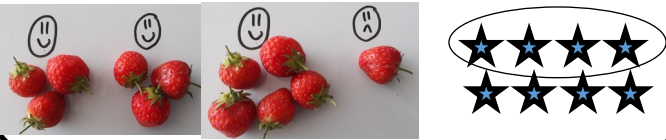


# FRACTIONS

Literacy, Numeracy, Health & Wellbeing

**EARLY LEVEL** "I can share out a group of items by making smaller groups and can split a whole object into smaller parts; I understand what a half means"

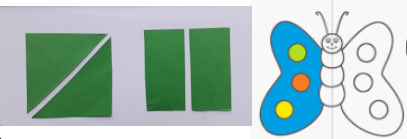
Explore **equal** and **unequal** sharing of a set and understand what it means to have a 'fair share'.



Split a whole into smaller parts to show that **equal** parts are the same size. Provide opportunities to **half** whole items.



Cutting, folding & colouring activities to explore how shapes can be halved in different ways; creating different shapes, but the size stays the same.



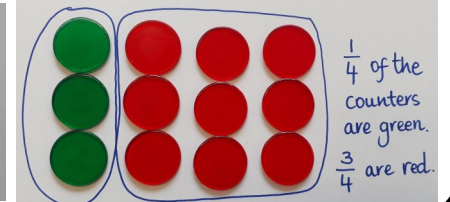
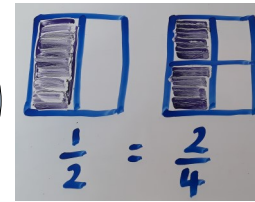
Can you cut your playdough pizza/cookie/sausage in half?

**FIRST LEVEL** "I can show my understanding of how a single item can be shared equally; the notation and vocabulary associated with fractions and where simple fractions lie on the number line"

Explore sharing an item or collection **fairly**– use materials or draw pictures to show that a single item can be shared into **equal** parts and each part is a **fraction**.

- Make & identify **halves**
- Make & identify **quarters**
- Make & identify **tenths**
- Make & identify **fifths**

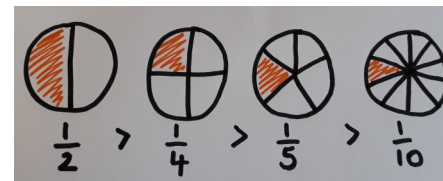
A quarter is half of a half.



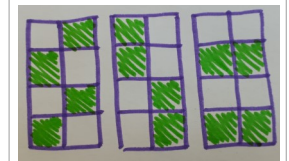
Cutting, folding, drawing and sorting activities will reinforce that **the greater the number of equal parts, the smaller the size of the share**. It's important that we use multiple representations, fractions are not just about pizzas!

\*How many equal parts have you split the **whole** into if you have split it into quarters?

\*How many quarters make a whole?

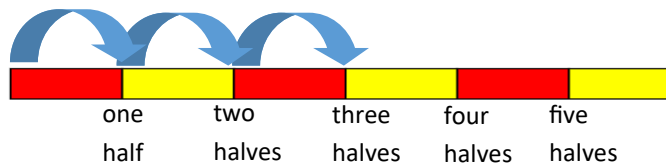


There are different ways to split shapes into equal parts.

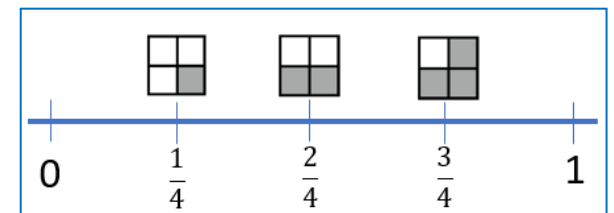


one half

Counting on **and** back in fractions is an important skill. Use a counting stick to keep track and record counts on a number line.



"What is another way of saying five halves?" "two and a half"



**SECOND LEVEL** "I have investigated the everyday contexts in which simple fractions are used and can carry out the necessary calculations to solve related problems"

"I can create equivalent fractions and I can express fractions in their simplest form"

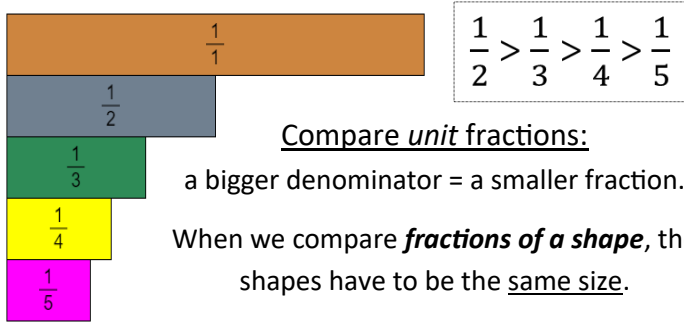
"I can use my knowledge of equivalent fractions to put a set of most commonly used fractions in order"



**NUMERATOR**—how many parts?  
 $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3}$   
**DENOMINATOR**—the number of equal parts the object is divided into



Fractions can be made by splitting an object into **equal** parts. This is the same as **dividing**. The **denominator** of the fraction is the number to **divide** by.

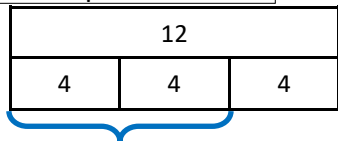
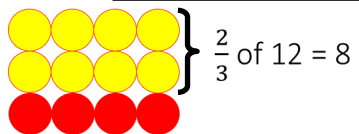


Compare **unit** fractions:

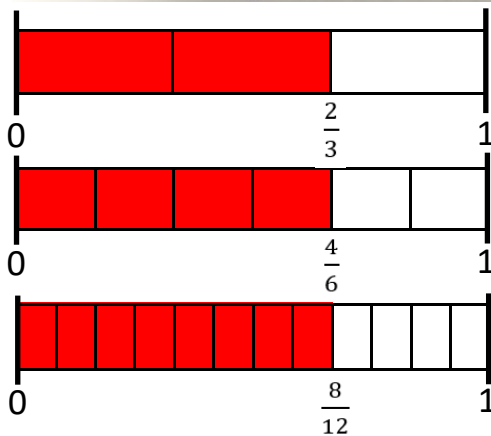
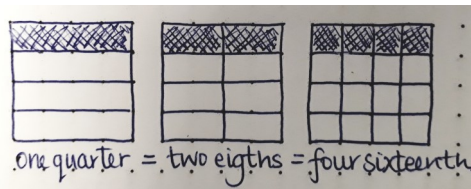
a bigger denominator = a smaller fraction.

When we compare **fractions of a shape**, the shapes have to be the **same size**.

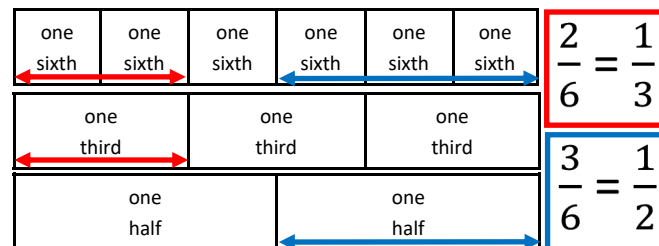
Non-unit fractions of quantities:



Use concrete materials and pictures to show **equivalent fractions**.



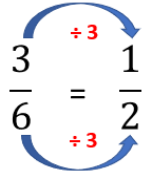
**Equivalent fractions** are fractions that are **equal in size**. When we **simplify** a fraction we find an equivalent fraction that is **simpler** to make.



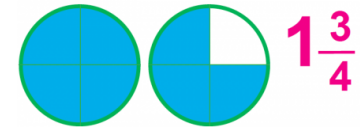
We can **simplify fractions** using **common factors**.

$\frac{3}{6}$  can be simplified to make  $\frac{1}{2}$ .

**3** is a **common factor** of 3 and 6.



A **mixed number** is made up of a whole number and a fraction.



**Improper fractions**—a fraction where the **numerator** is greater than or equal to the **denominator**.



**Mixed numbers** can be **converted** into **improper fractions** using **equivalence**.

