

# Maths- Fractions

If you are not a confident mathematician do not be deterred by the word fraction!

We have set out some simple slides to help explain the methods that year two children will already be familiar with.

It is simple! We promise!

On Friday – we have another cooking opportunity of either baking a cake or making a pizza....Who said Fractions can't be fun?!

Make sure you have your ingredients ready! There is a link below to a simple pizza recipe!

<https://www.bbcgoodfood.com/recipes/toddler-recipe-easy-homemade-pizza-veggie-faces>

## Teach

## Activities

### Day One

#### Division Calculations!

Today the children will review some division calculations ready to use later in the week, alongside their fraction work!

The division sign can be read using the language 'divided by' or 'shared between'.

$12 \div 4 = 3$

12 sweets

Shared between 4

Each person gets 3 sweets

$15 \div 3 =$

Use a sharing strategy to calculate your answers. E.g.  
Share 12 sweets between 4 people. How many sweets does each person get?

Follow the division sums on the resources provided, or come up with your own calculations for the children, sticking to the division operation.

They should draw some smiley faces to show who they are sharing their biggest number between.

Then share out the biggest number equally between the smiley faces.

Then circle one smile faced group, and this will provide them with the answer to the problem.

## Day Two

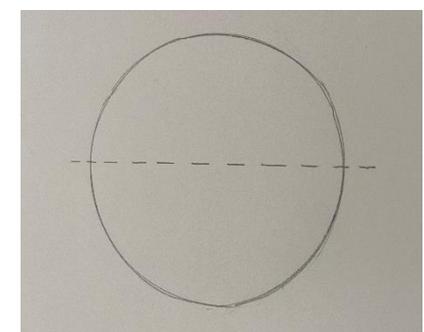
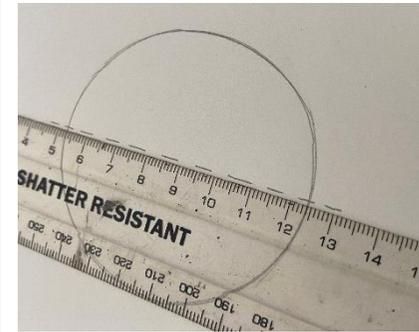
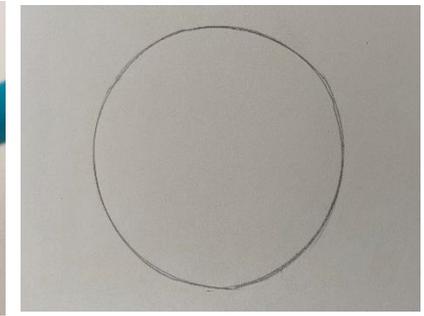
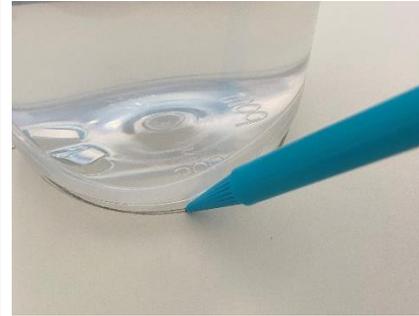
### What do fractions look like?

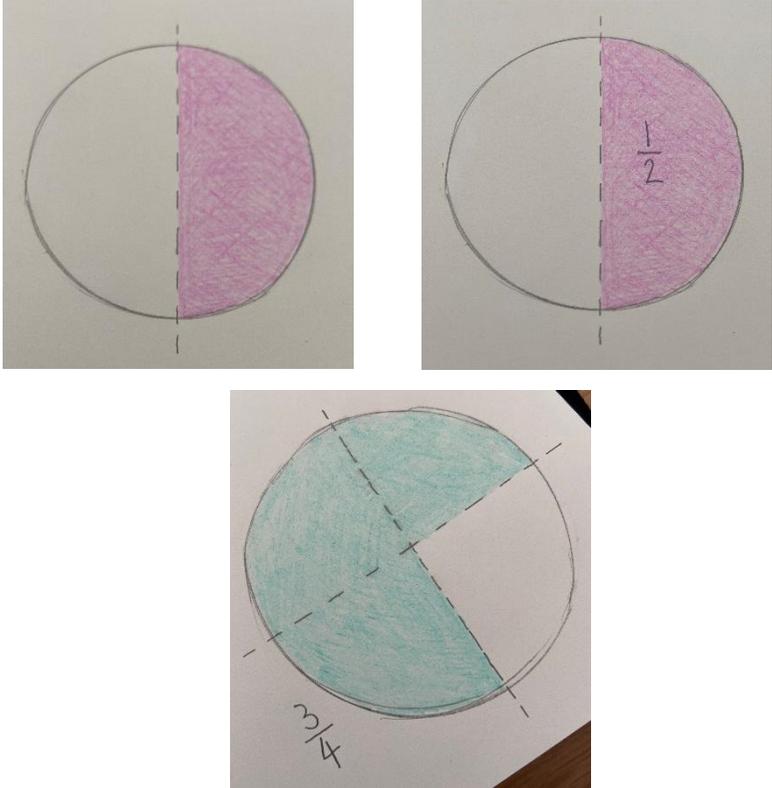
Use the slides on Day Two resources and observe all the different shapes and different ways to show the fraction of shapes. Explain to the children how important it is for the parts of the shape to be split into **EQUAL** parts.

