



Topic: Fractions							
Key Objectives:	Checkpoint learning	Representation Show	Fluency Do	Probing Question Think	Further Extension Explain	Rich and Complex Tasks Solve	TA Support
To make equal parts and recognise fractions to make a whole.		1.					
To be able to recognise, find, name and write halves of objects, shapes and quantities.							
To be able to recognise, find, name and write quarters of objects, shapes and quantities.		<p>Recognise that <math>\frac{1}{4}</math> = 4 equal groups.</p> <p>To find <math>\frac{1}{4}</math> of quantities we can <math>\frac{1}{2}</math> and <math>\frac{1}{2}</math> again as <math>\frac{1}{4}</math> is <math>\frac{1}{2}</math> of a <math>\frac{1}{2}</math>.</p> <p>What things can we share into four equal groups?</p> <p>Bar model into three groups to show <math>\frac{1}{4}</math> (unit</p>	<p>Circle <math>\frac{1}{4}</math> of the amount.</p> <p>Circle the shapes that show <math>\frac{1}{4}</math>.</p> <p>Find <math>\frac{1}{4}</math> of these amounts [coins].</p> <p>Match the whole amount to the quarter.</p> <p>Find <math>\frac{1}{2}</math> and find <math>\frac{1}{4}</math> of the amounts.</p>	<p>True or false. <math>\frac{1}{4}</math> of 80 is 20.</p> <p>Prove it <math>\frac{1}{4}</math> of 12 is <math>\frac{1}{2}</math> of 6.</p> <p>True or false? I want to share 8 cat toys with my 4 kittens. Each kitten will get 3 toys.</p> <p>Show me <math>\frac{1}{4}</math> of 100.</p>	<p>Who has more? I have <math>\frac{1}{4}</math> of 8. I have <math>\frac{1}{2}</math> of 6. Explain why.</p> <p>Which of these [images] is not split into quarters?</p> <p>Who has more? Eva has <math>\frac{1}{2}</math> of a £30.</p> <p>Sara has <math>\frac{3}{4}</math> of £20. Explain how you know.</p>	<p>Amy is thinking of a number. A quarter of the number is less than 50 and a multiple of 2. What could her number be?</p> <p>If this is <math>\frac{1}{4}</math> [image] what could the whole be?</p> <p>If I am finding <math>\frac{3}{4}</math> of a number and</p>	<p><b>CHECKPOINT 2 – DO</b></p> <p>Can I recognise <math>\frac{1}{4}</math>?</p> <p>Can I find <math>\frac{1}{4}</math>?</p> <p>Can I share into 4 equal groups?</p> <p>Can I find <math>\frac{3}{4}</math>?</p>

		<p>fraction) and add together three groups for <math>\frac{3}{4}</math>.</p>	<p><math>\frac{1}{4}</math> of the number is 7. What is the whole?</p> <p>Which of these show <math>\frac{3}{4}</math>?</p> <p>Colour <math>\frac{3}{4}</math>.</p> <p>Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of the amount.</p> <p>What is <math>\frac{3}{4}</math> of the amount? [coins]</p> <p>Use a bar model to show <math>\frac{3}{4}</math> of 20.</p> <p>Use a bar model to show <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of 16.</p> <p><b>DO CHALLENGE</b> Divide the rectangle into quarters.</p> <p>A shop sells <math>\frac{1}{4}</math> of these crisps. How many bags did they sell?</p> <p>Show <math>\frac{3}{4}</math> on a number line.</p>	<p>Show me <math>\frac{3}{4}</math> of 80 using a bar model.</p> <p>True or false? This [3D shape] shows <math>\frac{3}{4}</math>.</p>	<p>Max says that finding <math>\frac{3}{4}</math> is the same as sharing into 4 groups and adding three of them together. Is he right?</p>	<p>the answer is even. What number could I have started with?</p>	
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			Colour $\frac{3}{4}$ .				
To recognise the equivalence between $\frac{1}{2}$ and $\frac{2}{4}$ .	<b>CHECKPOINT 1</b> – recognise $\frac{1}{2}$ as half	Recognise that $\frac{1}{2}$ is two equal groups and that $\frac{2}{4}$ is two of four equal groups.  Work through some examples to see that these are the same.  Find $\frac{1}{2}$ of shapes and quantities and review with $\frac{2}{4}$ .	Circle the shapes that show $\frac{1}{2}$ .  Use a bar model to show $\frac{1}{2}$ and $\frac{2}{4}$ .  How many quarters = $\frac{1}{2}$ ?  Find $\frac{2}{4}$ of 8.  Find $\frac{2}{4}$ of 24.  <b>DO CHALLENGE</b> Look at these fractions. Circle the two that are equal.  Ben eats this much pizza. Tick the fraction that shows how much he ate.	True or false? This shows $\frac{2}{4}$ .  Show me. $\frac{2}{4}$ of 20 is the same as $\frac{1}{2}$ of 20.	Who has more? Eva has $\frac{1}{2}$ of a £30. Sara has $\frac{2}{4}$ of £50. Explain how you know.  Dexter says you cannot find $\frac{2}{4}$ of this shape as it cannot be divided into four equal parts. Explain why he is wrong.	When finding a fraction of a number, do $\frac{1}{2}$ and $\frac{2}{4}$ . always give the same answer?	<b>CHECKPOINT 2</b> – <b>DO</b> Can I recognise $\frac{1}{2}$ ?  Can I recognise $\frac{2}{4}$ ?  Do I know that $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions?
To be able to recognise, find, name and write thirds of objects, shapes and quantities.							
To be able to count in halves and quarters							

using mixed numbers up to 10.							
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To be able to solve problems using fractions including calculation and measures.							
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<p><b>Vocabulary</b></p> <p>Fraction</p> <p>Half/ halves</p> <p>Quarter/ quarters</p> <p>Third / thirds Equivalence</p> <p>Unit fraction</p> <p>Non-unit fraction</p> <p>Mixed number</p> <p>Whole</p> <p>Greater than</p> <p>Less than</p>	<p><b>Assessment: CHECKPOINT 3</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>						
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$\frac{1}{2}$	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{3}$	$\frac{2}{3}$
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