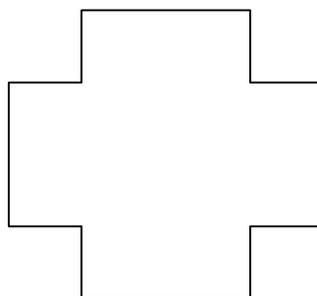
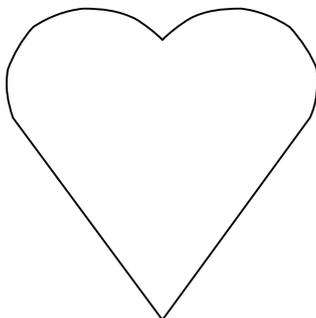
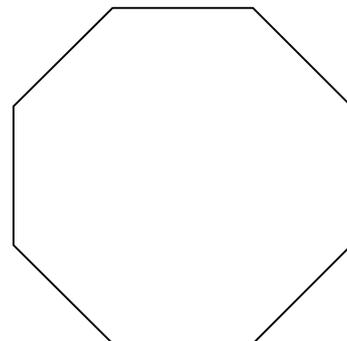
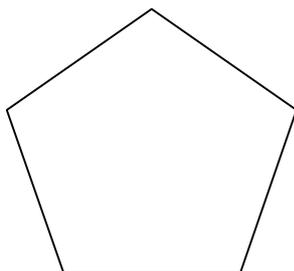
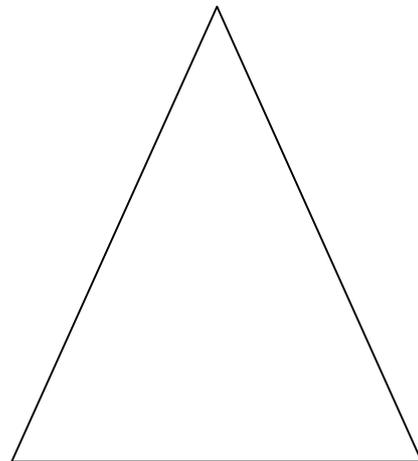
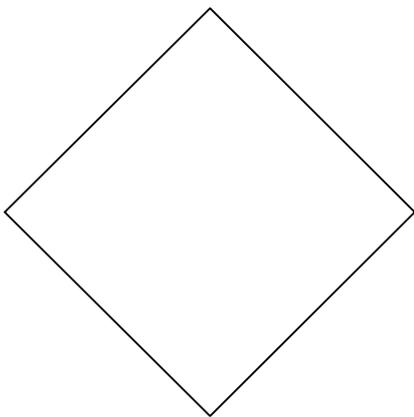
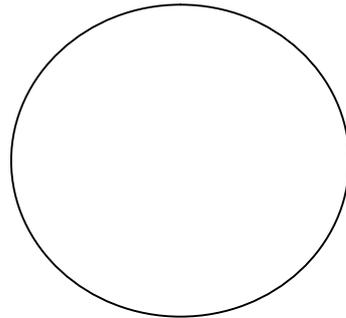


Fractions - 1.

Draw on each of these shapes to share them between 2 people. Label the

sections $\frac{1}{2}$ $\frac{1}{2}$



Learning objective - to understand that a half is created when an object is divided into two parts *of equal size*, and to be able to divide regular shapes and label each half correctly as $\frac{1}{2}$.
Met / not yet met.