For the activity, the children should draw some shapes on plain paper – draw round a cup, or use your ruler to draw some squares (remembering the equal sides!).

Once they have drawn a few shapes, use a ruler to split the shape into halves and quarters. When they draw this line remind the children that they need to try their best to make equal parts – it's tricky, so they should take their time!

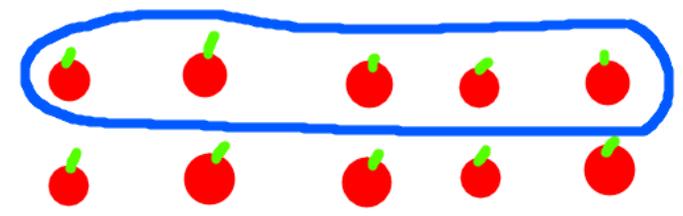
The children should have four shapes at the end of the activity showing  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$ . They might draw them in different shapes, two squares, two circles for example, or they might show all the fractions in the same shape.



		
<p><b>Day Three</b></p>	<p><b><u>How to find a fraction of an amount!</u></b></p> <p>Use the slides on Day Three resources – this will take you and the children through step by step of finding fractions of an amount using objects. The steps are all broken down into user friendly chunks.</p> <p>The children have learnt about fractions before, some maybe more confident than others.</p>	<p>For the main activity, either use the pictures given at the end of the slides, OR get the children to collect some of their own toys, fruit, sweets and use these to show their fraction work.</p> <p>They can draw the process out into their books. EG:</p>

If you have any objects like marbles, Lego pieces, grapes etc, use these to count along through the slides. For example, count out 12 grapes, share them into 2 equal groups, so the children can really see what has happened and visualise the equal groups process.

$$\frac{1}{2} \text{ of } 10 \text{ apples} = 5$$



**Day Four**

**How to calculate a fraction of a number!**

Use the Day Four resources – they will take you through step by step how to calculate a fraction of a number. The steps are broken down, so simply follow the slides.

The children will be using their division method of sharing that they practiced on Monday. You will see on the slides, that I have shown what this will look like in the children books when they show their answers.

Children typically forget to look at the numerator (the number at the top of the fraction) – which tells them how many groups to add up to get the correct answer, so unsure you question them and ask them how many groups they will add up, and that they need to look at the numerator to find this out.

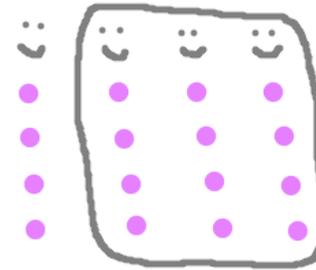
Use the questions provided, unless the children want more and you are confident providing them yourself.

There is an extra extra hot challenge question, which you could talk through with your children if you feel comfortable to do so.

The work in their books should look similar to this:

$$\frac{3}{4} \text{ of } 16 = 12$$

$$16 \div 4$$



## Day Five

Today we wanted to end the fraction week and look forward to the half term by cooking your very own pizzas!

Below is a link to an easy recipe, though you may already know some or want to find your own!

If you are not Pizza fans, bake a cake instead!

Once the food is cooked and you chop it into pieces, use the vocabulary HALF and QUARTER to show the children examples of fractions in every day life!

Finally enjoy your pizzas!

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