
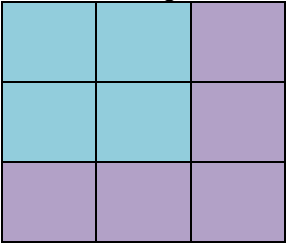





| Theme  | Fractions Lesson 1<br>Counting in tenths  | Fractions Lesson 2<br>Making number pairs   | Fractions Lesson 3<br>Adding fractions  | Fractions Lesson 4<br>Adding fractions  | Fractions Lesson 5<br>Subtracting fractions   |
|--|---|---|---|---|---|
| <b>Factual fluency (to aid fluency)</b>  | <a href="#">Halves activity</a> – Halves from 10 to 20  | <a href="#">Dividing by 3 activity</a> – Select ÷, then ÷3  | <a href="#">Dividing by 5 activity</a> – Select ÷, then ÷5  | <a href="#">Dividing by 4 activity</a> - Select ÷, then ÷4  | Have a play with this <a href="#">fractions game</a> – Can you make the fraction of the given shape?  |
| <p><b>Problem/activity of the day</b></p> <p>Remember, just like in class, you can still show the depth of your knowledge <a href="#">Link</a></p> | <p><b>Making links:</b> In year 2, we learnt that fractions are equal parts of a whole. We learnt to identify one half (<math>\frac{1}{2}</math>), one quarter (<math>\frac{1}{4}</math>), two quarters (<math>\frac{2}{4}</math>), three quarters (<math>\frac{3}{4}</math>) and one third (<math>\frac{1}{3}</math>) of a shape or set of objects. We also learnt that two halves, four quarters and three thirds are all the same as one whole.<br/><a href="#">See video clip.</a></p> <p><b>Think:</b> Look at the chocolate bar below. I took one piece and my friend, Mr Mouse, took two pieces. How much of the chocolate bar do we each get?</p>  <p>Make your own paper chocolate bar and cut it into ten pieces to help you find out.</p> <p><b>See: (model below)</b><br/><a href="#">See video clip</a></p> <p><b>Do:</b> Answer the questions below about counting in tenths.</p> | <p><b>Making links:</b> Yesterday, you learnt to count in tenths.</p> <p><b>Think:</b> <a href="#">Optional video clip</a><br/>Look at the image below.</p>  <p>4 ninths and 5 ninths make 1. (<math>\frac{4}{9}</math> and <math>\frac{5}{9}</math>)<br/>What other fractions make 1?<br/>Cut a piece of paper into different numbers of equal parts to see how many different number pairs you can find that make 1 whole.</p> <p><b>See: (model below)</b><br/><a href="#">See video clip</a></p> <p><b>Do:</b> Use what you have learnt to answer the questions below.</p> | <p><b>Making links:</b> Yesterday, you learnt to make number pairs.</p> <p><b>Think:</b> Look at the pizza below. Tigger took 1 piece and Pooh took 2 pieces. How much of the pizza did they eat together?</p>  <p>Divide a piece of paper into 5 equal parts. Shade in the amount of pizza that Tigger and Pooh ate altogether. How many are shaded in? How many pieces are there in total?</p> <p><b>See: (model below)</b><br/><a href="#">See video clip</a></p> <p><b>Do:</b> Use what you have learnt to answer the questions below.</p> <p>See <a href="#">support video</a> for additional help.</p> | <p><b>Making links:</b> Yesterday, you learnt to add fractions.</p> <p><b>Think:</b> Look at the kit-kat bar below. Tigger took 1 piece of kit-kat. Pooh took 3 pieces of kit-kat. How much of the kit-kat did they eat?</p>  <p>How much of the kit-kat did they eat?</p> <p>With a piece of paper, fold it into 4 equal pieces. If you can, get two different coloured pencils to shade in the amount that Tigger and Pooh took. The paper is 1 whole kit-kat and each section represents a piece of kit-kat.</p> <p><b>See: (model below)</b></p> <p><b>Do:</b> Use what you have learnt to answer the questions below.</p> <p>See <a href="#">support video</a> for additional help.</p> | <p><b>Making links:</b> Yesterday you learnt how to add fractions. We learned that you only need to add the numerator when the denominator is the same, as it shows how many equal parts you are adding.</p> <p><b>Think:</b> After baking a cake, Mum cut it into 7 equal pieces. When Mum wasn't looking, Jess took two pieces of cake. Her brother wants to take another.</p>  <p>How much of the cake will be left once her brother has taken one? Give your answer as a fraction.</p> <p><b>See: (model below)</b><br/><a href="#">See video clip</a></p> <p><b>Do:</b> Use what you have learnt to answer the questions below.</p> |
| <b>Time to check</b>   | Check answer sheet below  | Check answer sheet below  | Check answer sheet below  | Check answer sheet below  | Check answer sheet below  |

**DAY 1 RESOURCES:**

**THINK:**

Look at the chocolate bar below.



