

EYFS – Mathematics – Number

Sharing by Halving within 20

Early Learning Goal:

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. 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-N8) Compares two groups of objects, saying when they have the same number.

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

Year 1 (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 1 (Non-statutory) Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

Ideas to meet M-N8:

Using this resource: Children to share objects into two groups. Children to count how many objects are in each group and identify that both sets have the same number of objects. Discuss what the word 'same' means.

In other areas of the classroom: Children to share objects from around the classroom into groups e.g. shells in buckets, bean bags in hoops, fish in nets; children to count how many there are in each group and identify the corresponding number.

Ideas to meet M-N24:

Using this resource: Children to share objects into two groups. Children to count how many there are in each group and identify when both sets have the same number of objects. Discuss what the words 'sharing', 'halving' and 'equal' mean.

In other areas of the classroom: Children to share objects from around the classroom into two groups e.g. pencils in pots, beads on strings, dolls in houses; children to share objects between their partner and themselves e.g. cubes, counters, sweets; children to count how many objects each child has using the vocabulary 'sharing', 'halving' and 'equal'.

More [EYFS Mathematics](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

classroomsecrets.co.uk

EYFS – Mathematics – Sharing by Halving within 20 – Teaching Information

EYFS – Mathematics – Number Sharing by Halving within 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 – Sharing by Halving within 20

Suggested questions for this resource:

M-N8	M-N24	Year 1 (1C8)
<p>How many are in each group? <i>Explain to the children that we are sharing the objects equally – meaning that each group will have the same number.</i></p> <p>(CL-U4) How do you know that we have shared the objects equally? <i>(They both have the same)</i></p> <p>(PSED-MF2) When might you need to share?</p> <p>(PSED-MF2) What else might you share?</p>	<p>What does sharing mean?</p> <p>What does halving mean?</p> <p>How can you check you have shared equally?</p> <p>How many objects are there altogether?</p> <p>How many objects are in each group? <i>Encourage children to write the number.</i></p> <p>(CL-U4) Discuss the objects included. How are they relevant to each other?</p>	<p>How do you know that the number of objects are shared equally?</p> <p>What do you notice about the number of objects that you have shared?</p> <p>What would happen if you tried to share seven objects into two groups? Would there be any objects left over?</p> <p>Can you explain how you have shared the objects?</p>
Extension question(s)	Extension question(s)	Extension question(s)
<p>(CL-U4) Discuss the objects included. Why are they relevant to each other?</p> <p>(CL-S3) Can the children relate to the images? Do they have a pet they can talk about? Have they travelled by bus before?</p>	<p>What do you notice about the numbers that you have shared?</p> <p>What would happen if you tried sharing 5 objects into two groups equally?</p>	<p>What would happen if you tried sharing a number of objects into 3 groups?</p>

Sharing by Halving within 20

Sharing by Halving within 20

Child's name: Age:	Date: Practitioner:						
30-50 months (M-N8) Compares two groups of objects, saying when they have the same number.							
40-60 months (M-N24) Finds the total number of items in two groups by counting all of them.							
ELG 11: Children count reliably with numbers from 1 to 20. 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 (M-N8) Compares two groups of objects, saying when they have the same number.							
40-60 months (M-N24) Finds the total number of items in two groups by counting all of them.							
ELG 11: Children count reliably with numbers from 1 to 20. 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:							

Sharing by Halving within 20



Half of _____ is _____.



Half of _____ is _____.

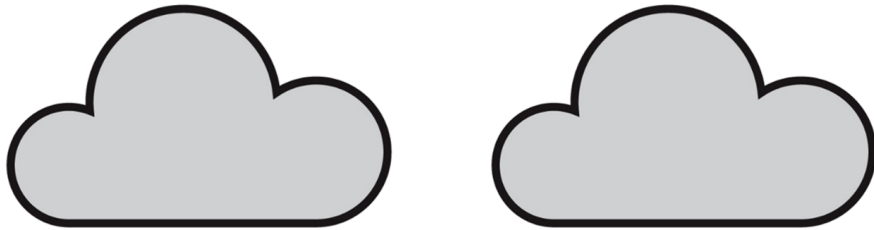
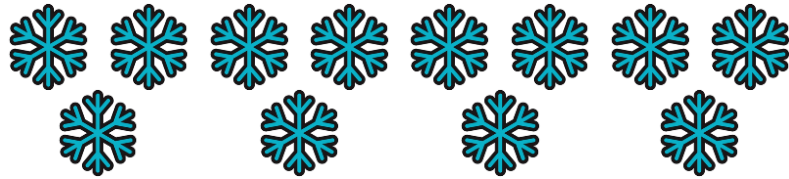


Half of _____ is _____.

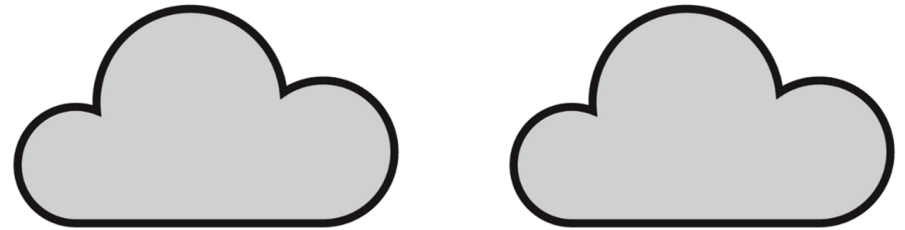
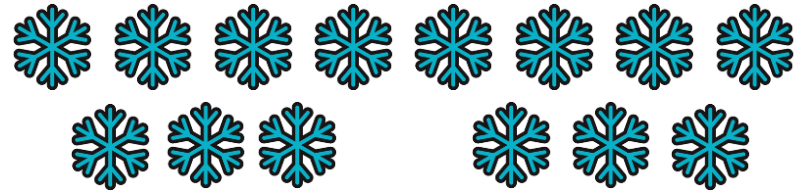


Half of _____ is _____.

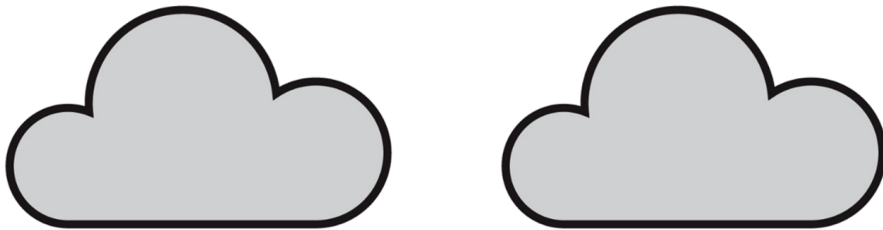
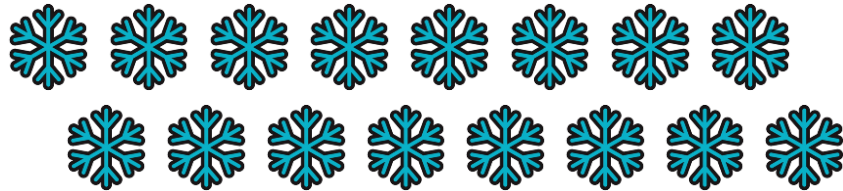
Sharing by Halving within 20



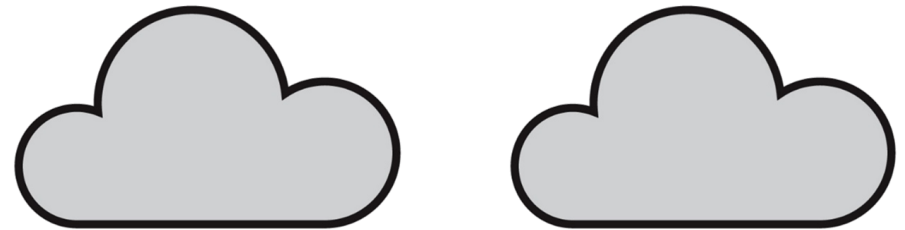
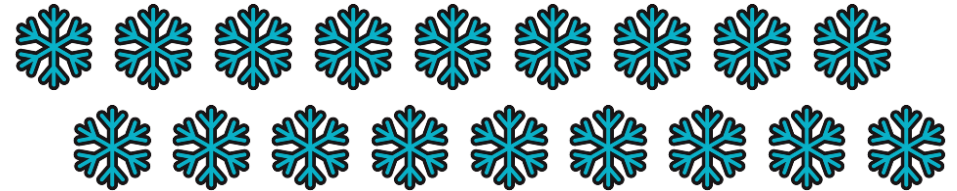
Half of _____ is _____.



Half of _____ is _____.

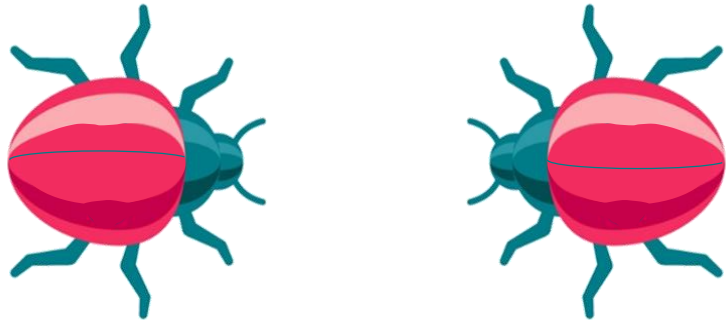


Half of _____ is _____.

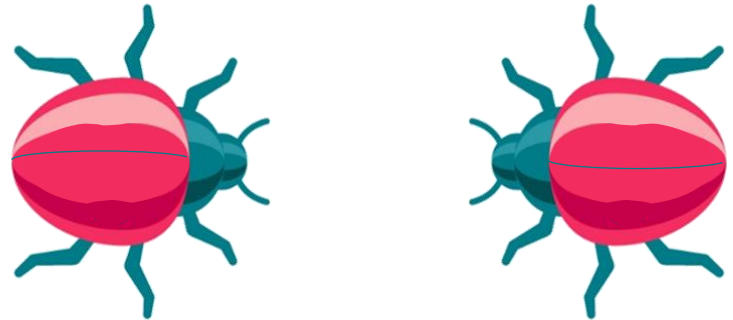


Half of _____ is _____.

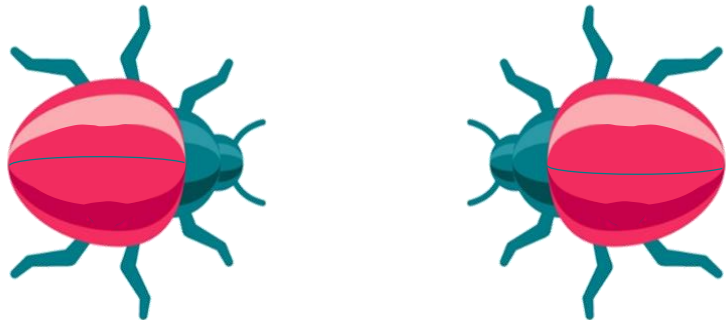
Sharing by Halving within 20



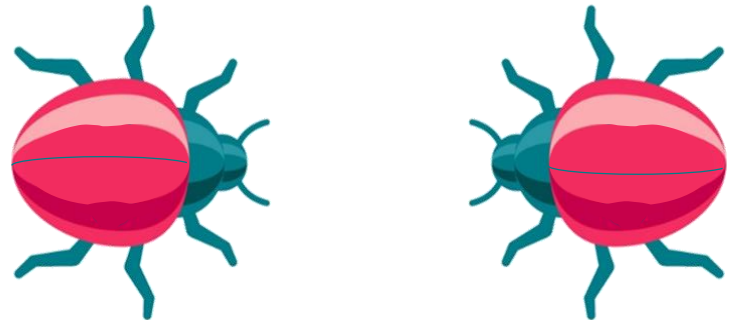
Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.

Sharing by Halving within 20



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.

Sharing by Halving within 20



Half of _____ is _____.



Half of _____ is _____.

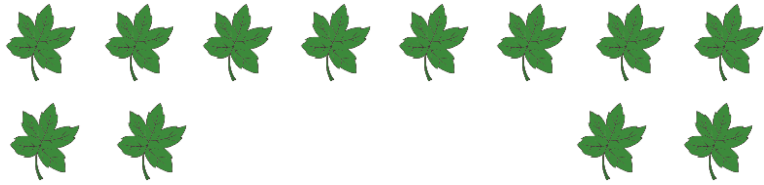


Half of _____ is _____.

