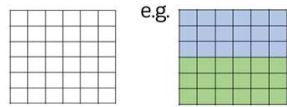


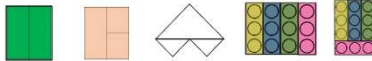


1. Making equal parts

Fluency:
Use different colours to show how this shape can be split into equal parts. How many ways can you find?



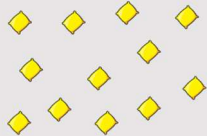
Which of these show equal parts? Which show unequal parts? Can you make your own representations of equal and unequal parts?



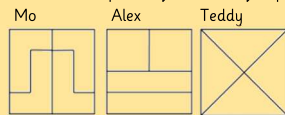
Can you split the teddies into equal groups? How many ways can you find? (Use a systematic approach)
Can you split into unequal groups?



Problem solving:
How many different ways can you put these beanbags into equal groups?



Reasoning:
Three children split a square into equal parts.



Who has split the square equally? Explain why.



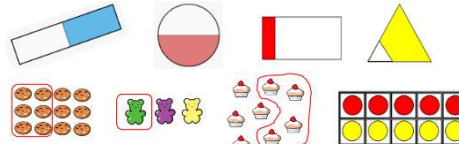
2. Recognising a half

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

Fluency:
How many parts is the jelly baby split into? How much is each part worth?



Which pictures show $\frac{1}{2}$?



Problem solving:
Which is the odd one out? Why?



Reasoning:

Rosie says the shaded part of the shape doesn't show half because there are 4 parts, not 2 equal parts. Do you agree? Why?



3. Finding a half

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

Fluency:

Share 20 beanbags equally between two containers. Complete the stem sentence



The whole is ____ Half of ____ is ____

Circle half of the cakes:



Circle half of the triangles:



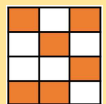
Use counters to help fill in the blanks:

$$\frac{1}{2} \text{ of } 4 = \square \quad \frac{1}{2} \text{ of } 40 = \square$$

$$\frac{1}{2} \text{ of } 6 = \square \quad \frac{1}{2} \text{ of } 60 = \square$$

$$\frac{1}{2} \text{ of } 8 = \square \quad \frac{1}{2} \text{ of } 80 = \square$$

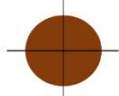
Reasoning:
Dora thinks she has shaded half of the shape. Is she right? Why?



4. Recognise a quarter

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

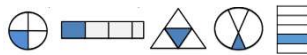
Fluency:
Four friends share a cake. How many parts is the cake split into? How much is each part worth?



Shade $\frac{1}{4}$ of each shape:



Tick the shapes with $\frac{1}{4}$ shaded. Which do not have a quarter shaded?



Problem solving:
Alex folds 2 identical pieces of paper.



I think $\frac{1}{4}$ of the strip will be bigger than $\frac{1}{2}$ of the strip because 4 is bigger than 2

Use paper strips to show Alex is correct.

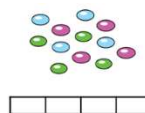
Reasoning:
True or false?
A quarter of the plant is shaded. Explain your answer.



5. Find a quarter

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

Fluency:
Share the Smarties equally between 4 people. How many equal parts are there? What is the name of each part? How many are in each part?



Circle $\frac{1}{4}$ of the cars



One quarter of ____ is ____

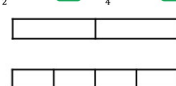
____ is $\frac{1}{4}$ of ____

Use counters and the frames to complete:

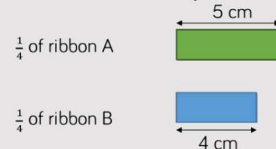
$$\frac{1}{2} \text{ of } 12 = \square \quad \frac{1}{4} \text{ of } 12 = \square$$

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

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

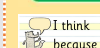
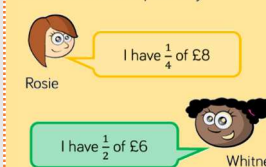


Problem solving:
Mo has 2 ribbons. He cuts $\frac{1}{4}$ from each one.



How long were Mo's ribbons? Which ribbon was the longest? How much longer?

Reasoning:
Who has more? Explain why.



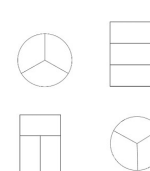
6. Recognise a third

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

Fluency:
Three friends share a pizza. How many parts is the pizza split into? How much is each part worth?

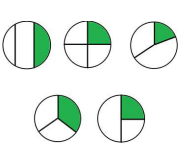


Shade $\frac{1}{3}$ of each shape



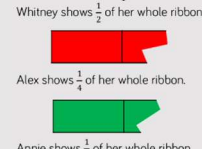
What's the same?
What's different?

Which shapes show $\frac{1}{3}$?



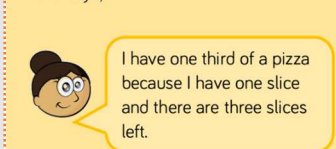
Explain why the other circles don't.

Problem solving:
Alex, Annie and Whitney all have a ribbon.



Whose piece is the longest? Whose is the shortest? Explain why.

Reasoning:
Dora says,



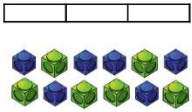
Do you agree? Explain your reasoning.

7. Find a Third

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

Fluency:

Use the cubes to make three equal groups:



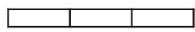
There are ____ cubes altogether.

One third of ____ is ____

Rosie is sorting her teddy bears. She gives $\frac{1}{3}$ of them away. How many does she have left?