I took one piece and my friend, Mr Mouse, took two pieces.

How much of the chocolate bar do we each get?

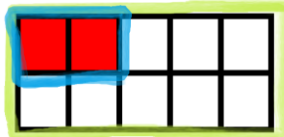
Make your own paper chocolate bar and cut it into ten pieces to help you find out.

**SEE:** [Optional video](#)



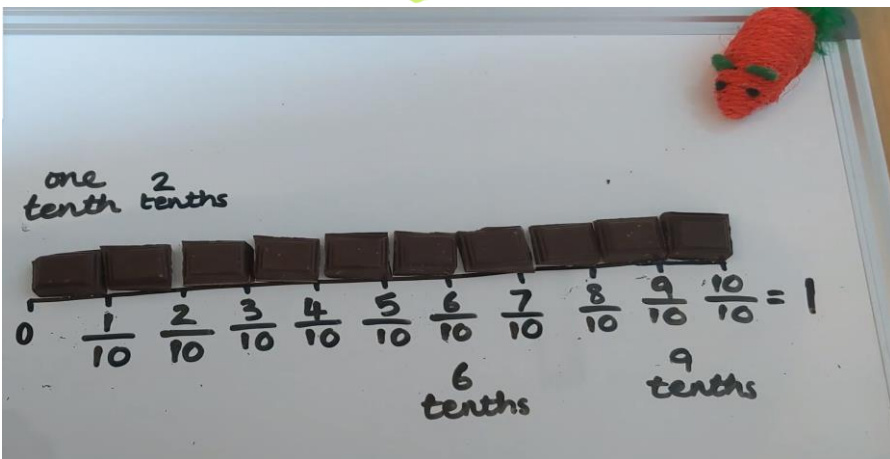
I had 1 piece out of ten equal parts.  
That's 1 tenth.

$$\frac{1}{10}$$



My friend, Mr Mouse, had 2 pieces out of ten equal parts.  
That's 2 tenths

$$\frac{2}{10}$$



10 pieces out of ten equal parts is 10 tenths.  $\frac{10}{10}$

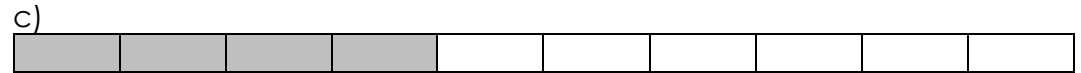
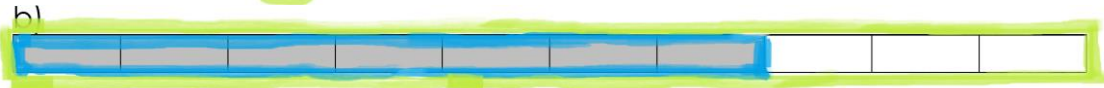
This is the same as one whole as this is the whole chocolate bar, so we can also write this as 1.

**DO:**

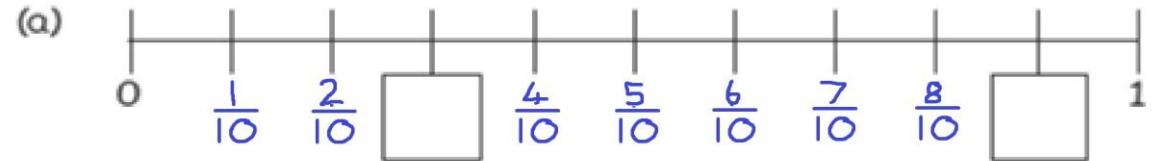
What fractions of the following are shaded?



Hint: Use these stem sentences to help you. 'This bar has been cut into \_\_\_\_\_ equal parts. \_\_\_\_\_ out of the \_\_\_\_\_ equal parts is shaded. I have \_\_\_\_\_.'



Fill in the blanks.

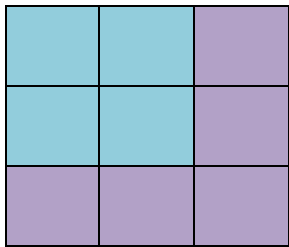


Answer sheet below.