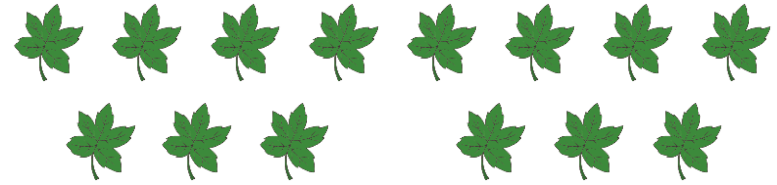


Half of _____ is _____.

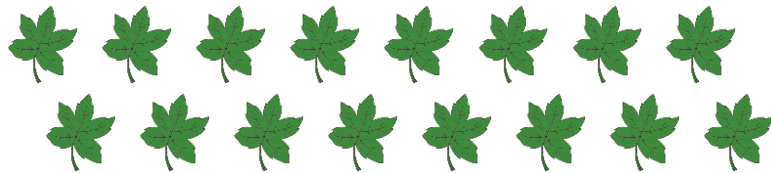
Sharing by Halving within 20



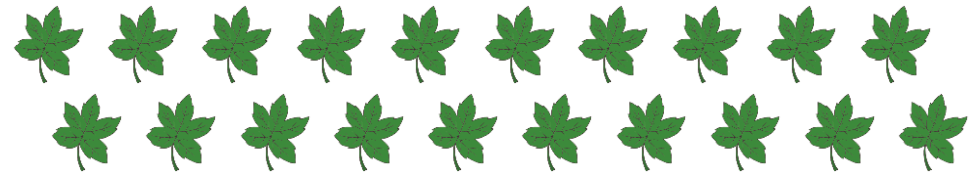
Half of _____ is _____.



Half of _____ is _____.

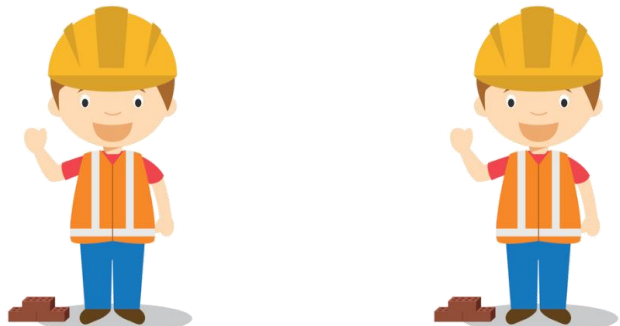
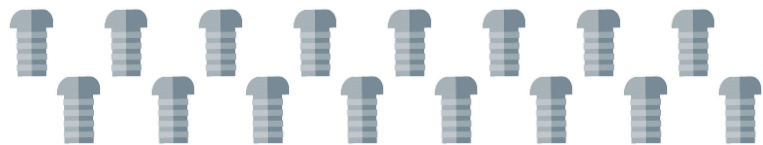


Half of _____ is _____.

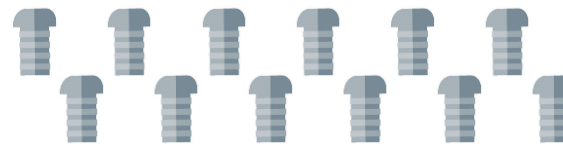


Half of _____ is _____.

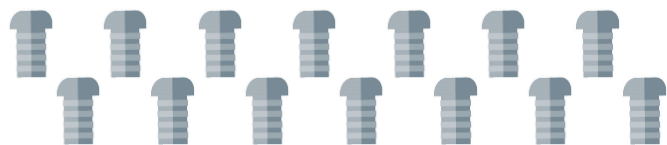
Sharing by Halving within 20



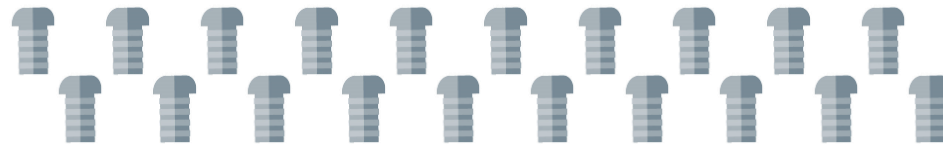
Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.

Sharing by Halving within 20



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.

Sharing by Halving within 20



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.



Half of _____ is _____.