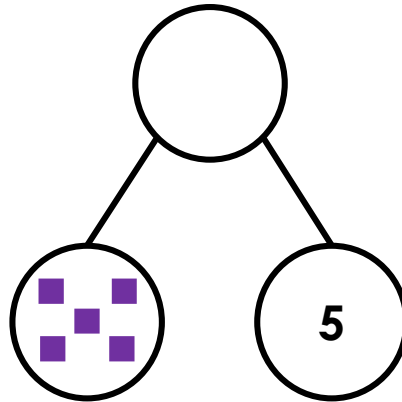
6. Tia thinks that all of the calculations below are correct.

Double   10   is   20

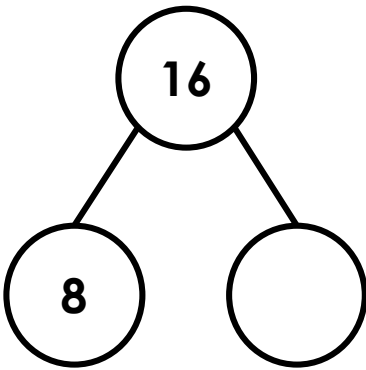Double   6   is   14

Double   8   is   16

Is she right? Explain why.

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Homework/Extension – Making Doubles – Year 1 Expected

Making Doubles

7. Circle the odd one out.

```
        16
       /  \
      8
```

Double eight is nineteen

$$8 \ + \ 8 \ = \ 16$$

GD

VF
HW/Ext

8. Complete the part whole models below.

```
        ( )
       /   \
     (9)  (nine)
       A
```

```
        ( )
       /   \
    (ten)  (10)
       B
```

```
        ( )
       /   \
    (six)  (six)
       C
```

GD
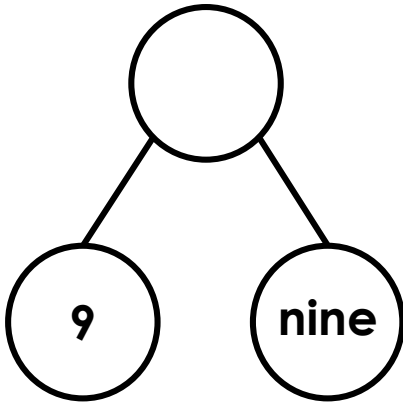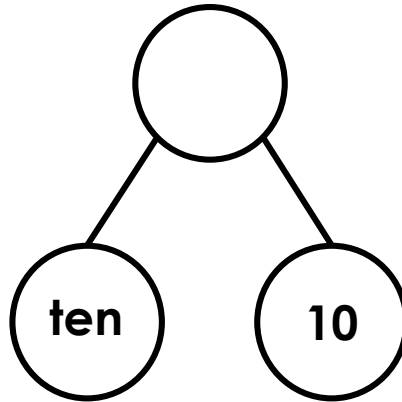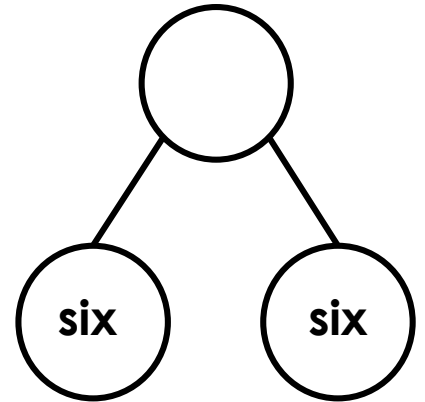
VF
HW/Ext

9. Ola thinks that all of the calculations below are correct.

| Double | nine | is | 19 |

| Double | six | is | 12 |

| Double | ten | is | 16 |

Is she right? Explain why.

GD

RPS
HW/Ext

Developing

1. **The odd one out is 3 + 3 = 9 because the calculation is incorrect. 3 + 3 = 6.**
2. **A = 8, B = 4, C = 2**
3. **Joe is incorrect because double 5 is 10 (not 8).**

Expected

4. **The ladybirds are the odd ones out because all others total 12, but 5 + 6 = 11 ladybirds.**
5. **A = 14, B = 10, C = 18**
6. **Tia is incorrect, double 6 is 12 (not 14).**

Greater Depth

7. **The odd one out is double eight is nineteen because the correct answer is sixteen not nineteen.**
8. **A = 18, B = 20, C = 12**
9. **Ola is incorrect. Double nine is 18 (not 19) and double ten is 20 (not 16).**