Fractions Home Information Sheet
First Level (b)

Having explored fractions by taking part impractical activities, I can show my understanding of:
- ➢ *how a single item can be shared equally*
- ➢ *the notation and vocabulary associated with fractions*
- ➢ *where simple fractions lie on the number line.*   *MNU 1-07a*

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

Over the next few weeks we are going to be learning to use ½, 1/3, ¼, 1/5 and 1/10:

- Experience splitting items into a number of equal parts and associate this action with the language of fractions.
- Link the action and language of 'splitting' with correct notation.
- Understand what simple notation means, e.g a quarter is 1 part out of 4 equal parts and is written as ¼.
- Develop an awareness of the relationship between simple fractions and whole numbers.
- Use the language of fractions in describing and comparing things, e.g. I have eaten about one quarter of my bar of chocolate but you have eaten half of yours.
- Use materials and diagrams to represent fractions where the whole is an object, e.g. Fold a strip of paper in 5 equal parts and shade 2.
- Understand that fractions are relative to particular wholes.
- Locate and place common fractions on a graduated number line.
- Use my knowledge to of 'whole' to estimate the position of fractions on an empty number line.
- Find equivalent fractions, e.g. ½ is equal to 5/10.
- Demonstrate how different fractions can be equivalent by identifying patterns.
- Use simple equivalences to compare and order fractions.

Here are some ideas of how you can help me at home!

Bob & Betty Ask your child to collect some small objects for sorting, e.g. coins, grapes, sweets. They choose a multiple of 4, such as 8, 12, 16, 20 or 24 and count out that many object. Explain that they must share them between Bob and Betty. Bob gets one quarter of them and Betty gets three quarters of them each time. You can then change to multiples of 3, 5 and 10.

Tenths - Ask your child to draw five 5 x 2 grids. On each grid they colour five squares to show 5/10, but they do it differently on each grid. Can they say another fraction that

is equal to 5/10?

Coin collection (1/10) - Ask your child to find one 10p coin. Ask them to draw around it ten times, colour some and them write what fraction of £1 the coloured set is, e.g. 40p is 4/10 or £1 or 90p is 9/10 of £1.

Coin collection (1/5) - Ask your child to fine one 20p coin. Ask them to draw around it five times, colour some and them write what fraction of £1 the coloured set is, e.g. 40p is 2/5 or £1 or 80p is 4/5 of £1.

Sorting objects – ask your child to sort 20 small identical objects, such as 1p coins, grapes, sweets into two equal groups, then into four equal groups, then five equal groups and then 10 equal groups. They record the number in the groups, e.g. ½ of 20=10, ¼ of 20 = 5 etc ask them to note when a group or groups have the same number.

Here are some websites that you may find useful to use with me!

Fractions -
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/fractions/index.htm

Dolphin racing - http://www.bbc.co.uk/skillswise/game/ma17frac-game-dolphin-racing-fractions

Fractions of something - http://www.bbc.co.uk/skillswise/game/ma17frac-game-fractions-of-something