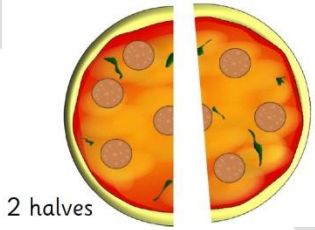
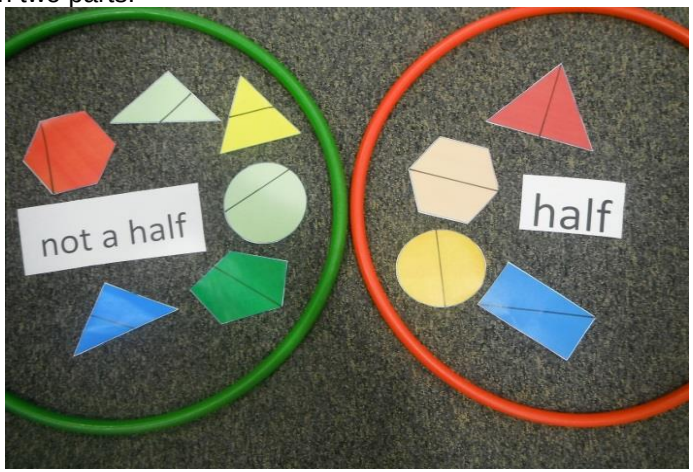
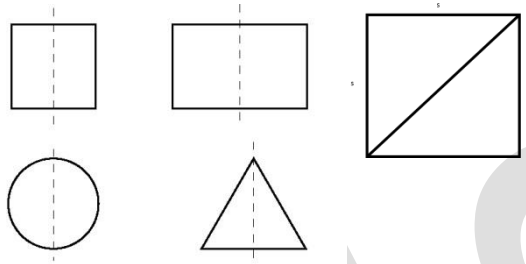
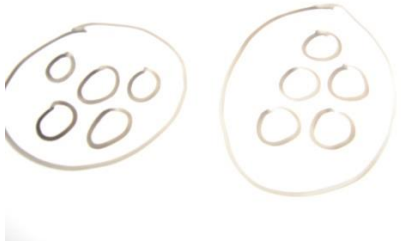
All Saints C of E Primary School

Year 1 – Fractions

By the end of Year One, children have been taught to:

Objective	Why is it important? Things to watch out for! Taught strategies	Ways to support a Year 1 child
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognising a half and finding a half appears to be the same, it is in essence, but there are very individual skills which need to be developed. Recognising a half involves children being able to compare divided real life and mathematical shapes, pizzas, biscuits, apples and amounts of objects. They also then need to recognise when they are not of equal size and quantity. Imagine the scene – two children sharing out sweets, one has ten and the other has four. The one with four will quickly tell us that it is not fair. Whereas, finding halves of shapes and objects involves children thinking more and doing more. They have to build on the mental images of half from their earlier immersion of halves in the Early Years. Think about how we do it! Before we cut a cake in half, we have to mentally draw a line down it, making sure both sides are equal, and then cut it in half. Spatial awareness is key! If this is proving a challenge with children, folding pieces of paper in half allows children to create a mid line to use as a guide – top tips for folding paper in half with children is making sure that the corners are lined up together (any overhang and it is not mathematically accurate as a half).  Being immersed in images of halves develops and aids the ability to recognise a half. Halving requires the same immersion of images, practical experiences and vocabulary within their learning environment.     When discussing half and halving the emphasis is that the whole thing has been cut or 'divided' in half, therefore there are two equal parts. Knowing that the parts have to be exactly the same is crucial in reinforcing the concept of half. Precision and accuracy is the key to successfully finding halves. Finding halves of quantities is a different skill than findings halves of objects. The similarity between the two though is that they are	During meal or snack times, ask the child to cut the fish finger in half and then compare the two parts. Maybe even share a biscuit, so that we both have an equal half, so it is fair. Encourage children to make their own packed lunch to cut their sandwiches in half or cut the toast for mum or dad. Supporting sharing can be great fun, especially if we want to cause a little mischief with the child. When sharing a packet of sweets, grapes or pennies deliberately share them out unequally. When the child realises that we have more than him then they are sure to say something. During the conversation we can ask the child to help us 'get it right' so that we both have the same amount and it is fair. We can enrich the play by using vocabulary such as

	in two parts.  Tasks which involve sorting shapes that are divided in half equally and unequally helps children to identify halves. It is important that children see halves in different orientations and in different shapes and objects. Whereas, **finding halves of shapes** involves identifying the mid line or mid-point of the shape/object and then cutting a shape using one straight line or drawing it.  When halving shapes, challenging children to halve it in as many different ways as possible encourages children to think in a different way. For example they could fold it horizontally, vertically and diagonally. Using these words enriches children's mathematical vocabulary, as well as supporting their shape and position knowledge. Finding **halves of quantities** involves sharing items between two people, buckets, tables etc. depending on the context. *Two children halve 10 sweets How many sweets do the children get?*  *The children have found half by sharing the ten sweets between the two children – one for me, one for you, one for me……* *Fractions link to division, in terms of sharing.*	fair, equal amount and share.

Year 1

	Within guided and independent learning tasks, children can explore halving through mathematical play, real life activities and role play areas such as pizzerias, bakeries and shops to name a few. This helps them to develop a broad and balanced understanding of the concept of what a fraction is.	
Recognise find and name quarters of an object, shape and quantity.	When introducing children to quarters, the same immersion, as with work with halves, happens in terms of using real life images, practical activities and development of mathematical vocabulary. When discussing quarters, the emphasis is that the whole thing has been cut or 'divided' in four equal parts. Knowing that the parts have to be exactly the same is crucial in reinforcing the concept of half and then quarter. Precision and accuracy is the key to successfully finding quarters. The principles of recognising and finding quarters are exactly the same as with halves (above).. 	

NOTE: Children at All Saints Primary School are not introduced to the numerical form of fractions in Year 1. It is crucial that the development of the concept of a half and quarter through real life images, activities and being immersed in a vocabulary rich environment lays the foundations for Year 2.

Year 1