

Year 1 Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

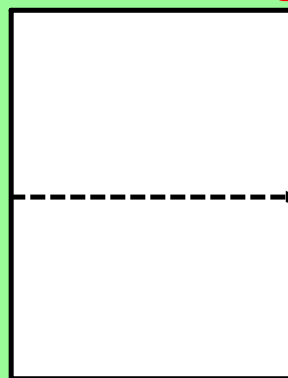
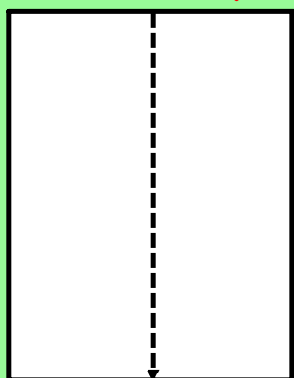
These activities use conceptual variation: varying the way the concept of half and quarter are demonstrated to show key ideas.

Collect fruit from the fruit basket and with one piece of fruit (emphasise this is **the whole**), then cut into **two equal pieces** (emphasise this results in **two equal parts of the whole - two halves**). Discuss how we could put the two equal parts of the whole back together to create the whole again.

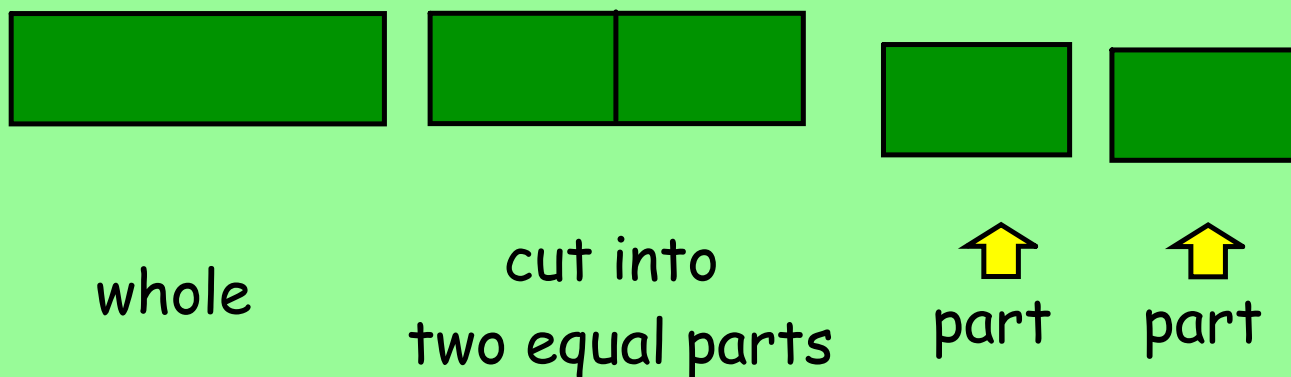
Repeat with other pieces of fruit to ensure children have fully understood the concept and the **vocabulary**.



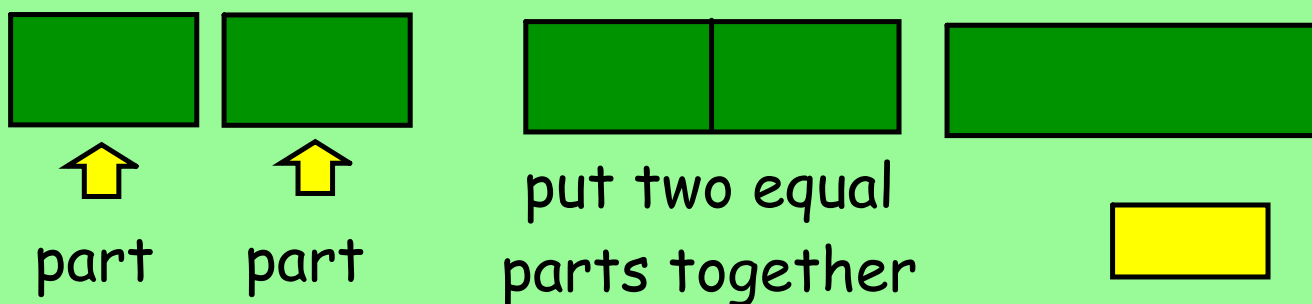
Model halving a piece of paper using folding and cutting. Continue to emphasise the language of whole, two equal parts, part part whole, halving, two halves making a whole. Repeat landscape and portrait folding.



