Arithmetic

|			
1. 20 – 9	**2.** Double 2	**3.** ? = 13 + 5	**4.** One more than 1

## Practice: Find a Half (1)

**5.** Draw a line to cut these objects in half.
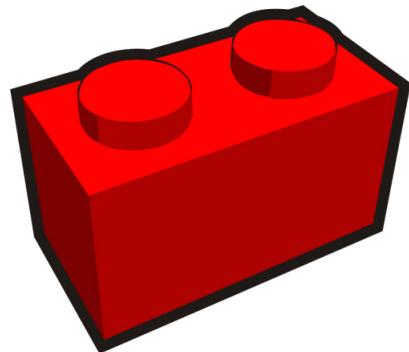
6. Draw a line to cut these shapes in half.
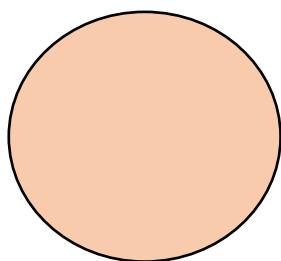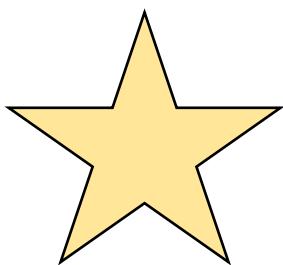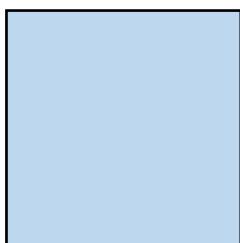
7. Circle the pictures that show one half shaded.
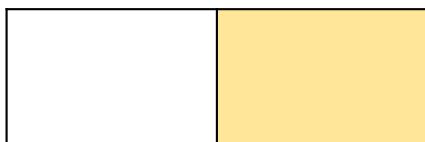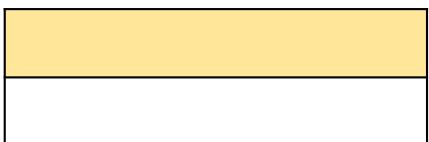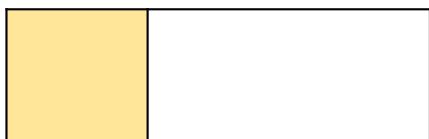
💬 **You might want to talk to an adult**

🧱 **Use resources to help you**

🔍 **Spot the mistake**

8. Match the parts to make a whole.

9. Does this show equal halves?
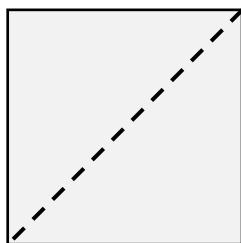
Explain your answer.

10. Rosemarie says she has split the shape into two equal parts as she has drawn a line through the middle.
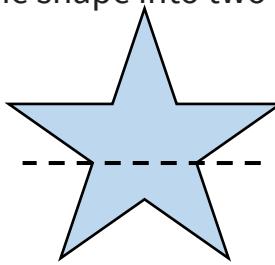
Explain why Rosemarie is right or wrong.

Challenge

11. Show at least three different ways that you could split each shape in half. Use three different colours.
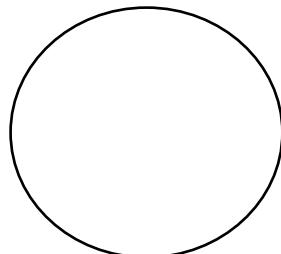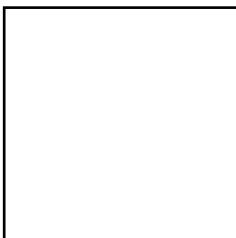
Answers

| Q no.	Question	Answer
1	20 – 9	11
2	Double 2	4
3	? = 13 + 5	18
4	One more than 1	2
5	Draw a line to cut these objects in half.	Each object should be cut into two equal parts.
6	Draw a line to cut these shapes in half.	Each object should be cut into two equal parts.
7	Circle the pictures that show one half shaded.	Rectangles with the equal parts circled.
8	Match the parts to make a whole.	Lines drawn to match halves.
9	Does this show equal halves? Explain your answer.	This shape has been split into equal halves as the line has split the shape into two parts that have an equal area. It is important that pupils understand the meaning of 'equal' and 'equal halves' so they do not get confused in the future, especially when they start learning about fractions including written fractions.
10	Explain why Rosemarie is right or wrong.	Rosemarie is wrong. She has drawn a line horizontally through the middle of the shape instead of vertically through the middle. The two halves she has are unequal.
11	Show at least three different ways that you could split each shape in half. Use three different colours.	Accept answers that accurately show each shape split in half in three different ways. The rectangle and square be split in half horizontally or vertically directly down the middle or joining diagonally opposite vertices. For the circle, accept any line drawn through the centre of the circle.