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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**: Equivalent Fractions/ Find fractions of amounts | ***Whiteboard Activity***  Can you show/tell me **HALF.** Anything that means half – what do you know? Etc. quarter, thirds…  ***Key Vocab***   * ***Sharing*** * ***Equal parts*** * ***Numerator*** * ***Denominator*** | Set 1:  Children to form an understanding of the meaning of equivalent – this means they are equivalent in size. Children to use their prior learning of common multiples and factors to find equivalent fractions.  Independently work through worksheet. |
| Set 2:  Ensure children have an understanding of the denominator; it shows how many equal parts there are.  Visual activity – take a piece a paper and fold it in half – Do we have two equivalent halves? Etc  LA children – Will have an equivalent fraction grid to visually see how we can compare fractions and how they can be the same size. Use models to find equivalent fractions.  Once modelled on board children will work in pairs to find some equivalent fractions. |
| Day two  **Learning Focus:**  Simplify Fractions – Use common factors to simplify fractions | How does multiplication and division help us find equivalent fractions? | Set 1:  On board work together as a class to simplify fractions. What method can we use?  Differentiated reasoning question – Ben thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number. Do you agree? Explain your answer.  Simplify fractions independently |
| Set 2:  Differentiated reasoning question – Jessica says “Whatever you do to the denominator you do to the numerator?” Is this true or false? Can you show us an example?  Sort fractions into a table – simplifies to ½ , simplifies to 1/3 , simplifies to ¼  e.g. 5/15 , 2/4 etc. |
| Day three  **Learning Focus:**  Compare and order fractions on a number line | Fluent in five starter | Set 1:  Children to count forwards and backwards in fractions. Compare and order fractions with different denominators that are multiples of the same number.  Can you estimate where on a number line the fractions will be?  Can you simplify any of the fractions on the number line? |
| Set 2:  Children to compare and order fractions with the same denominators. Encourage children to draw extra intervals to support the fractions more accurately. |
| Day four  **Learning Focus:**  Convert fractions - Improper Fractionsto mixed number fractions and vice versa. | What is a mixed number fraction?  What is an improper fraction? (top heavy/ big headed!!) | Set 1:  Recognise mixed number and improper fractions and convert from one form to another.  Plenary game - <https://www.topmarks.co.uk/Search.aspx?q=converting+improper+fractions&p=2>  **Spot the mistake** |
| Set 2:  Recognise mixed number and improper fractions and convert from one form to another.  LA – Use fractions pizzas to visually represent making a whole – Convert them into mixed number – How many wholes are there? Remind children the denominator stays the same  Useful website: <https://www.topmarks.co.uk/Flash.aspx?f=PizzaFractionsv2> |
| Day five  **Learning Focus:**  Add and subtract fractions with the same denominators | Sarah is simplifying 4 12/16  Sarah says “ 4 12/16 = 1 ¾”  Explain her mistake | Set 1:  Children to add and subtract fractions with different denominators. Work with children to reason why we do this. Simplify answers where appropriate.  If children understand this move on to adding mixed number/improper fractions – How can we do this? – Change a mixed number fraction to an improper fraction. Would we then have to convert our final answer to a mixed number?  **Strong emphasis on reasoning** |
| Set 2:  Children to add and subtract fractions with the same denominator – simplify answers where appropriate |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |