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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 6  [Image result for blank lady bird](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjXpvf_3frPAhUE6RQKHcCxAGEQjRwIBw&url=http://www.clker.com/clipart-ladybird-4.html&psig=AFQjCNFP3nOQqsq1y7KIN3hGNSMLD_bYtA&ust=1477649099773213)  This can also be represented using numicon.  [Image result for 3 numiconImage result for 3 numicon](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjNjezG3vrPAhVNsBQKHcHcA2EQjRwIBw&url=http://www.easynotecards.com/notecard_set/50224&psig=AFQjCNGpRorqUwwPYFCXN-UHB4-bkc1QtA&ust=1477649248091456)[Image result for blank lady bird](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjXpvf_3frPAhUE6RQKHcCxAGEQjRwIBw&url=http://www.clker.com/clipart-ladybird-4.html&psig=AFQjCNFP3nOQqsq1y7KIN3hGNSMLD_bYtA&ust=1477649099773213) | Finding a half of a shape by splitting into two equal sections e.g. down the middle    This 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 again    This can then be developed further to represent a quarter in a different way e.g. | e.g.  4    4  2  2    e.g a half of 4 is 2  Children 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 2/4  3/4 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** | Half  Equal  Same  Split | Half  Equal  Same  Split  Equal parts  Fraction | Quarter  Half  Equal  Same  Split  Equal parts  Fraction | Quarter  Half  Equal  Same  Split  Equal parts  Fraction | Quarter  Half  Equal  Same  Split  Equal parts  Fraction  Equal to  Equivalent |
| **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 | | | | |