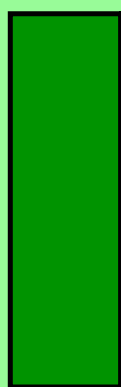
Discuss half as 2 equal parts of the whole.



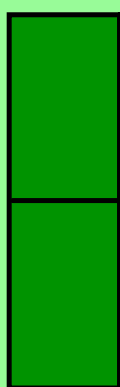
Discuss 2 halves make a whole. Emphasising the part part whole vocabulary.



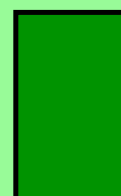
Discuss half as 2 equal parts of the whole.



whole

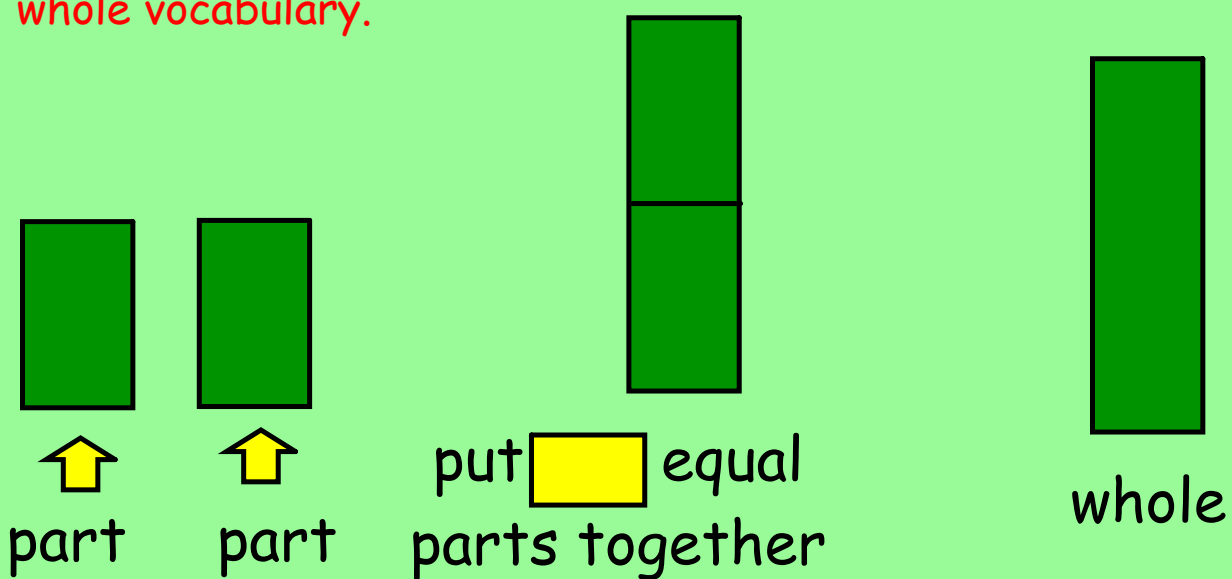


cut into
two equal parts

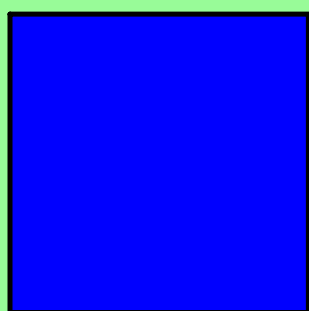


part

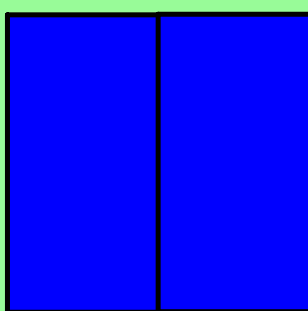
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Discuss half as 2 equal parts of the whole.



