THIRD SPACE LEARNING

Ready-to-go Lesson Slides Year 2

Fractions Lesson 9

Spr4

At Third Space Learning we provide personalised online lessons from specialist maths tutors to support the target groups in your school.

These ready-to-go slides are designed to work alongside our interventions to supplement quality first teaching and raise attainment in maths for all pupils.

To find out more about how you could use our 1-to-1 interventions year-round to boost maths progress in your school then get in touch:

020 3771 0095
hello@thirdspacelearning.com

Boosting maths progress through 1-to-1 conversations…

THIRD SPACE LEARNING

To recognise non-unit fractions

STARTER:

Would you rather have ¼ of a pizza or ½ of a pizza? Why?

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

STARTER:

Would you rather have ¼ of a pizza or ½ of a pizza? Why?

Example answer: I would rather have ½ of a pizza because ½ is bigger than ¼.

Success Criteria:

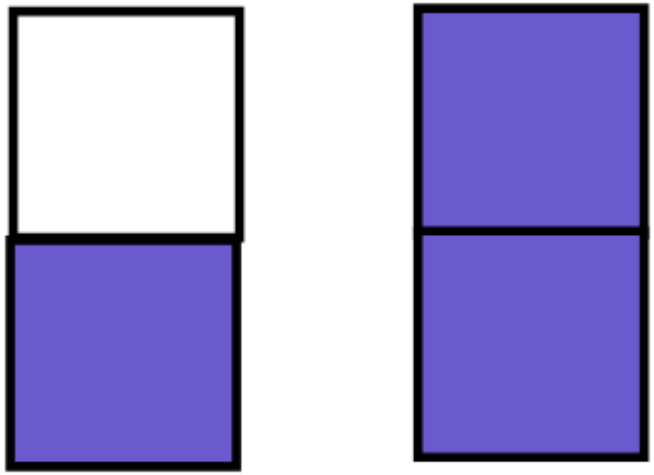
Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

TALKING TIME:

What fraction is shaded in each diagram?



Success Criteria:

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To recognise non-unit fractions

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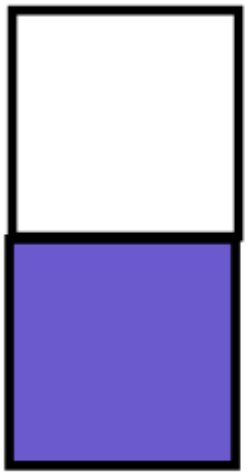
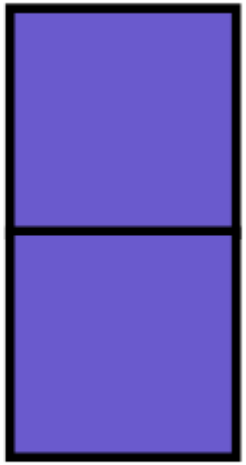


$\frac{1}{2}$



$\frac{2}{2}$

Success Criteria:

Mastery:
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Greater Depth:
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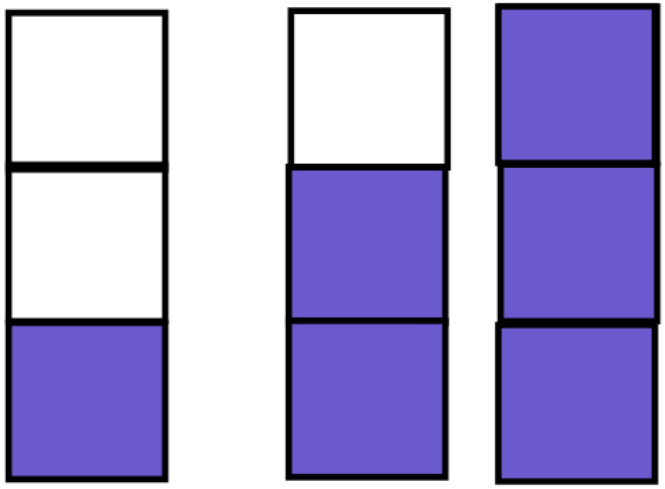
To recognise non-unit fractions

TALKING TIME:

What fraction is shaded in each diagram?



