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| **Year 1 - Building and assessing the conceptual understanding and learning – Fractions** | | |
| **End of Year Expectations:**   * Recognise, find and name a half as one of two equal parts of an object, shape or quantity * R Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | | **Non-statutory guidance:**  Pupils are taught half and quarter as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, sets of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole. |
| **Autumn** | **Spring** | **Summer** |
| Some fractions work can be built in to provision across the Autumn and Spring term, with some mental and aural activities focused around the concept of fractions. Links can also be made with measures (half of a metre, half full etc), and geometry (half / quarter turns). | | * Recognise and find halves and quarters of shapes and objects * Recognise and find halves and quarters of a quantity * Connect halves and quarters to the equal sharing and grouping of sets through problem solving * Through practical work, begin to use “half” e.g. in measures – “half full” “half empty”, “half a metre”, “half as big” etc. * Combine different quantities of halves and quarters to make a whole (e.g. 1/2, 1/4 and 1/4 is a whole etc) – using practical resources. * Record halves and quarters as 1/2 and ¼ * Begin to see the connection between fractions and division – e.g. dividing/sharing by 2 means half each |

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| **Key questions:**   * **Have I shown some conceptual understanding of “half” and “quarter” in other domains e.g. measures, geometry?**   **See NCETM “Teaching for Mastery” Year 1 book – fractions.**  https://www.ncetm.org.uk/public/files/23305594/Mastery\_Assessment\_Y1\_Low\_Res.pdf | **Key questions:**   * **Do I understand the concept of a fraction as being a part of a whole (shape, quantity, distance etc.)?** * **Do I understand that halves and quarters of something must be equal in size, but might not look the same?** * **Can I recognize and find halves and quarters of shapes?** * **Can I find halves and quarters of quantities?** * **Am I beginning to see how division links to fractions? (E.g. knowing that finding half of a quantity can be worked out by sharing into two equal groups.)** |