

EYFS – Mathematics – Number

Doubling (to 20)

Early Learning Goal:

ELG 11: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Development Matters Statements Links:

(M-N9) Shows an interest in number problems.

(M-N24) Finds the total number of items in two groups by counting all of them.

Year 1 (1C4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Ideas to meet M-N9:

Using this resource: Ask the children what they can see on the page. Can they count the manipulatives on the left image? Can they recreate the example image?

In other areas of the classroom: Provide opportunities for children to explore number problems in different areas, for example; how many small world animals are there in total? How many girls are in the group?

Ideas to meet M-N24:

Using this resource: Explain that the concept of doubling means adding the same number twice. Ask the children if they can replicate what is happening on the left image to the right and count the objects (spots, rainclouds etc) to check. Complete the number sentence and statement as detailed in the example.

In other areas of the classroom: Allow the children to double different things in the different areas. Can they double the height of the tower? Can they double the number of shapes in the sand?

More [EYFS Mathematics](#) resources.

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EYFS – Mathematics – Doubling (to 20) – Teaching Information

EYFS – Mathematics – Number Doubling (to 20)

Contents

Teacher Pages

[Page 1 – Teaching Information](#)

[Page 3 – Suggested Questions](#)

[Page 4 – Observation Sheet](#)

Resource Pages for Children

[Page 5 – Autumn](#)

[Page 6 – Winter](#)

[Page 7 – Spring](#)

[Page 8 – Summer](#)

[Page 9 – Animals](#)

[Page 10 – Dinosaurs](#)

[Page 11 – People Who Help Us](#)

[Page 12 – Superheroes & Fairy Tales](#)

[Page 13 – Transport](#)

EYFS – Mathematics – Number – Doubling (to 20)

Suggested questions for this resource:

| M-N9 | M-N24 | Year 1 (1C4) |
|---|---|---|
| <p>What can you see?</p> <p>What do you think is happening?</p> <p>Can you read/show me any numbers?</p> <p>Can you count the numbers on the (image)? Can you copy this (onto the second image)?</p> <p>What is the next number?/ What number comes after...?</p> <p>(M-N4) What does this number mean?</p> | <p>Can the children subitise how many are in a particular set and accurately count to check?</p> <p>Can you explain what doubling is?</p> <p>Can you complete the number sentence? Can you record your answer?</p> <p>Can you find out how many __ are there altogether?</p> <p>On a number line, can you show me how you solved the problem?</p> | <p>Can you build the number sentence?</p> <p>What are you doing when doubling?</p> <p>Why is the number getting bigger?</p> <p>Can you show me the addition sign?</p> <p>What is the opposite of doubling?</p> <p>What operation are you using to double?</p> |
| <p>Extension question(s)</p> | <p>Extension question(s)</p> | <p>Extension question(s)</p> |
| <p>(M-N15) Do you recognise any of these numbers?</p> | <p>What is the opposite of doubling?</p> <p>Is the final answer odd or even?</p> <p>Is the final answer greater than or less than 10?</p> | <p>Can you write the answer in words?</p> <p>Which numbers can be doubled to generate numbers beyond 10? For example, double 8 is 16.</p> <p>Complete the statement; double __ is __.</p> |

Doubling (to 20)

Doubling (to 20)

| | |
|-------------------------------------|--------------------------------------|
| Child's name: Age: | Date: Practitioner: |
|-------------------------------------|--------------------------------------|

30-50 months
(M-N9) Shows an interest in number problems.
(M-N2) Uses some number names accurately in play.
(M-N12) Shows an interest in representing numbers.

40-60 months
(M-N24) Finds the total number of items in two groups by counting all of them.
(M-N27) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

ELG 11 – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. which number is one more or one less than a given number. Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Observation:

Characteristics of Effective Learning

| Playing and exploring | Active learning | Creating and thinking critically |
|--|--|---|
| <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do | <ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things |

Areas of Learning

| | CL | PSED | PD | L | M | UW | EAD |
|-------|----|------|----|---|---|----|-----|
| 30-50 | | | | | | | |
| 40-60 | | | | | | | |
| ELG | | | | | | | |

Next steps:

| | |
|-------------------------------------|--------------------------------------|
| Child's name: Age: | Date: Practitioner: |
|-------------------------------------|--------------------------------------|

30-50 months
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Areas of Learning

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|-------|----|------|----|---|---|----|-----|
| 30-50 | | | | | | | |
| 40-60 | | | | | | | |
| ELG | | | | | | | |

Next steps:

Doubling (to 20)

Example



$$5 + 5 = 10$$



Double 5 is 10



$$6 + \quad =$$



Double 6 is _____



$$7 + \quad =$$



Double 7 is _____



$$8 + \quad =$$



Double 8 is _____



$$9 + \quad =$$



Double 9 is _____



$$10 + \quad =$$



Double 10 is _____

Doubling (to 20)

Example



$$5 + 5 = 10$$

Double 5 is 10

$$6 + \quad =$$

Double 6 is _____



$$7 + \quad =$$

Double 7 is _____

$$8 + \quad =$$

Double 8 is _____



$$9 + \quad =$$

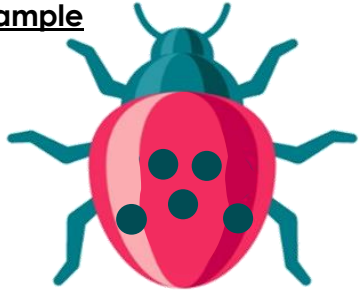
Double 9 is _____

$$10 + \quad =$$

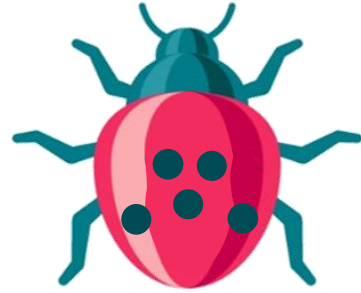
Double 10 is _____

Doubling (to 20)