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To recognise non-unit fractions

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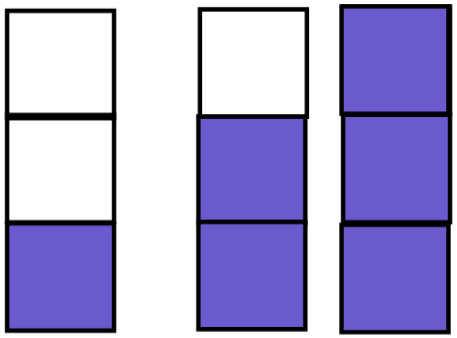


$\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$

Success Criteria:

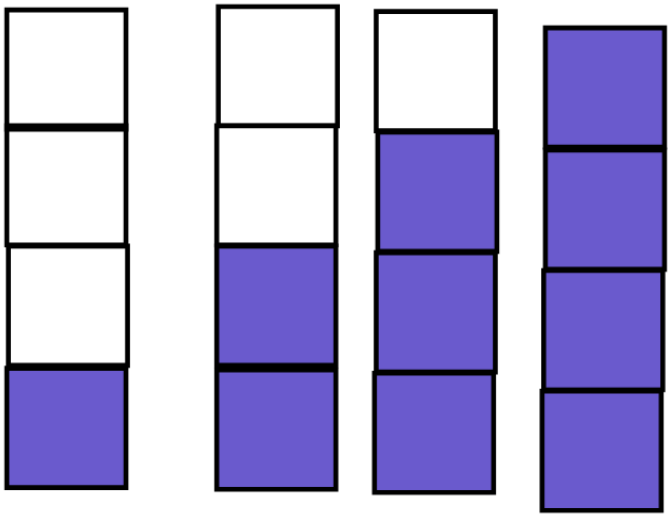
Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

ACTIVITY 1:

What fraction is shaded in each diagram?



Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

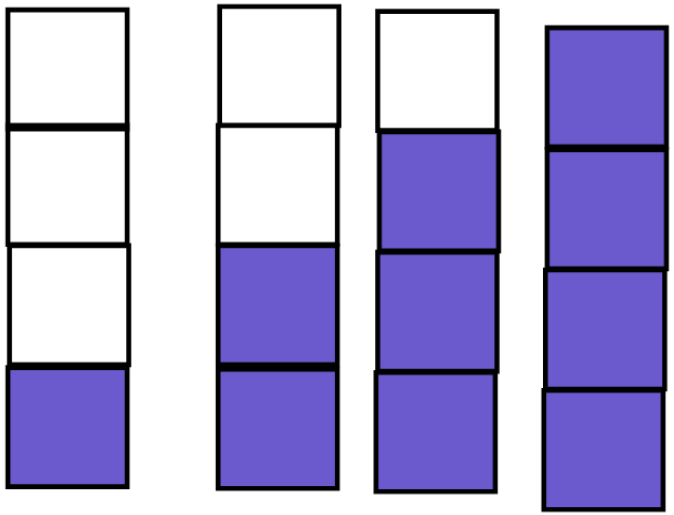
Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

Extension:
How else could you represent the fractions shown? Can you draw your own pictures?

To recognise non-unit fractions

ACTIVITY 1:

What fraction is shaded in each diagram?



$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

Extension:
How else could you represent the fractions shown? Can you draw your own pictures?

To recognise non-unit fractions

TALKING TIME:

Shade ¾ of this diagram.

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

TALKING TIME:

Shade ¾ of this diagram.

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
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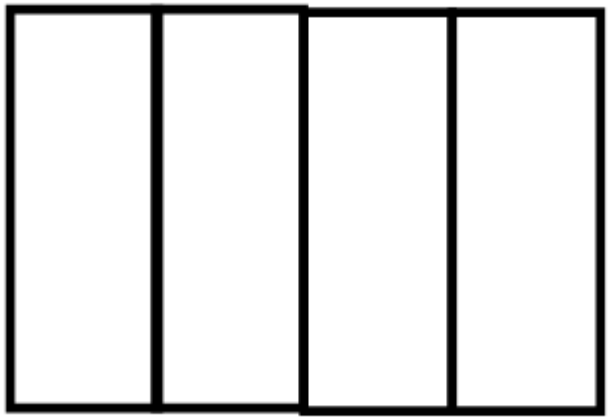
To recognise non-unit fractions

TALKING TIME:

Shade ¾ of this diagram.