Use counters and the frames to complete:



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

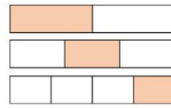
$$\frac{1}{3} \text{ of } 12 = \square \quad \frac{1}{3} \text{ of } 18 = \square$$

8. Unit Fractions

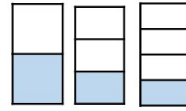
write simple fractions, for example $\frac{1}{2}$ of $6 = 3$

Fluency:

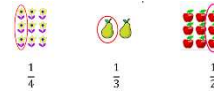
What is the same and what is different about each bar model?



What fraction is shaded in each diagram?



Match the unit fraction to the correct picture

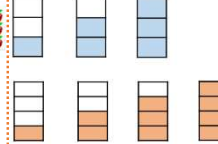


9. Non-unit Fractions

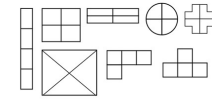
recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Fluency:

What fraction is shaded in each diagram?



Shade $\frac{3}{4}$ of each shape:

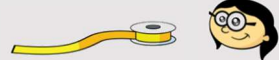


Shade in the whole of each circle. What fraction have you shaded in each case?



Problem solving:

Annie has a piece of ribbon.



She cuts it into 3 equal parts. One third of the ribbon is 6cm long. How long would half of the ribbon be?

Reasoning:

Ron is thinking of a number.



One third of his number is greater than 8 but smaller than 12. What could his number be?

Problem solving:

I am thinking of a number.

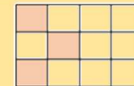


One third of my number is 12. Which will be greater – one half of my number or one quarter of my number? Use cubes or a bar model to prove your answer.

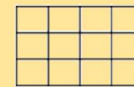
Reasoning:

True or false?

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



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



Problem solving:

Sort the fractions into the table:

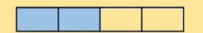
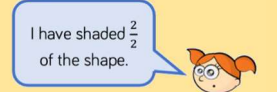
	Fractions equal to one whole	Fractions less than one whole
Unit fractions		
Non-unit fractions		

Are there any empty boxes? What could you write here?

$\frac{3}{4}$	$\frac{2}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{1}{2}$
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Reasoning:

Ales says:



What mistake might she have made?

10. Equivalence

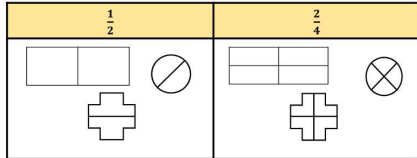
recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

Fluency:

Compare 2 strips of paper, one folded into 2 equal parts, one into 4 equal parts



Shade $\frac{1}{2}$ and $\frac{2}{4}$ of the shapes:



Using counters, find $\frac{1}{2}$ and $\frac{3}{4}$ of... 8 / 4 / 12 / 20
What do you notice?

11. Finding Three Quarters

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

Fluency:

Amir shares 12 beanbags into 4 equal groups:

One quarter of 12 is...
Two quarters of 12 is...
Three quarters of 12 is...
Four quarters of 12 is...



Use counters to help fill in the blanks:

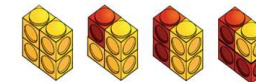
$\frac{1}{4}$ of 24 = $\square$	$\frac{1}{4}$ of 4 = $\square$	$\frac{1}{4}$ of $\square$ = 5
$\frac{2}{4}$ of 24 = $\square$	$\frac{3}{4}$ of 4 = $\square$	$\frac{3}{4}$ of $\square$ = 15
$\frac{3}{4}$ of 24 = $\square$	$\frac{1}{4}$ of 8 = $\square$	$\frac{1}{4}$ of $\square$ = 2
$\frac{4}{4}$ of 24 = $\square$	$\frac{3}{4}$ of 8 = $\square$	$\square$ of 8 = 6

12. Counting in Fractions

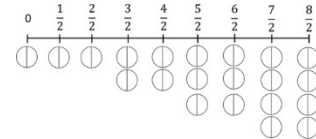
(non-statutory) count in fractions up to 10, starting from any number

Fluency:

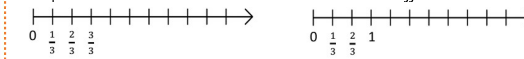
What would the next image in the sequence look like?
Can you count the fractions shown?



Shade the correct number of parts for each fraction:



Complete the number line. What's the same? What's different?



Problem solving:

Tommy has a jar of 12 cookies. He gives half to Alex and $\frac{2}{4}$ to Mo. Who gets the most cookies?



Reasoning:

I have shaded a third of my shape.

Do you agree? Why?

I think because



Problem solving:

Eva eats $\frac{3}{4}$ of her sweets. She eats these sweets:



How many does she have left?

Reasoning:

Amir is using beanbags and hoops to find three quarters of 20

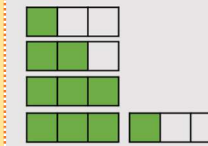
Can you spot his mistake?



$$\frac{3}{4} \text{ of } 20 = 14$$

Problem solving:

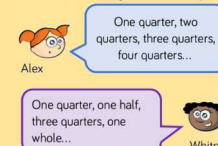
What would come next in the pattern?



Draw the next picture. Write the fraction. What would be the 8th fraction?

Reasoning:

Alex and Whitney count in quarters:



Who is correct? Why?

I think because

Key Vocabulary:

fraction

unit fraction

non-unit fraction

half

quarter

third

whole

equivalent