East Renfrewshire Council: Education Department
Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

Practitioner Code	F50
Curriculum Area(s)	Maths and Numeracy
Level	First Level
Stage(s)	P4

Experiences and Outcomes:
MNU 1-07a – Having explored fractions by taking part in practical activities, I can show my understanding of:
- Where simple fractions lie on a number line

MNU 1-07c – Through taking part in practical activities including the use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent

Learning Intentions:
To demonstrate an understanding of equivalent fractions
To show where simple fractions lie on a number line

Success Criteria:
Please list SC and give brief detail on how learners were involved in their creation.
(Negotiated with children through discussion prior to the lesson)
I can use my fraction wall and fraction bars to show equivalent (equal) fractions.
I can draw number lines and show where ½ and ¼ fractions are placed on them
I can demonstrate my understanding by sharing my learning

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

During Maths Week, the children were involved in a series of whole class and whole school challenges relating to fractions. This lesson was designed to build on prior knowledge gained through the Maths Week Challenges by consolidating existing skills and applying those skills in a different context. **BREADTH**
Previous lessons involved the use of Fraction Plates as a show me tool. The children were all able to show me ½, ¼, ¾ and wholes as part of a circle using the show me plates. We then developed this further by cutting fruit into equal parts and matching the parts to their corresponding fractions. The concept of sharing between friends was introduced and the children found the link between division, sharing and fractions.
Working in mixed ability groups the class created fraction walls by splitting strips of paper into equal parts from whole down to 1/6 and rebuilding them into walls.
We discussed Numerators and Denominators and Child A was confused regarding the denominator getting "bigger" but the fraction getting "smaller". This was addressed through several activities involving taking a whole items (pizza's, fruit, packets of sweets, bars of chocolate) and splitting them equally between 2 or 4 people to demonstrate that the more people it was split between, the smaller the part received and the higher the number of the denominator. While the higher attainment groups in the class were dealing with larger denominators, this group were focusing and halves and quarters. **BREADTH**
This lesson was primarily focusing on the ability of the children to recognise simple fractions on a number line. Working as part of a small group, Child A used Fraction Rods to demonstrate splitting a whole into equal parts, recognising that a quarter is smaller than a half, he then took out the

eighths and showed me that two parts of the eighth rod is the same as a quarter, with support, he then realised that 4/8 is the same as 2/4 and ½.

Using the class fractions walls and fraction bars for scaffolding, Child A completed a worksheet identifying equivalent fractions and larger/smaller fractions. This worksheet was differentiated up for this child and included eighths in addition to the ½ and ¼ stipulated in the maths planner.

CHALLENGE

We then developed this knowledge by looking a position of simple fractions on a number line. Using the metre stick, the children showed me where half would sit on the stick and where the quarters would sit. We went outside as a class and the children were challenge to create number lines to demonstrate as many fractions as they could accurately show.

Child A was challenged to create number lines demonstrating where he would find ½ and ¼,2/4,3/4 on his number lines. He was able to demonstrate accurate number lines to 1/8.

CHALLENGE & APPLICATION

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Children to use their own Fraction Walls and Fraction Bars. **Do**
Children to use existing Fraction plates as a "Show Me" tool – adding quarters to make halves and wholes **Do**
Worksheets completed to show equivalent fractions, fractions as parts of a rectangle and then developing this to show fractions on a number line. **Write**
Working outside to create number lines and annotate them showing ½'s and ¼'s on number lines. **Make**
Selected children to explain their learning to the whole class at the end of the lesson **Say**

Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.

Verbal feedback was given throughout all of the "show me tasks"
Worksheets were marked and annotated. Verbal feedback was given and any areas of concern were noted in the maths planner as areas to be revisited. As child A had met and over reached the Success Criteria, this was also noted in the maths planner to inform next steps.
Using the number lines drawn outside, the children were questioned regarding equivalent fractions which is why the lines had to be parallel on the ground.
Child A overtook the Success Criteria by identifying 1/8's as the next step in finding the halfway point in his ¼'s.
Next steps – having determined where 1/3 sits on a Fraction Wall, child A is now keen to demonstrate thirds on a number line.

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?
"I learned that 4 quarters are the same and 1 whole, that 2 quarters are the same as 1 half and that there are 3 thirds in a whole"
"I drew lines in the playground and marked where the eighths would go, it was tricky, you have to put the fraction where the line comes down and not in the middle"
"I can write fractions right up to 8 eighths now"
"I told the class what I was learning"

Did the learner successfully attain the outcomes?   **YES**

Learning Intention

To demonstrate an understanding of equivalent fractions

To show where simple fractions lie on a number line

Benchmarks –

Demonstrates an understanding that the greater the number of equal parts, the smaller the size of each share

Compares the size of fractions and places simple fractions in order on a number line

Success Criteria

(Negotiated with children)

I can use my fraction wall and fraction bars to show equivalent fractions (SC1)

I can draw number lines and show where ½ and ¼ fractions are placed on them (SC2)

I can demonstrate my understanding by sharing my learning (SC3)

Experiences & Outcomes

MNU 1-07a – Having explored fractions by taking part in practical activities, I can show my understanding of:

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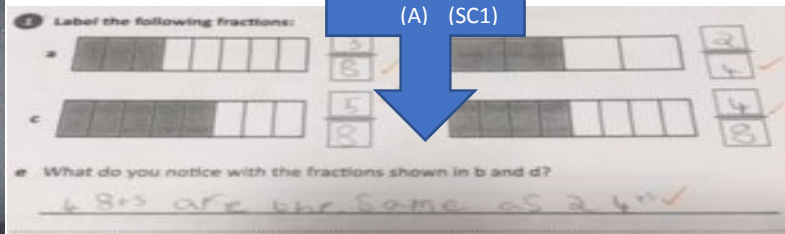
First Level – Evidence of Learning

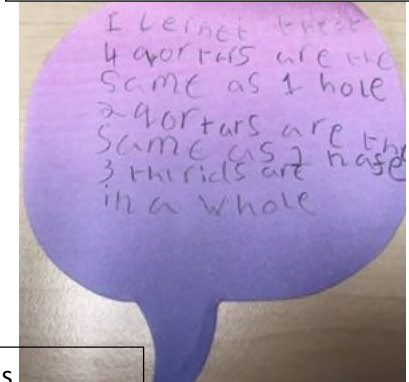Child A was able to identify the equivalent fractions

(A) (SC1)

Pupil Voice – "I liked showing that fractions don't have be parts of a circle like a pizza"

"I learned that 4 quarters are the same as 1 whole.

2 quarters are the same as a half and there are 3 thirds in a whole"

to

"I showed the rest of my group my number line – no one else had added in eighths" (SC3)

Child A was able to complete the number line to 1/8 (SC2)

Context for learning - The children worked in pairs to build fraction walls using various resources and then used the information on the fraction walls to determine what fractions were equivalent. They then expanded on this by completing worksheet (A) to determine that fractions do not have to be parts of circles. Having identified the fractions represented by the shaded areas on the worksheet, we worked on the IWB to identify the similarities and differences between the identified fractions, found the equivalent fractions and labelled the sheet as if it was a number line. Child A took the information from the IWB and completed worksheet (A). When we went outside to draw fractions on number lines, Child A completed his task of drawing ½ and ¼ and then over reached his SC by then showing me where eighths [lie on the number lines].

Showing fractions on a number line to eighths

Worksheet (B)