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To recognise non-unit fractions

TALKING TIME:

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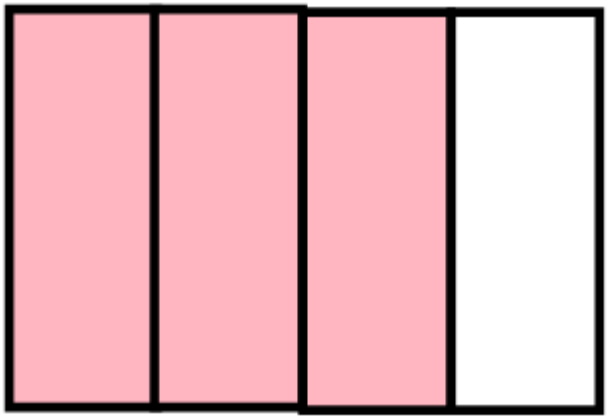


Success Criteria:

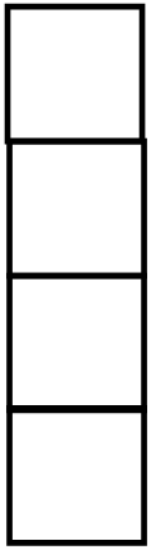
Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

ACTIVITY 2:

Shade ¾ of each diagram.



Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

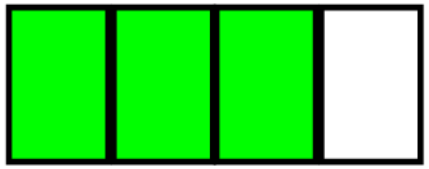
Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

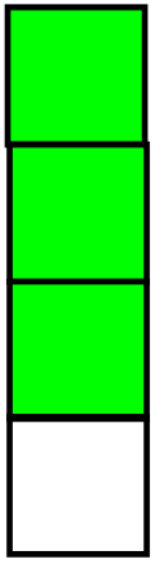
Extension:
Draw your own shape and shade ¾ of it.

To recognise non-unit fractions

ACTIVITY 2:

Shade ¾ of each diagram.





Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

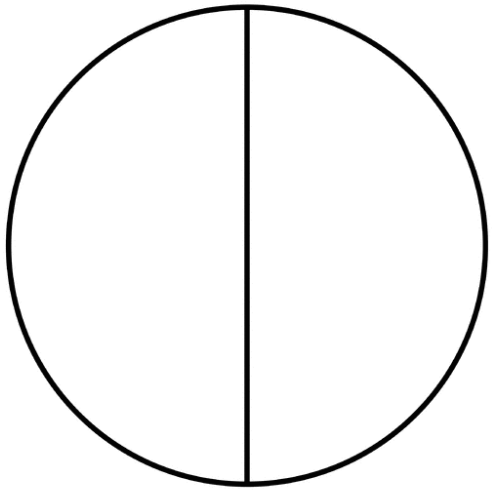
Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

Extension:
Draw your own shape and shade ¾ of it

To recognise non-unit fractions

TALKING TIME:

Shade in the whole of this circle. What fraction is represented?



Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

TALKING TIME:

Shade in the whole of this circle. What fraction is represented?