whole





cut into
two  parts

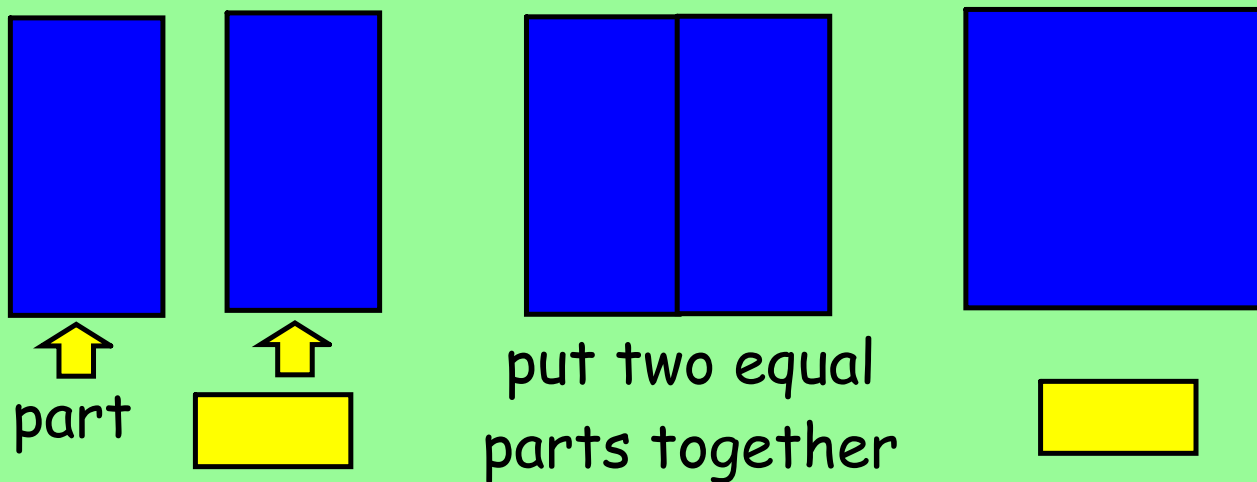



part

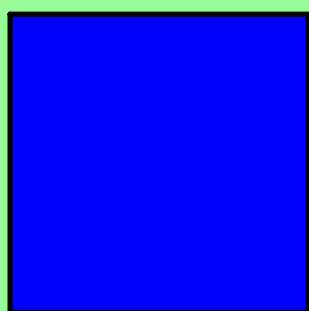


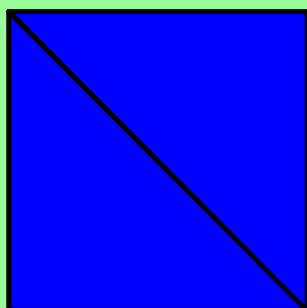
Discuss 2 halves make a whole. Emphasising the part part whole vocabulary.



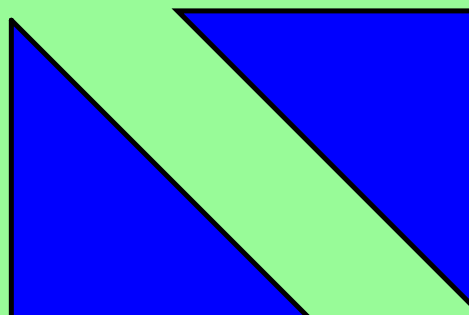
Discuss half as 2 equal parts of the whole.



whole



cut into



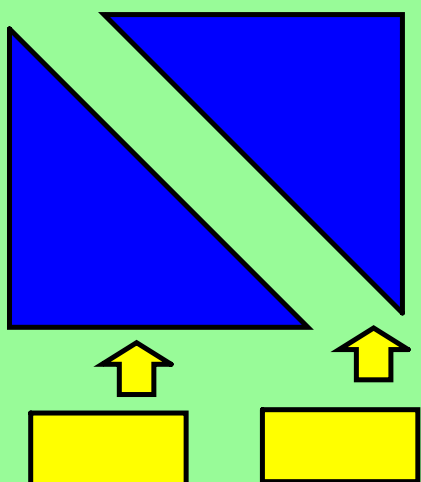
part



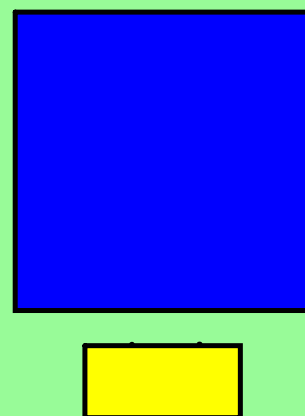
part



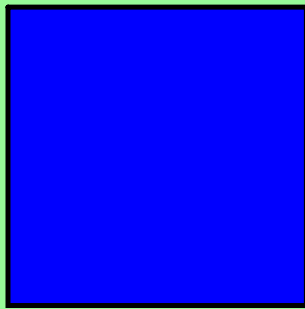
Discuss 2 halves make a whole. Emphasising the part part whole vocabulary.