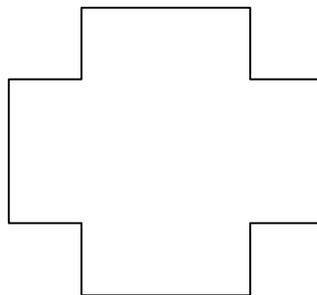
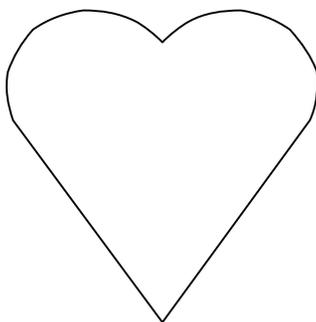
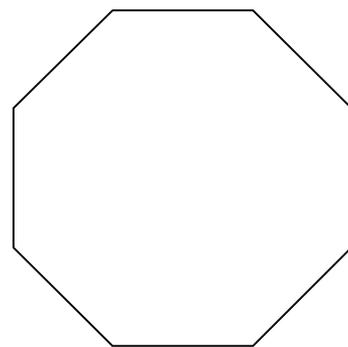
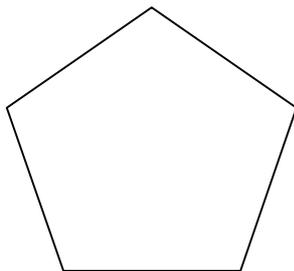
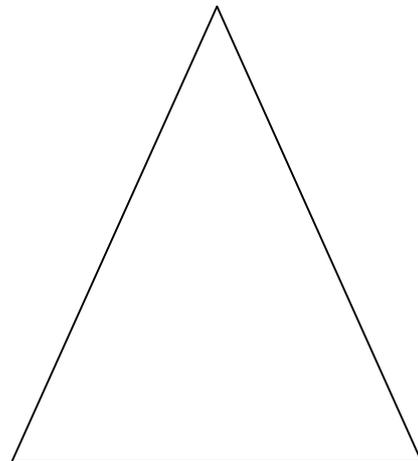
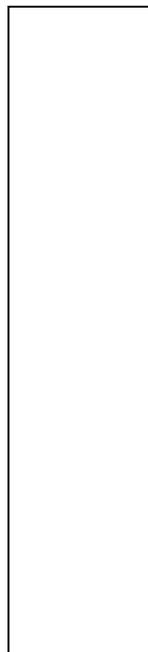
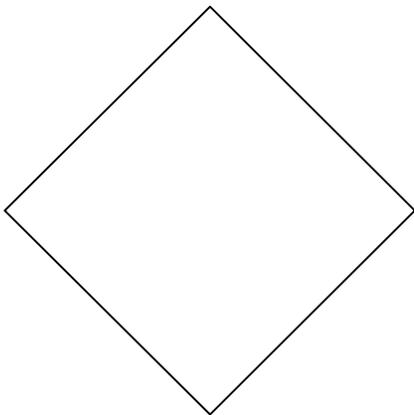
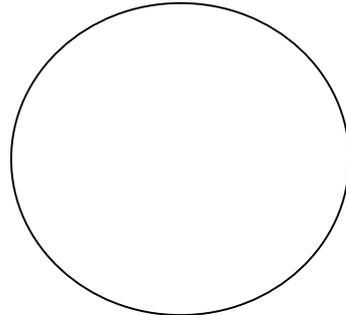
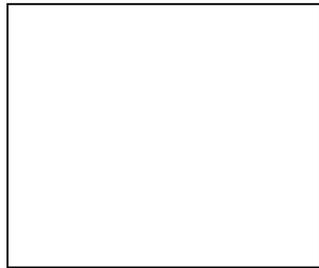
Fractions - 2.

Most of these shapes can be cut into quarters, to share between 4 people.
Draw on these shapes to show the quarters. Put a cross on the others.

Label the sections

$\frac{1}{4}$

$\frac{1}{4}$



Learning objective - to understand that a quarter is created when an object is divided into four parts *of equal size*, and to be able to divide regular shapes and label each quarter correctly as $\frac{1}{4}$.

Met / not yet met.

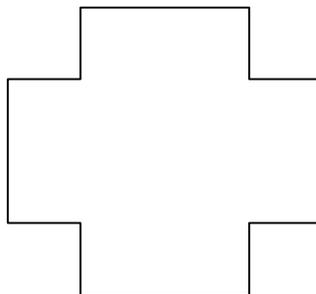
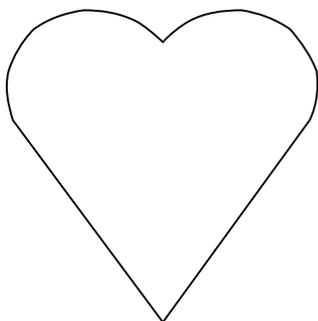
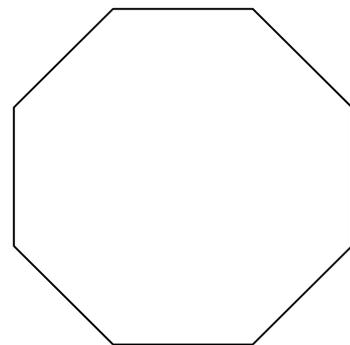
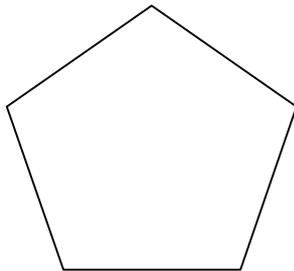
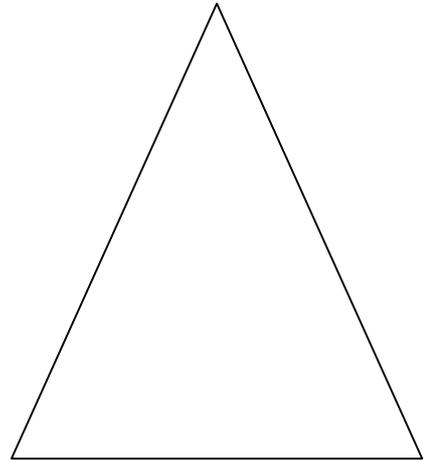
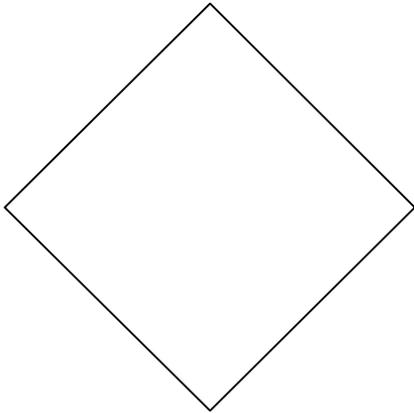
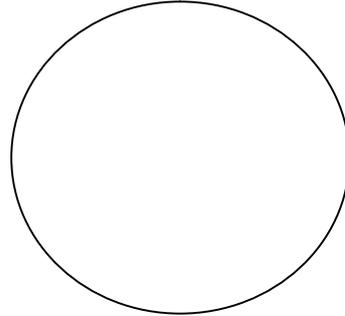
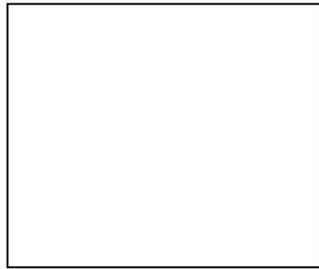
Fractions - 3.

