

### Can you.....?

Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

*Guidance: Children should start by understanding the concept of a whole as being one object or one quantity, before moving on to understanding that halving is splitting a whole into two equal parts. They are introduced to the notation  $\frac{1}{2}$  for the first time for 'half'.*

*Once secure, children extend their knowledge of the whole and halves to recognise quarters (and then thirds) of shapes, objects and quantities. They continue to work concretely and **pictorially**, understanding that if they are splitting the whole into 4 equal parts that each part is one quarter and if they are splitting the whole into 3 equal parts that each part is one third.*

*Finally, children are introduced to the non-unit fractions  $\frac{2}{4}$  and  $\frac{3}{4}$  and also explore the equivalence of two quarters and one half of the same whole.*

Complete:

$$\frac{1}{2} \text{ of } 12 = \square \quad \frac{1}{4} \text{ of } 12 = \square$$

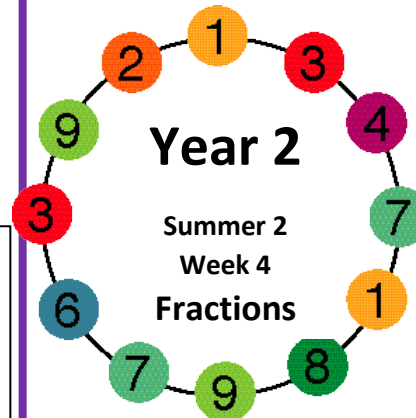
$$\frac{1}{2} \text{ of } 20 = \square \quad \frac{1}{4} \text{ of } 20 = \square$$

$$\frac{1}{2} \text{ of } 8 = \square \quad \frac{1}{4} \text{ of } 8 = \square$$

Complete:

$$\frac{1}{3} \text{ of } 9 = \square \quad \frac{1}{3} \text{ of } 15 = \square$$

$$\frac{1}{3} \text{ of } 12 = \square \quad \frac{1}{3} \text{ of } 18 = \square$$



### Practical challenges!

A quarter of the flowers in my garden are orange. Could you draw me a picture of what this might look like?

Bake (or draw!) a cake or a pizza. How many different ways could you share your cake/pizza out? What fractions could you use?

Collect a group of 12 objects (toys, pasta shells, anything!) Can you split them equally in half? What about quarters? Thirds? Try again with 11 objects. What happens this time? Why do you think that is?

### Problem solving and reasoning True or False?

Who has more? Explain why.



I have  $\frac{1}{4}$  of £8

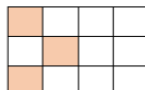
Rosie



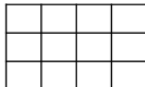
I have  $\frac{1}{2}$  of £6

Whitney

This shows  $\frac{1}{4}$



Can you shade the same shape so that it shows  $\frac{1}{3}$ ?



Dora says,



I have one third of a pizza because I have one slice and there are three slices left.

Do you agree? Explain your reasoning.



### Useful websites and games

<http://www.snappymaths.com/counting/fractions/interactive/halfornotimm/halfornotimm.htm>

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-fractions-with-joe-tracini/zmjy2sg>