**DAY 2 RESOURCES:**

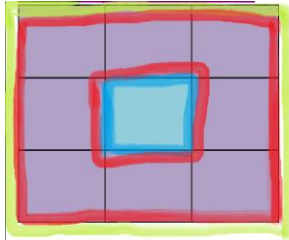
**THINK:** [Optional video clip](#)

Look at the image.



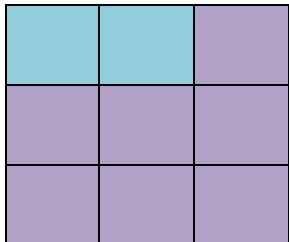
4 ninths and 5 ninths make 1. ( $\frac{4}{9}$  and  $\frac{5}{9}$ ). What other fractions make 1?  
Split a piece of paper into different numbers of equal parts to see how many different number pairs you can find that make 1 whole.

**SEE:** [Optional video](#)



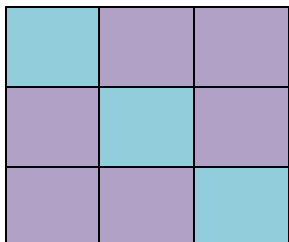
$\frac{1}{9}$  and  $\frac{8}{9}$  make 1.

1 ninth and 8 ninths make 1.



$\frac{2}{9}$  and  $\frac{7}{9}$  make 1.

2 ninths and 7 ninths make 1.



$\frac{3}{9}$  and  $\frac{6}{9}$  make 1.

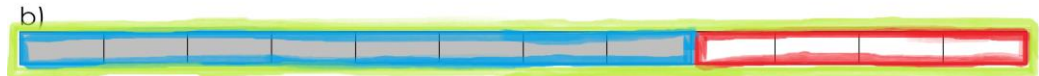
3 ninths and 6 ninths make 1.

**DO:**

Write the fractions in the boxes.

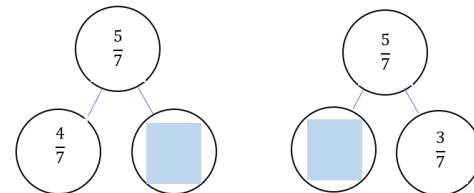
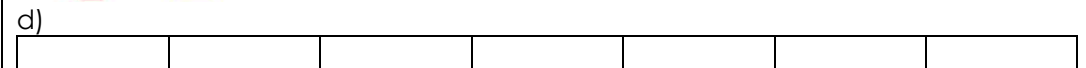
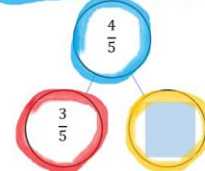
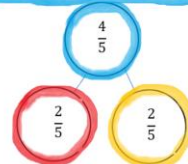


$\frac{1}{5}$  and  $\frac{4}{5}$  make 1.



$\frac{8}{12}$  and  $\frac{4}{12}$  make 1.

c example)



Answer sheet below.

**DAY 3 RESOURCES:**

**THINK:** Look at the pizza below. Tigger took **1 piece** and Pooh took **2 pieces**. How much of the pizza did they eat together?



**SEE:** [Optional video clip](#)



I can see there are **5 pieces** in total. Tigger has taken 1 piece out of 5 which is **one fifth** ( $\frac{1}{5}$ ). Pooh has taken 2 pieces out of 5 which is **two fifths** ( $\frac{2}{5}$ ). **One fifth + Two fifths = Three fifths** so they have taken **three fifths** in total ( $\frac{3}{5}$ ).

Divide a piece of paper into **5 equal parts**. Shade in the amount of pizza that Tigger and Pooh ate altogether. How many are shaded in?



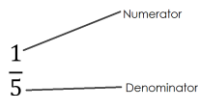
Tigger takes one fifth  $\frac{1}{5}$  which is highlighted in green.

Pooh takes two fifths  $\frac{2}{5}$  which is highlighted in orange.

We can add the fractions  $\frac{1}{5} + \frac{2}{5}$  to find the total amount of pizza eaten, which is  $\frac{3}{5}$ .

**Important to remember:** Adding fractions with the same denominator is the same as adding whole numbers. We do not add the denominator because it only tells us how many equal parts a whole has been divided into. We add the numerators because they tell us the number of equal parts we are counting.

Hint: Remember the numerator (the top number) tells us how many of the equal parts we have. The denominator (the bottom number) tell us how many equal parts the whole has been divided into.



