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| **Fractions** | **Halving** | **Finding half of a shape** | **Finding a quarter of a shape** | **Finding half/quarter of a quantity** | **Understanding equivalence** |
| **Skill – Practical/Fluency** | e.g. A lady bird has 6 spots on its back. Share them equally between both sides.e.g. half of 6Image result for blank lady birdThis can also be represented using numicon.Image result for 3 numiconImage result for 3 numiconImage result for blank lady bird | Finding a half of a shape by splitting into two equal sections e.g. down the middleThis can then be developed further to represent a half in a different way e.g. | Finding a quarter of a shape by splitting into four equal sections e.g. into 2 and into 2 againThis can then be developed further to represent a quarter in a different way e.g. | e.g.4422e.g a half of 4 is 2Children to understand that fractions are a written representation of division and that halving is equivalent to dividing by 2.The same for dividing into quarters as this is equivalent to dividing by 4 e.g. halving and halving again. | e.g. understanding 1/2 is the same as 2/43/4 is the same as 3 lots of 1/4 |
|  | **Halving** | **Finding half of a shape** | **Finding a quarter of a shape** | **Finding half/quarter of a quantity** | **Understanding equivalence** |
| **Vocabulary** | HalfEqualSameSplit | HalfEqualSameSplitEqual partsFraction | QuarterHalfEqualSameSplitEqual partsFraction | QuarterHalfEqualSameSplitEqual partsFraction | QuarterHalfEqualSameSplitEqual partsFractionEqual toEquivalent |
| **Skill – Knowledge****(Address this knowledge through taught input and diagnostic questioning)** | * Understanding that halving is sharing into 2 groups equally
* Understanding of equivalence
* Understanding that halving is splitting down the middle into 2
 | * Understanding that halving is sharing into 2 groups equally
 | * A quarter is a whole that has been halved and halved again
* Understanding that a quarter is sharing into 4 equal groups
 | * Applying learning to shapes to quantities
 | * Understanding language of equal to
* Identifying equal groups
 |
| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses |