Addition – doubles and related facts

National Curriculum attainment targets

• Read, write and interpret mathematical statements involving
addition (+) and equals (=) signs

• Represent and use number bonds within 20

Lesson objectives

• Recall doubles of all numbers to five

• Identify near doubles using known doubles

Previous related lessons

Unit 1, Week 2, Lessons 1 and 2; Unit 2, Week 1, Lessons 1,
3 and 4; Unit 2, Week 2, Lessons 1, 3 and 4; Unit 4, Week 1,
Lessons 1, 3 and 4; Unit 5, Week 2, Lessons 1–4

Prerequisites for learning

Pupils need to:

• recognise, read and write numbers 1–10

• understand addition ‘doubles’

• understand how to combine two groups to find a total and
record these using the symbols + and =

**Vocabulary**

zero, one, two, three … ten, how many?, count, double, add, plus, more, makes, equals, altogether, sign, how many more to make …?

Future related lessons

Unit 7, Week 1, Lessons 2 and 3; Unit 7, Week 2, Lessons 1, 3

and 4; Unit 9, Week 2, Lessons 1–4; Unit 11, Week 1, Lessons

1–3; Unit 11, Week 2, Lessons 1, 2 and 4

Success criteria

Pupils can:

• recognise doubles of numbers up to five

• understand and record addition facts within ten, using the
symbols + and =

• begin to identify addition ‘doubles’ to ten

Getting Started

• Choose an activity from Number – Addition and subtraction.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Addition and subtraction.

**Year 1, Unit 7, Week 1**

Teach

Resources

beanbag (per class); interlocking cubes (per class)

• Remind children that they have learned about addition number facts called ‘doubles’.

• Say: **When a number is added to itself it is called a *double*. These are addition facts. *Double
one* is another way to say one add one; *double two* is a different way of saying two plus two …**

• Say: **When I throw the beanbag to you I am going to say a number. I want you to double the
number and tell me the answer.**

• Throw the beanbag to a child and say, e.g**. Double 2!** for the child to answer.

• Repeat so that children all have a go, and all doubles of numbers 1–5 have been covered.

• Write incomplete addition doubles facts on the board: 1 + 1 = □, 2 + 2 = □ and so on, up
to 5 + 5 = □.

• Say**: With your partner, find the answer to each addition double. Write them down in order.**

• Ask children to give the answer to each fact; as they do so, display the completed addition double.

• Explain to children that if they know these number facts – *doubles* – they can use them to find
the answers to other addition calculations.

• Write on the board: Display: 3 + 2 = □.

• Ask**: Which double is almost the same as this problem?** (2 + 2 or 3 + 3)

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 Remind children that
 the = sign means

‘equals’ or ‘… is the

same as …’.

• Explain that 3 + 2 is the same as to double three and one less or double two and one more.

• Write on the board and read aloud: 3 + 2 = 3 + 3 − 1 and 3 + 2 = 2 + 2 + 1.

• Repeat, to solve further near-doubles addition problems using addition doubles up to 5 + 5.

• Write on the board: 5 + 5 = 10.

• Explain that this double can be useful for adding together two numbers that are larger than five.

• Say: **We can make two larger numbers easier to add by breaking each into five and a bit more.**

• Show a tower of six interlocking cubes, and another of **seven** cubes.

• Write on the board and read aloud: 6 + 7 = □.

• Ask: **How might we work out the answer to this addition?**

• Take children’s suggestions.

• Then explain how both numbers can be broken into five and a bit: six is the same as five and one
more; seven is the same as five and two more.

• Write on the board: 6 + 7 = 5 + 1 + 5 + 2.

• Use the cube towers to demonstrate.

• Remind children that the order of the numbers can be changed.

• Rearrange the calculation to display: 6 + 7 = 5 + 5 + 2 + 1.

• Establish that the two fives can be added together to total ten, and then the two remaining
numbers can be added on: 6 + 7 = 10 + 2 + 1.

• Complete the calculation with children: 6 + 7 = 13.

• Repeat for further examples: towers of 5 and 7 cubes, 6 and 8 cubes, and 7 and 6 cubes.

Individualised Learning

 **Pupil Book 1B** – Page 27: Candle calculations

**Progress Guide 1** – Extension, Year 1, Unit 7, Week 1, Lesson 2: Pencil pot problems

Refer to Activity 2 from the
Learning activities on page 282.

Plenary

• Write on the board six incomplete addition calculations, three using numbers 0–5, and three with
numbers 5–10:
3 + 2 = □■
1 + 4 = □■
1 + 3 = □■
5 + 6 = □■
6 + 7 = □■
9 + 6 = □■

• For each calculation in turn, ask children to offer an answer and to explain how they worked it
out. Ask: **Did anyone work it out in a different way?**

• Discuss various strategies, e.g. breaking a
number into ‘five and a bit’, near doubles,
counting on.

**Homework Guide 1**

Year 1, Unit 7, Week 1, Lesson 2:

Doubles and addition facts for 10