Example



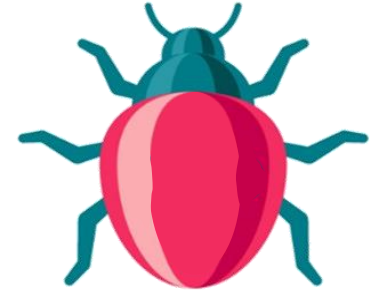
$$5 + 5 = 10$$



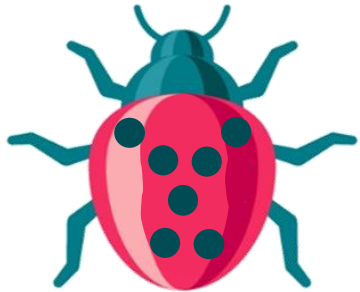
Double 5 is 10



$$6 + \quad =$$



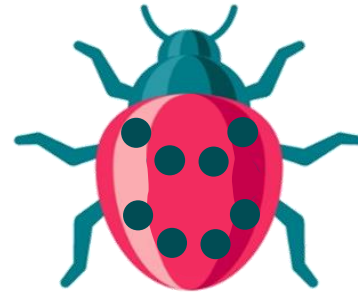
Double 6 is



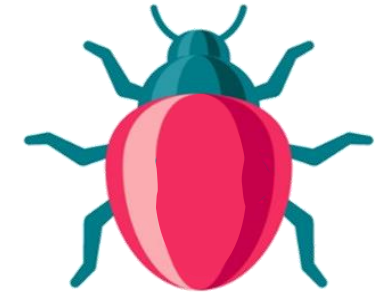
$$7 + \quad =$$



Double 7 is



$$8 + \quad =$$



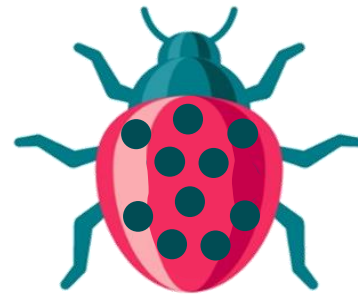
Double 8 is



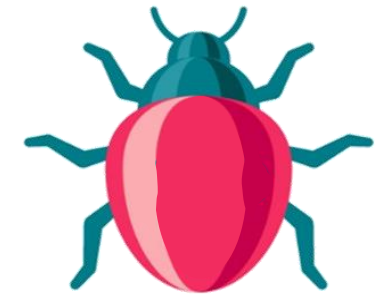
$$9 + \quad =$$



Double 9 is



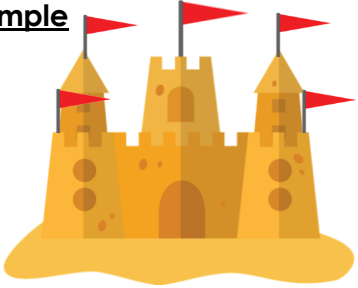
$$10 + \quad =$$



Double 10 is

Doubling (to 20)

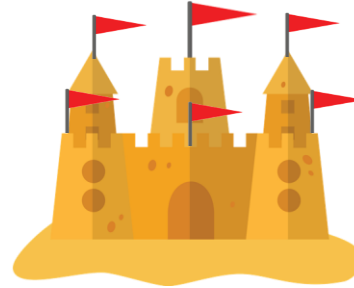
Example



$$5 + 5 = 10$$



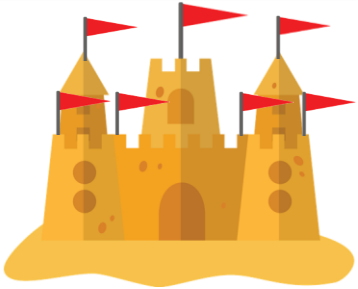
Double 5 is 10



$$6 + \quad =$$



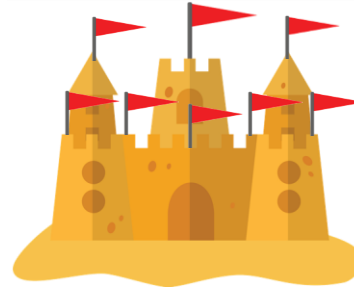
Double 6 is _____



$$7 + \quad =$$



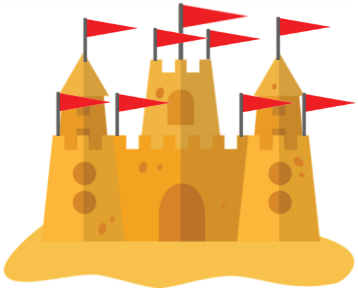
Double 7 is _____



$$8 + \quad =$$



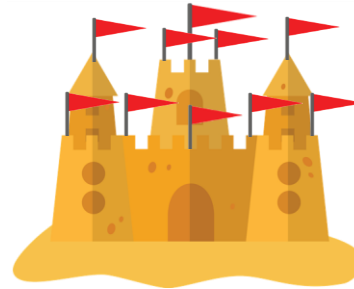
Double 8 is _____



$$9 + \quad =$$



Double 9 is _____



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Double 10 is _____

Doubling (to 20)

Example



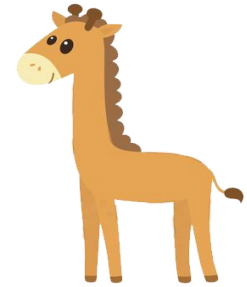
$$5 + 5 = 10$$



Double 5 is 10



$$6 + =$$



Double 6 is _____



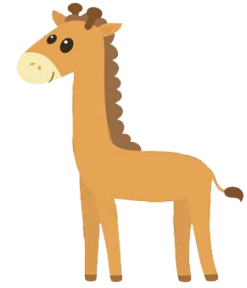
$$7 + =$$



Double 7 is _____



$$8 + =$$



Double 8 is _____



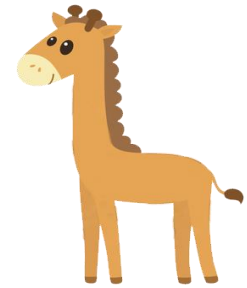
$$9 + =$$



Double 9 is _____



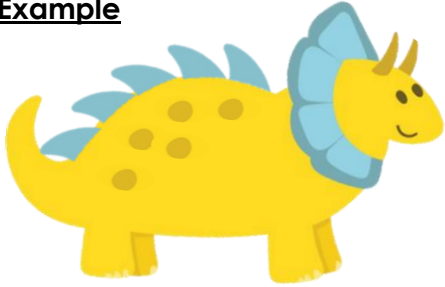
$$10 + =$$



Double 10 is _____

Doubling (to 20)

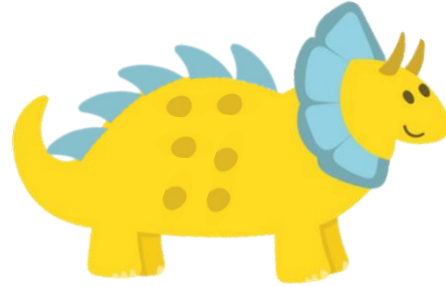
Example



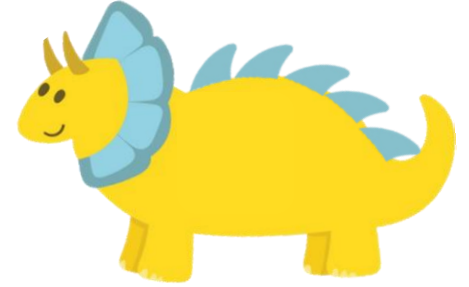
$$5 + 5 = 10$$



Double 5 is 10



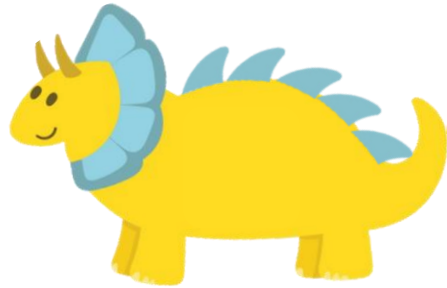
$$6 + =$$



Double 6 is



$$7 + =$$



Double 7 is



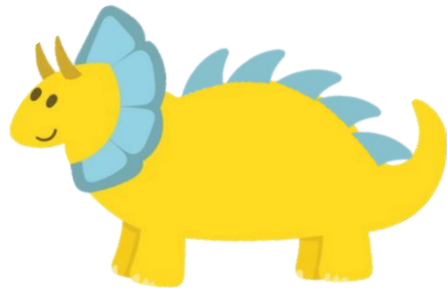
$$8 + =$$



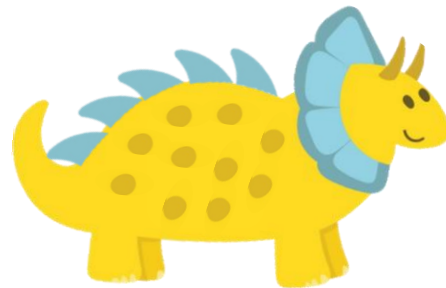
Double 8 is



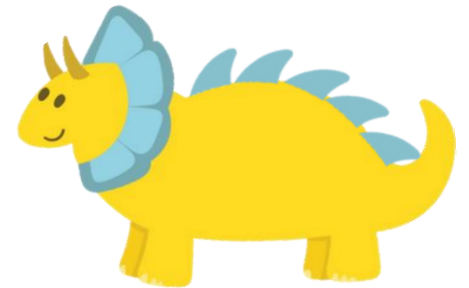
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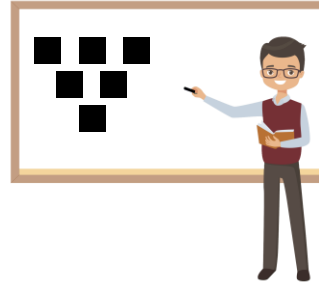
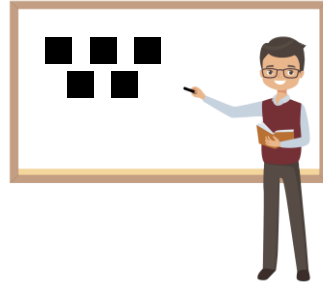
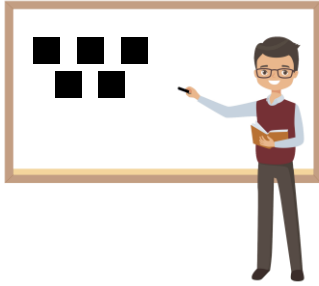
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Doubling (to 20)

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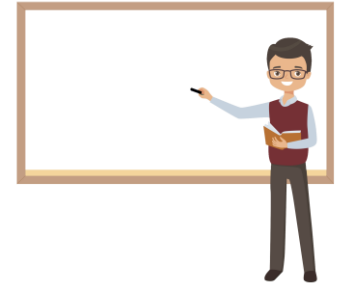
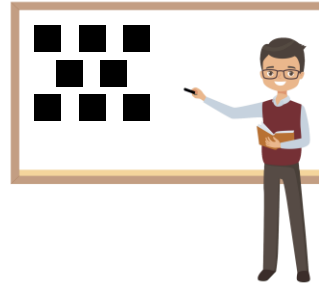
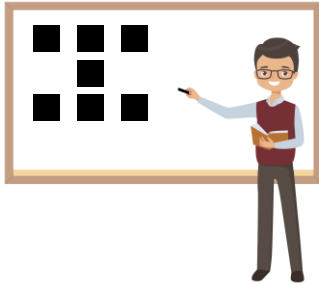


$$5 + 5 = 10$$

Double 5 is 10

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Double 6 is _____

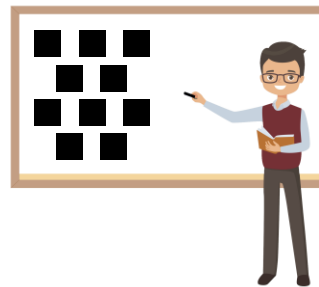
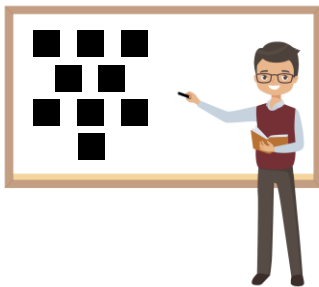


$$7 + \quad =$$

Double 7 is _____

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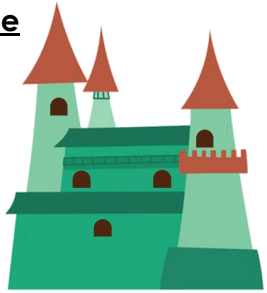
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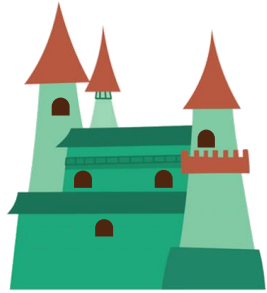
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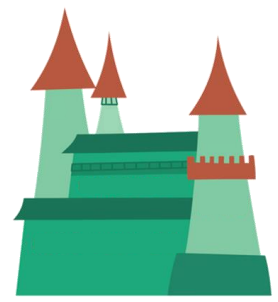
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Double 5 is 10