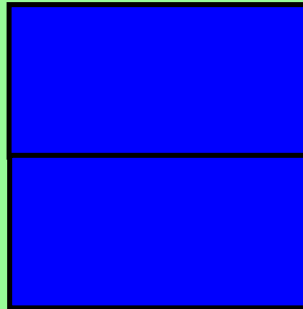
put two equal
parts together



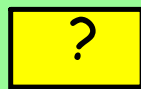
Challenge children to use the correct vocabulary of "whole" and "part part whole"



whole



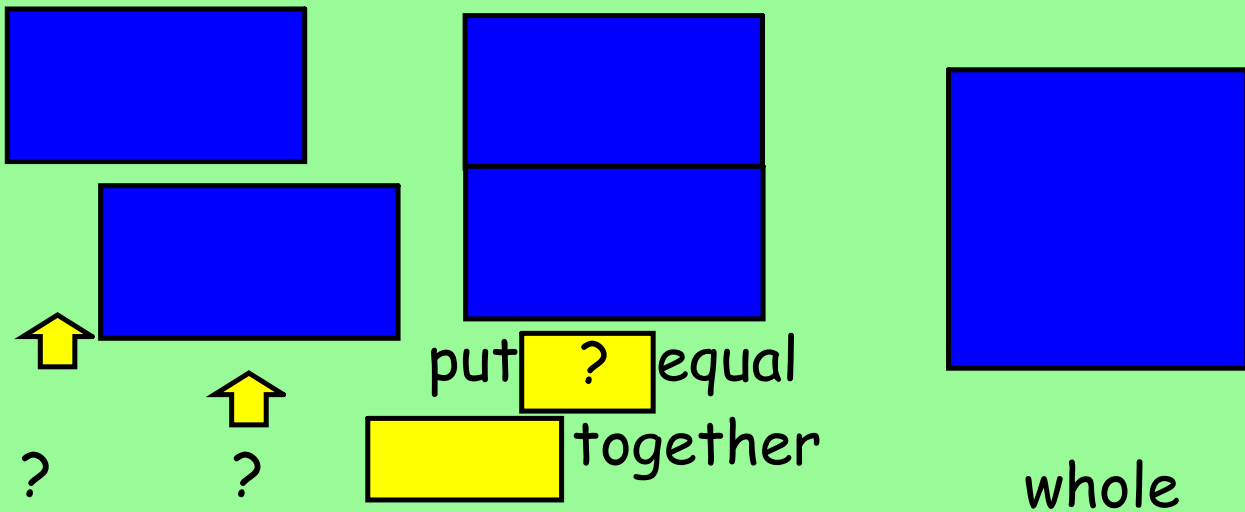
cut into



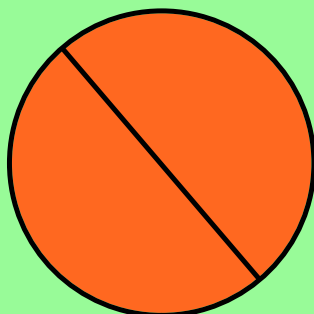
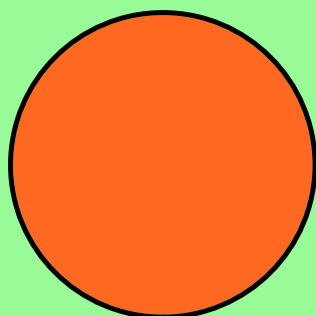
equal



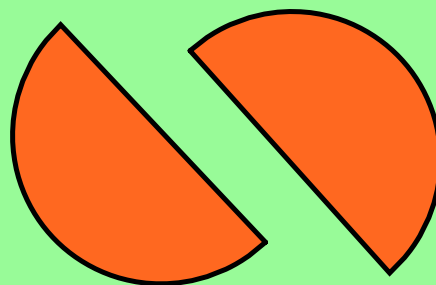
Challenge children to use the correct vocabulary of "whole" and "part part whole"





Discuss half as 2 equal parts of the whole.