$\frac{2}{2}$

Success Criteria:

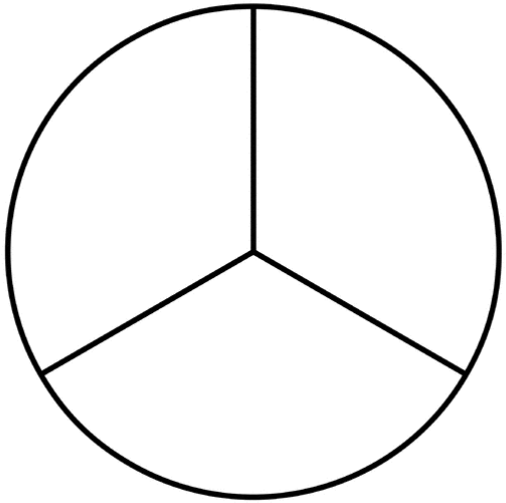
Mastery:
I can understand the concept of a non-unit fraction.

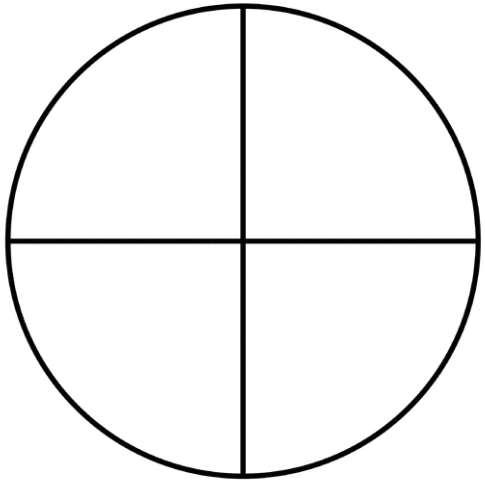
Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

ACTIVITY 3:

Shade in the whole for each circle. What fraction is represented?





Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

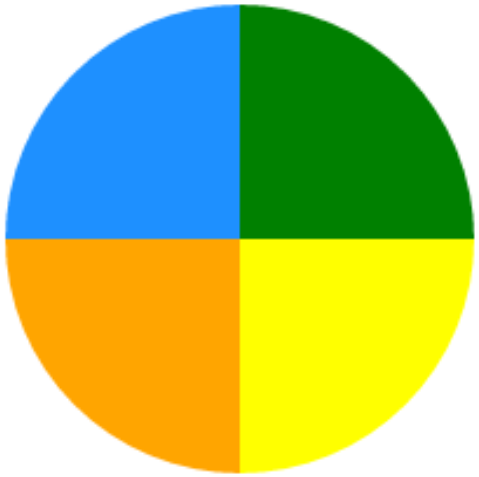
Extension:
Can you draw your own pictures to represent the whole fractions?

To recognise non-unit fractions

ACTIVITY 3:

Shade in the whole for each circle. What fraction is represented?

$\frac{3}{3}$



$\frac{4}{4}$

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

Extension:
Can you draw your own pictures to represent the whole fractions?

To recognise non-unit fractions

ACTIVITY 4:

Skyler says she has shaded $\frac{2}{2}$ of this shape. Is she correct?

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

ACTIVITY 4:

Skyler says she has shaded $\frac{2}{2}$ of this shape. Is she correct?

She is not correct as she has shaded two quarters of the shape.

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

EVALUATION:

Sort these fractions using this table. What do you notice?

	Fractions equal to one whole	Fractions less than one whole
Unit fractions		
Non-unit fractions		

$\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{3}$ $\frac{4}{4}$ $\frac{1}{4}$ $\frac{1}{3}$

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
I can apply reasoning and solve problems when looking at non-unit fractions.

To recognise non-unit fractions

EVALUATION:

Sort these fractions using this table. What do you notice?

	Fractions equal to one whole	Fractions less than one whole
Unit fractions		$\frac{1}{4}$ $\frac{1}{3}$
Non-unit fractions	$\frac{2}{2}$ $\frac{3}{3}$ $\frac{4}{4}$	$\frac{3}{4}$

E.g. there are no unit fractions that are equal to one whole. All the unit fractions are less than one whole.

Success Criteria:

Mastery:
I can understand the concept of a non-unit fraction.

Greater Depth:
n apply reasoning solve problems n looking at non-fractions.

Do you have a group of pupils who need a boost in maths this term?

Each pupil could receive a personalised lesson every week from our specialist 1-to-1 maths tutors.

- Raise attainment
- Plug any gaps or misconceptions
- Boost confidence

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