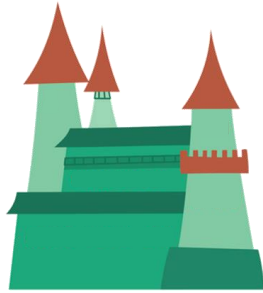
$$6 + \quad =$$



Double 6 is _____



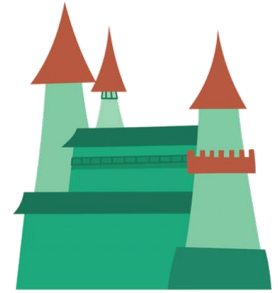
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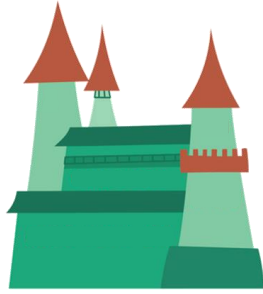
$$8 + \quad =$$



Double 8 is _____



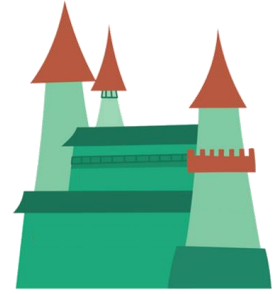
$$9 + \quad =$$



Double 9 is _____



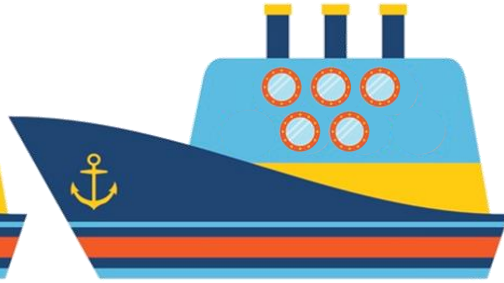
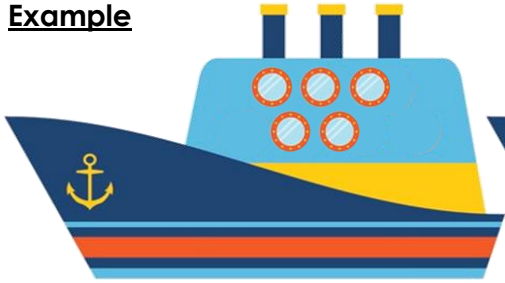
$$10 + \quad =$$



Double 10 is _____

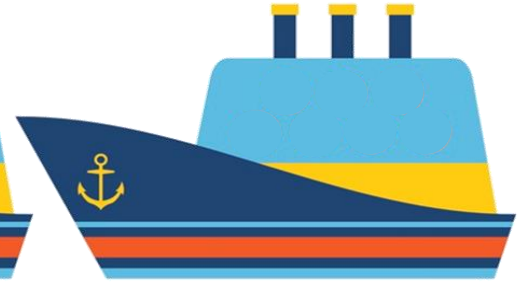
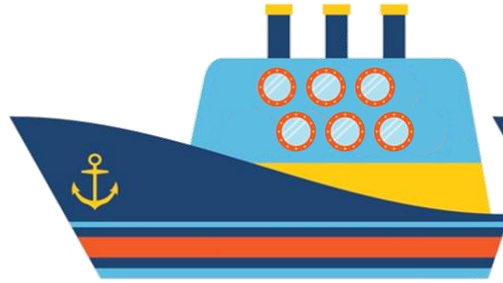
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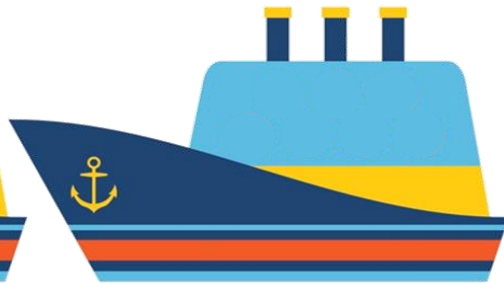
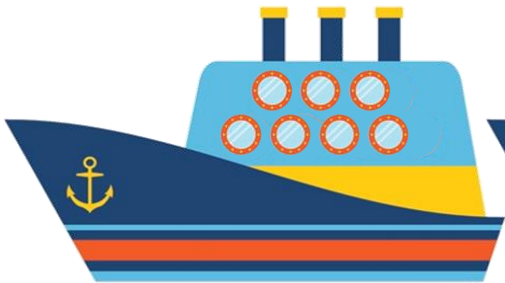
$$5 + 5 = 10$$