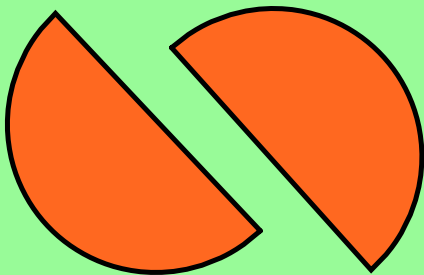


cut into
two  parts



 part  part

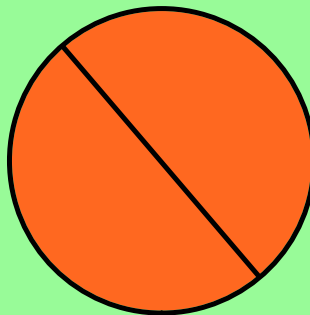
Discuss 2 halves make a whole. Emphasising the part part whole vocabulary.



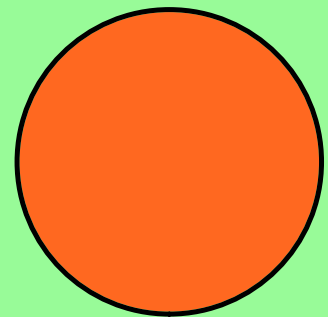
part



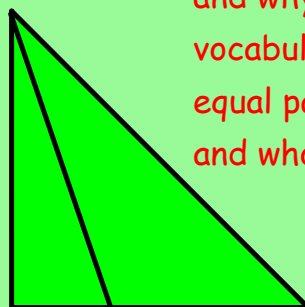
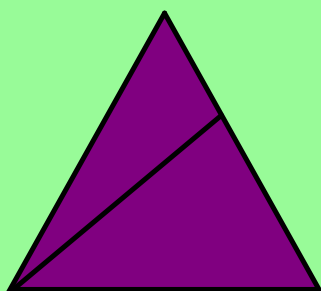
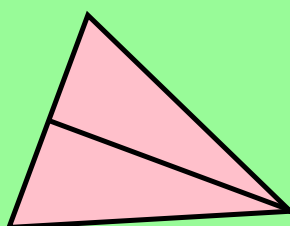
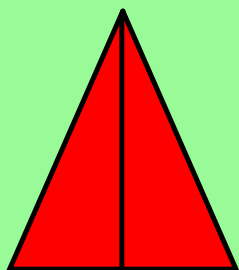
part



put two parts together

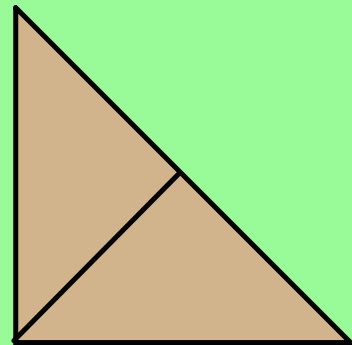
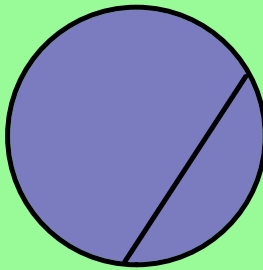
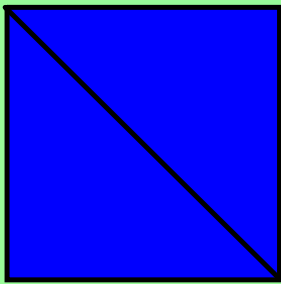


Half or not?



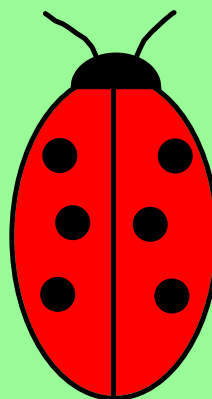
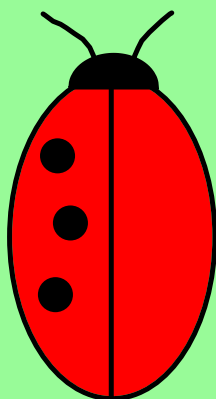
Discuss each shape -
what is the same?
What is different?
What do the children
notice? Which shapes
do they think show half
and why? Focus on
vocabulary of half,
equal parts, part part
and whole.

Which of these shapes show half? How do you know?



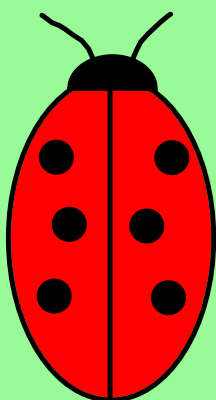
Recap the concept of doubling and halving with the children.

Double 3 is6



Recap the concept of doubling and halving with the children.

Half 6 is3



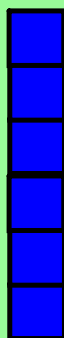
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Double 3 is6



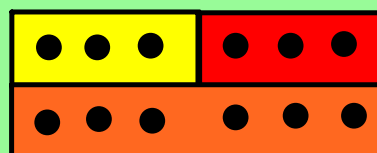
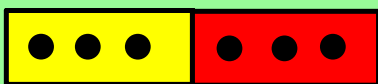
Recap the concept of doubling and halving with the children.

Half 6 is3



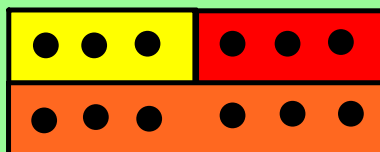
Recap the concept of doubling and halving with the children. Teacher should discuss the whole (of 6) and the equal part part whole (of 3).

Double 3 is6



Recap the concept of doubling and halving with the children. Teacher should discuss the whole (of 6) and the "equal part part whole" (of 3).

Half 6 is3



I have drawn a ladybird. There are equal numbers of spots on each side of my ladybird.
How many spots are on the ladybird altogether?



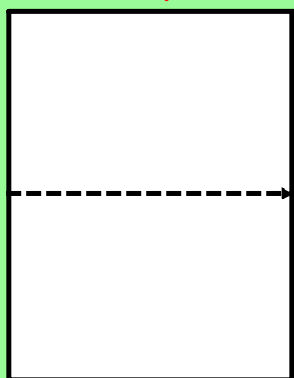
I'm thinking of a number. I know
double my number is 12. What is
my number?

Collect fruit from the fruit basket and with one piece of fruit (emphasise this is **the whole**), then cut into **four equal pieces** (emphasise this results in **four equal parts of the whole - four quarters**). Discuss how we could put the four equal parts of the whole back together to create the whole again.

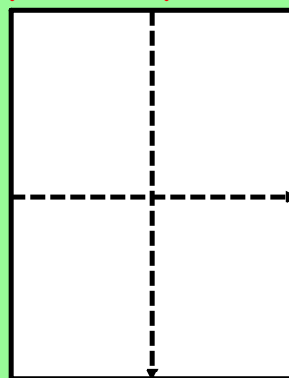
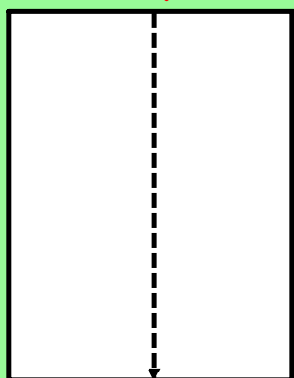
Repeat with other pieces of fruit to ensure children have fully understood the concept and the **vocabulary**.



Model quartering a piece of paper using folding and cutting. Continue to emphasise the language of whole, four equal parts, part part whole, halving, four quarters making a whole. Repeat landscape and portrait folding.



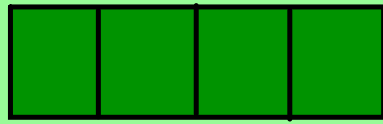
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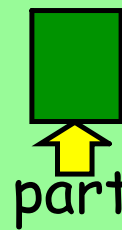
Discuss quarter as 4 equal parts of the whole.



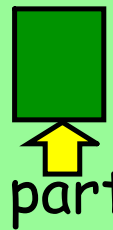
whole



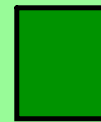
cut into
four equal parts



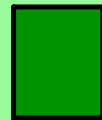
part



part

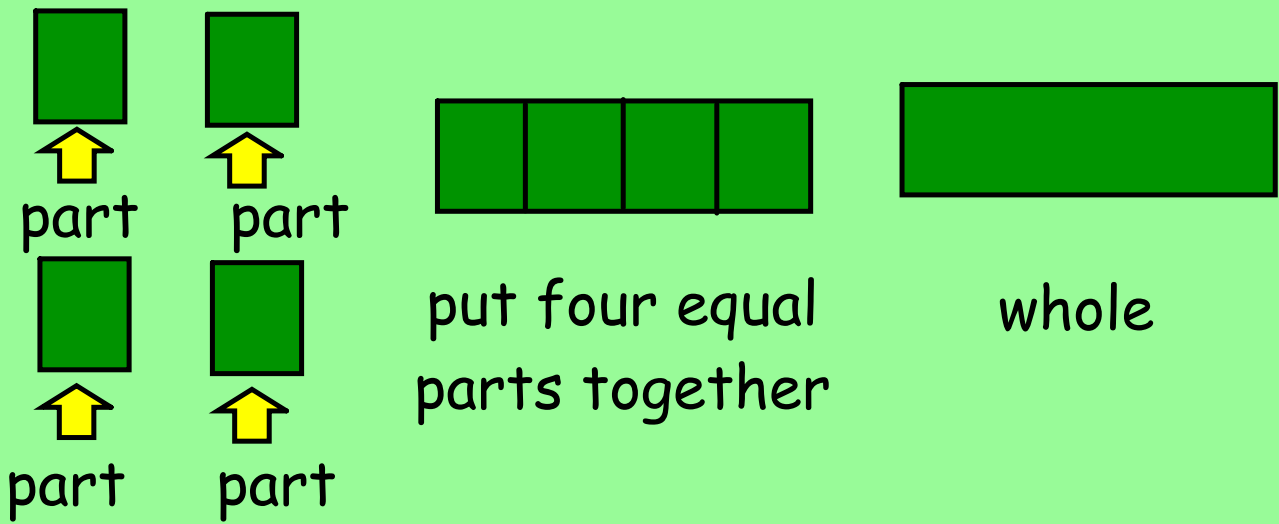


part

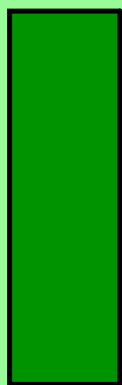


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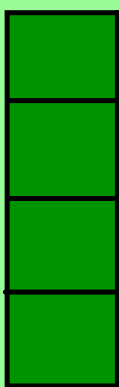
Discuss quarter as 4 equal parts of the whole.



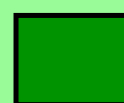
Discuss quarter as 4 equal parts of the whole.



whole



cut into
four equal parts



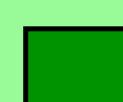
part



part

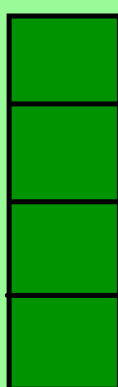
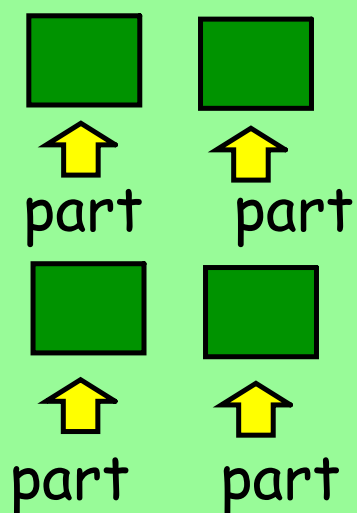


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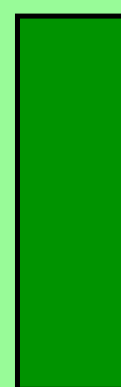


part

Discuss quarter as 4 equal parts of the whole.

