

DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts</p> <p>Main: Use knowledge of corresponding inverses, including doubling and halving, to check calculations</p> <p>Represent the information in a puzzle or problem using numbers</p> <p>B1007</p>	<p>Mental: In ability pairs children practice by giving each other multiplication or division questions</p> <p>Main: HA attempt worksheet on undoing two-step problems without listening to my model e.g. I think of a number, double it and add 5. The answer is 35. What was my number? You subtract 5 from 35 (because it was added) and halve your answer (30) because the original number was doubled (15) In Excel show some towers that are double / half the size of each other. Use unifix to show towers that are double / half the size of each other. Explain different words and symbols: \times, \div, $\frac{1}{2}$, double, half. Explain doubling and halving are inverses. Model how to do some examples. LA start work Model how we can use doubles we know to work out ones that we don't know e.g. $7 + 7 = 14$, so $70 + 70 = 140$ MA start work Check HA were OK with undoing two-step problems Model for HA how to double and half with decimals and how we can use doubles and halves we do know to work out ones we don't know e.g. $24 + 24 = 48$, so $2.4 + 2.4 = 4.8$ (you need to keep the decimal in the same place)</p>	<p>LA – doubles and halves of numbers to 20 and undo one-step problems</p> <p>MA – doubles and halves of doubles of multiples of 5 to 100 (e.g. 75×2), doubles of multiples of 50 to 500 (e.g. 450×2) and undo one-step problems</p> <p>HA – use knowledge of inverses to undo two step problems</p> <p>G + T – doubles and halves with decimals</p>	<p>On WBs children make up one problem for their partner to solve. Swap boards and try to solve each other's problems.</p>	<p>M: double and halve whole numbers</p> <p>S use knowledge of inverses to undo two step problems</p> <p>C: double and halve numbers with decimals</p>	