Double 5 is 10



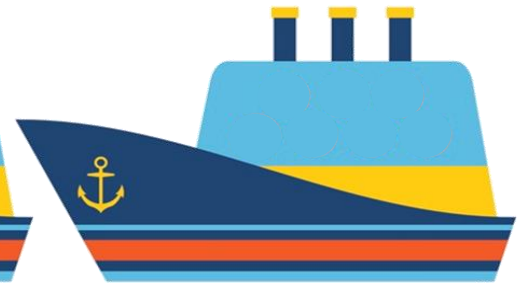
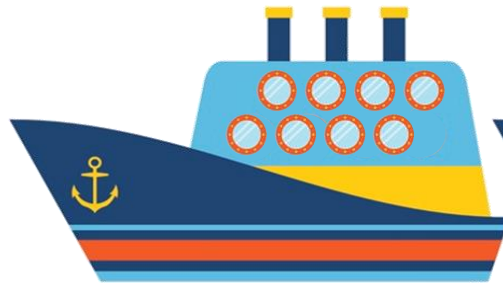
$$6 + \quad =$$

Double 6 is



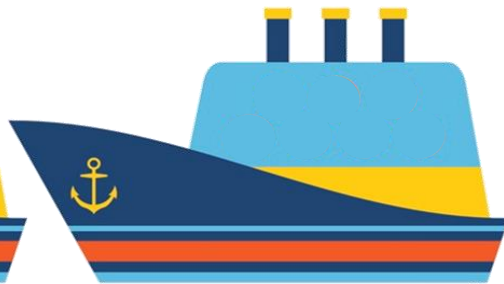
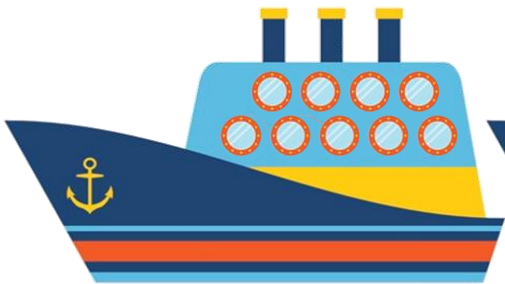
$$7 + \quad =$$

Double 7 is



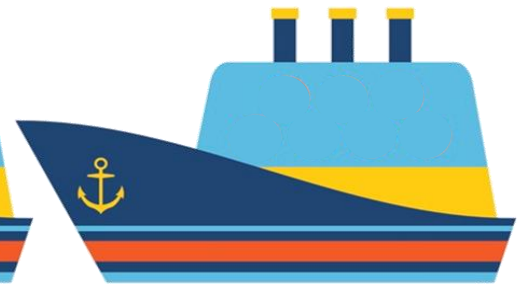
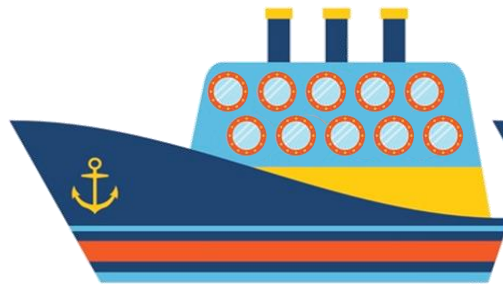
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