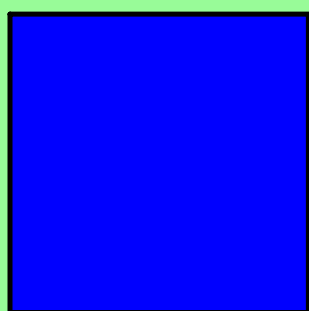


put four equal parts together

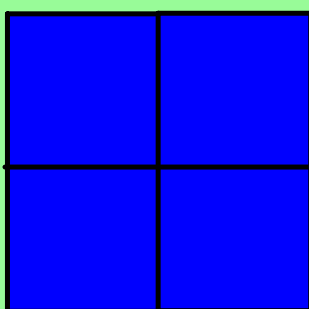



whole

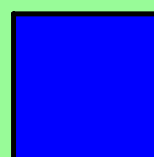
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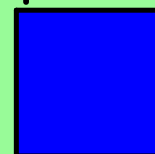
whole



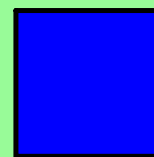
cut into
four  parts



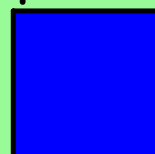
part



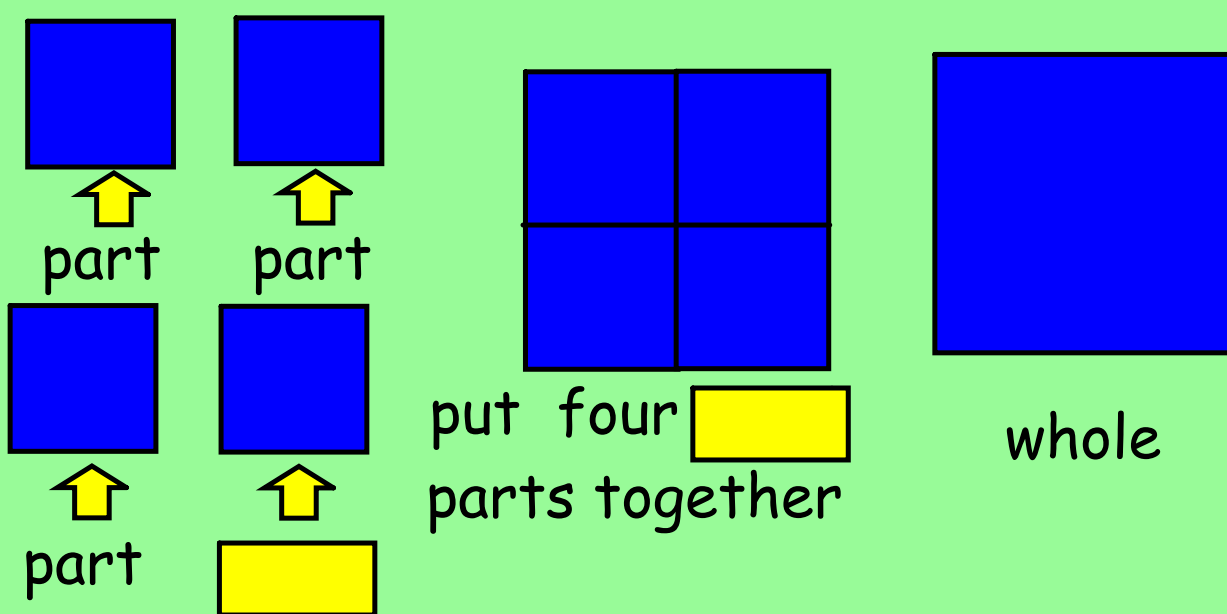
part



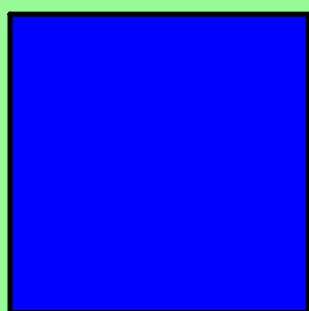
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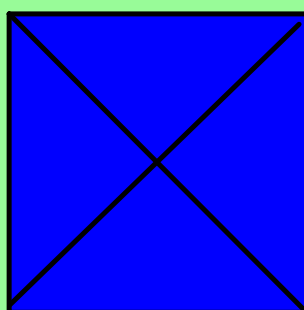
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whole



cut into