Some of these shapes can be cut into thirds, to share between 3 people.
Draw on these shapes to show the thirds. Put a cross on the others.

Label the sections

$\frac{1}{3}$

$\frac{1}{3}$



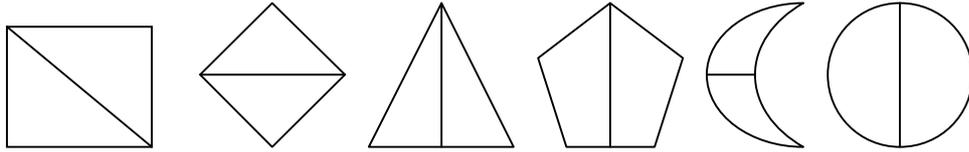
Learning objective - to understand that a third is created when an object is divided into three parts *of equal size*, and to be able to divide shapes and label each half correctly as $\frac{1}{3}$.

Met / not yet met.

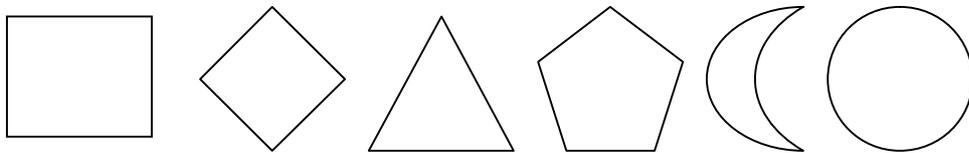
Fractions 4.

Colour and label each shape correctly.

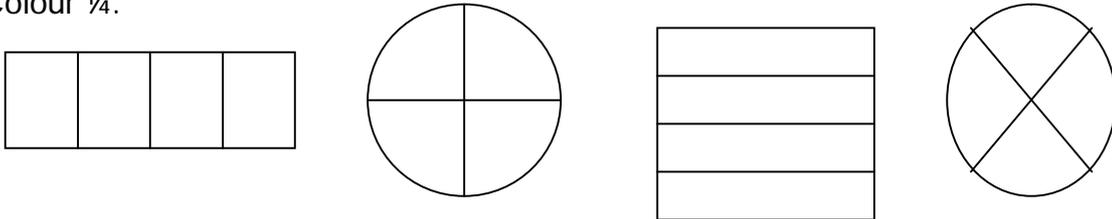
Colour $\frac{1}{2}$:



Some of these shapes can be cut in half a different way. Draw on the shapes below, and label $\frac{1}{2}$. Put a cross on the ones that cannot be cut differently. Why do you think this is?



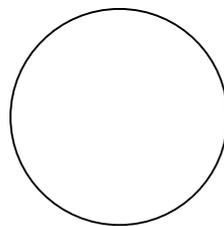
Colour $\frac{1}{4}$.



Can you cut these shapes into quarters in a different way?



Yes / no



yes / no



yes / no

Draw some shapes of your own on the back. Are there any shapes that you cannot cut into $\frac{1}{2}$ or $\frac{1}{4}$?

Why do you think this is? Talk about it with your friend.

Learning Objective - to be able to identify and label correctly $\frac{1}{2}$ & $\frac{1}{4}$; to begin to explore fractions of different shapes and make initial hypotheses about the rules (no. of sides, symmetry etc).

Fractions 5.

Investigate how many ways there are to cut a square in half. Glue your halves onto this page in different ways, and label each half $\frac{1}{2}$.

Make sure that each half is equal in size to the other!

Now try cutting your square into quarters. How many ways can you glue these down? Remember to label each quarter $\frac{1}{4}$.

Are all of your quarters the same size?

Learning Objective: to be able to create halves and quarters from a square, beginning to be systematic in investigating and recording.