Number Champions
1 2 3 4 5
fun + skills = confidence

Resource for Year 1 Core Curriculum

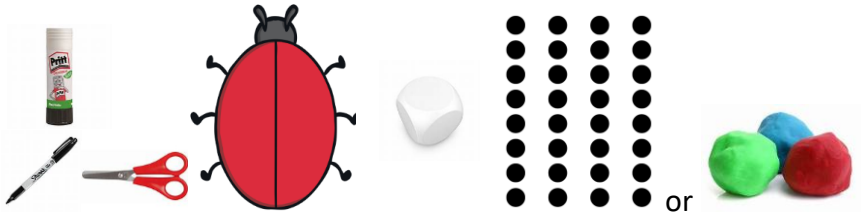
Year 1: Division: Find half of 2, 4, 6, 8, 10 or 12 when presented as 2 rows of counters or dots

Ladybird Loves…Halving

Aim of the Game

Find half of the number on the die. Who will be first to find all the halves?

You will need:



Are they ready?

- Can they accurately count to 12? Can they count out up to 12 objects?
- Talk about halving in real life e.g. sharing sweets between 2 people. How do we know you've got half of the sweets? Role play it - do it wrong - do they spot the mistake?
- Can they spot equal groups/ unequal groups?

Set up

- Prepare the die (use cube net or blank die from resource pack) with sides labelled 2, 4, 6, 8, 10, 12.
- Make / cut out dots or use playdough or counters.
- Draw / print out 2 ladybirds.
- Draw out a table to record scores on whiteboard/paper.

	2	4	6	8	10	12
A						
B						

Play

- Take turns to…
- Roll the die and read the number aloud.
- Count out that number of paper dots or make it with playdough.
- Divide / share the amount of dots between the 2 halves of the ladybird equally to find half.
- 'Half of ____ is ____.'
- Tick the corresponding box on the table to record the go.
- If they roll a number that they have worked out already then this is a chance to assess if they can recall the half or they need to work it out again. They can have another tick in that box.

- Keep going till one player has found all the halves.

Reflect

- Which halves are easier /trickier to remember?
- My favourite mistake was when I … Which was your favourite mistake?

Adapt

- Ladybird can also be used to support doubling, addition and practice subitising (recognising quantities without counting).
- Include odd numbers - can we divide these equally into two equal groups?

Maths talk

In this game, children build on their **understanding of numbers, counting and finding halves.** Using concrete resources alongside abstract will support their understanding and develop fluency.

Things to look out for

- Can they accurately count up to 12 and count out up to 12 objects?
- Can they spot equal groups/ unequal groups?
- Are they sharing one by one in an organised way?
- Can they half 'by eye' - subitising!
- Are they becoming more fluent, or need more practice?
- Make mistakes to check their understanding – can they explain why?

Key questions

- How could you prove that 5 is half of 10?
- How do I know I've found half?

Sentence stems