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| **Year 2 - Building and assessing the conceptual understanding and learning – Fractions** | | | |
| **End of Year Expectations:**  Pupils should be taught to:  recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length,  shape, set of objects or quantity  write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of  2/4 and 1/2.  **See NCETM “Teaching for Mastery” Year 2 book – fractions.**  https://www.ncetm.org.uk/public/files/23305579/Mastery\_Assessment\_Y2\_Low\_Res.pdf | | **Non-statutory guidance:**  Pupils use additional fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantity, a set of objects or shapes. They meet 3/4 as the first example of a non-unit fraction.  Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (e.g. 11/4, 12/4 (or 11/2), 13/4, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one. | |
| **Autumn** | **Spring** | | **Summer** |
| * Solve problems involving halves and quarters of shape and quantities * Make links between unit fractions and equal sharing and grouping * Link fractions understanding to measures * Begin to place fractions (half, quarter) on a number line to reinforce the concept of as numbers – and that they can add up to more than one. * Encourage children to use a range of visualisations and resources to support their understanding of fractions. * Continue to reinforce the concept that fractions of shapes and quantities must be equal in size, but might look different. | * Introduce ¾ as the first non-unit fraction * Solve problems involving fractions of shapes and quantities using practical resources and making links to division. * Begin to explore the concept of equivalence – such as 2/4 is equivalent to ½. * Continue to place known fractions on a number line * Make connections to “time” (half past, quarter past etc. * Make links between fractions and measures | | * Count to ten on a number line in steps of ¼ and ½. * Solve problems involving known fractions, using practical resources and a range of representations |

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| **Key questions:**   * Can I use my knowledge and understanding of halves and quarters to solve problems involving halves and quarters of shapes and quantities? * Can I recognise that division is linked to fractions? * Can I begin to place fractions that I know along a number line? * Can I show and explain that I understand that, whilst fractions of shapes and quantities must be equal in size, they might look different? | **Key questions:**   * Can I demonstrate my understanding of ¾ as a non-unit fraction – finding ¾ of shapes and quantities? * Can I solve problems involving simple unit fractions and some simple non-unit fractions, using practical resources and making links to division? * Can I recognize and explain some simple equivalent fractions (e.g. 2/4 =1/2,) using a range of resources to help me. * Can I continue to place fractions that I know correctly along a number line? * Can I apply my knowledge of fractions to my work in measures (including time)? | **Key questions:**   * Can I count to ten on a number line in steps of ¼ and ½? * Can I confidently solve problems involving the fractions I know, using resources and representations to help me? |