Overdale Curriculum – Maths – Fractions

Intent

- To develop children's curiosity in Maths and to foster a sense of enjoyment and love of learning about the subject.
- To be aware of Maths in the everyday world.
- To be equipped with the tools and strategies needed to solve Mathematical problems.
- To become confident and competent Mathmeticians.

F1	**Exposure to the following vocabulary and concepts:** Half Parts Whole Share Equal: same as.
F2	**Exposure to the following vocabulary and concepts:** Half Parts Whole Sharing (See: ELG: Addition and subtraction: Solving problems) Equal: same as.

Year 1	Curriculum	Knowledge	Skills	Vocabulary
	Recognising 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.	**Recognising Fractions** • To know what half means and looks like in a real life context such as half the cake, half the pizza. • To know that when you are halfing something such as a cake, both parts need to be equal. • To know that half is one of two equal parts. • To know that you can half a shape, object, number or quantity. • To know that quarters means 4 equal parts. • To know that one quarter is one part of 4 equal parts. • To know that a shape, object, number or quantity can be split equally into quarters. • To know how to read and interpret the fractions ½ and ¼. • To know how to find ½ and ¼ of a number using concrete resources or pictoral representations: jottings and groups. • To know that fractions of a number links to division, sharing equally.	**Recognising Fractions** • To be able to half and quarter real life, relatable objects such as a cake or a pizza. • To be able to show an understanding of each part being equal. • To be able to show ½ and ¼ of a shape, number and quantity. • To be able to shade ½ and ¼ of a shape. • To be able to use concrete and pictoral strategies to find ½ and ¼ of a number.	Fraction, half, quarter, quarters, number, numeral, object, quantity, shape, equal, parts, division, sharing, share between, groups, whole.

Year 2	Curriculum	Knowledge	Skills	Vocabulary
	Counting in fractional steps • *Count in frations up to 10, starting from any number and using the ½ and 2/4 equivalence on the number line* ***(non statutory guidance)***. ***Recognising fractions*** • *Recognise, find, name and write fractions 1/3, 1/4 , 2/4 and ¾ of a length, shape, set of objects or quantity.* ***Equivalence*** • *Write simple fractions e.q. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.*	***Counting in fractional steps*** • *To know how to read fractions.* • *To know the order of fractions up to 10.* • *To know that ½ and 2/4 are equivalent, the same.* ***Recognising Fractions*** • *To know what half and quarter mean and look in a real life context such as cut the cake in half, cut the pizza into quarters.* • *To know that when you are splitting into quarters, and thrids, all parts need to be equal.* • *To know that half is one of two equal parts.* • *To know that you can half a shape, object, length, number or quantity.* • *To know that quarters means 4 equal parts.* • *To know that one quarter is one part of 4 equal parts.* • *To know that a shape, object, length, number or quantity can be split equally into quarters.* • *To know that if something is split into thirds this means 3 equal parts.* • *To know that a shape, object, length, number or quantity can be split equally into thirds.* • *To know how to read and interpret the fractions: ¼, 2/4, ¾ and 1/3.* • *To know how to find ¼, 2/4, ¾ and 1/3 of a number using concrete resources and pictoral representations: jottings and groups.* • *To know that fractions of a number links to division, sharing equally.* • *To know that they are finding parts of a whole such as 2/4 would be 2 parts of the whole amount.* ***Equivalence*** • *To know how to write simple fractions (see above).* • *To know how to solve simple fractions using pictoral strategies: groups, sharing, shading.* • *To know that some fractions are equlivalent, the same, such as 2/4 and ½.*	***Counting in fractional steps*** • *To be able to read fractions.* • *To be able to count in fractions up to 10 starting from any number on a numeral line.* • *To be able to show and explain that ½ and 2/4 are equivalent, the same.* ***Recognising Fractions*** • *To be able to half, quarter and third real life, relatable objects such as a cake or a pizza.* • *To be able to show an understanding of each part of the whole being equal.* • *To be able to show ½, ¼, 2/4, ¾ and 1/3 of a shape, length, number and quantity.* • *To be able to shade ½, ¼, 2/4, ¾ and 1/3 of a shape.* • *To be able to use concrete and pictoral strategies to find ½, ¼, 2/4, ¾ and 1/3 of a number.* ***Equivalence*** • *To be able to write and solve simple fractions e.g. ½ of 6 = 3 using a preferred method such as jottings.* • *To be able to recognise and explain the equivalence of 2/4 and ½.*	*Fraction, half, quarter, quarters, third, thirds, number, numeral, object, quantity, shape, equal, parts, division, sharing, share between, groups, equivalent, same as, whole.*