**DO:** [Optional support video](#)

1) Add the following.



a) At Pooh's birthday party, the cake was cut into **10 equal slices**. Pooh ate 2 slices of cake. Tigger had three slices of cake.



$$\frac{2}{10} + \frac{3}{10} = \square$$

**Important to remember:** We do not add the denominator because it only tells us how many equal parts a whole has been divided into. We add the numerators because they tell us the number of equal parts we are counting.

$$\frac{3}{8} + \frac{1}{8} = \square$$



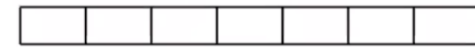
(c)  $\frac{4}{7} + \frac{2}{7} = \square$



(a)  $\frac{1}{9} + \frac{4}{9} = \square$



(b)  $\frac{3}{7} + \frac{1}{7} = \square$



Answer sheet below.

**DAY 4 RESOURCES:**

**THINK:**

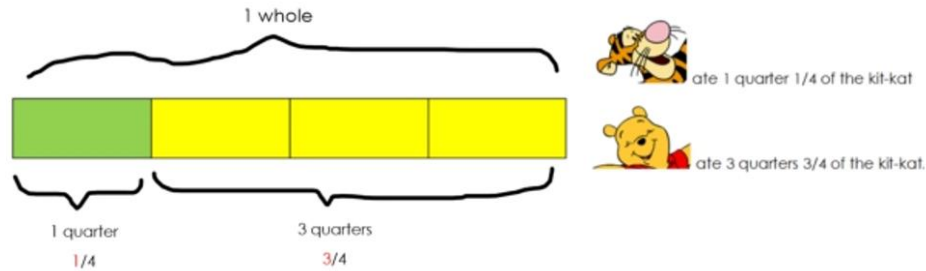


There are **4 pieces** of kit-kat altogether. Tigger took 1 piece which is **one quarter** ( $\frac{1}{4}$ ). Pooh took 3 pieces which is **three quarters** ( $\frac{3}{4}$ )

How much of the kit-kat did they eat?

**SEE:**

With a piece of paper, fold it into 4 equal pieces (quarters). If you can, get two different coloured pencils to shade in the amount that Tigger and Pooh took. The paper is 1 whole kit-kat and each section represents a piece of kit-kat.



Together, Tigger and Pooh ate 4 quarters of the kit-kat.  
1 quarter + 3 quarters = 4 quarters = 1  
 $\frac{1}{4} + \frac{3}{4} = \frac{4}{4} = 1$

**Important to remember: When the numerator equals the denominator you have a whole.**

E.g.  $\frac{4}{4} = 1$  whole,  $\frac{5}{5} = 1$  whole,  $\frac{6}{6} = 1$  whole,  $\frac{7}{7} = 1$  whole

**DO:** [Optional support video](#)

1) Add.

(a)  $\frac{1}{5} + \frac{3}{5} =$



(b)  $\frac{2}{5} + \frac{3}{5} =$



(c)  $\frac{4}{7} + \frac{3}{7} =$

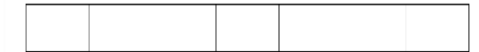
2)

Fill in the blanks.

(a)  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$



(b)  $\frac{1}{7} + \frac{2}{7} + \frac{2}{7} =$



(c)  $\frac{3}{9} + \frac{3}{9} + \frac{3}{9} =$

(d)  $\frac{10}{12} + \frac{1}{12} + \frac{1}{12} =$

Answer sheet below.

**DAY 5 RESOURCES:**

**THINK:**



Mum's cake was cut into 7. When Mum wasn't looking, Jess took two pieces of cake.

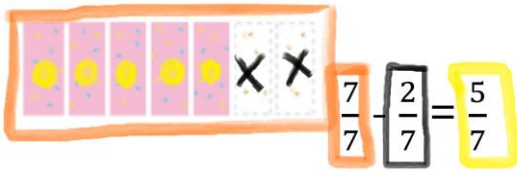


Her brother wants to take another.  
How much of the cake will be left once her brother has taken one?

**SEE: (see optional video)**

When Jess' mum cut her cake into 7 equal pieces, there was  $\frac{7}{7}$  (the whole) of the cake left. We could write this as 1.

When Jess took two slices of the cake, she took away  $\frac{2}{7}$  of the cake.

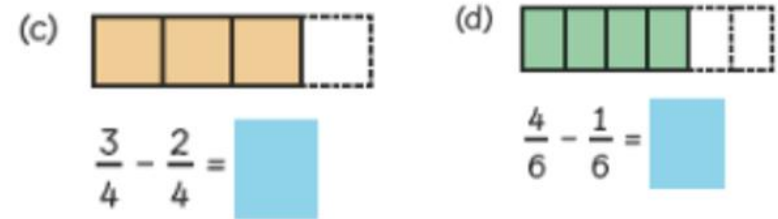
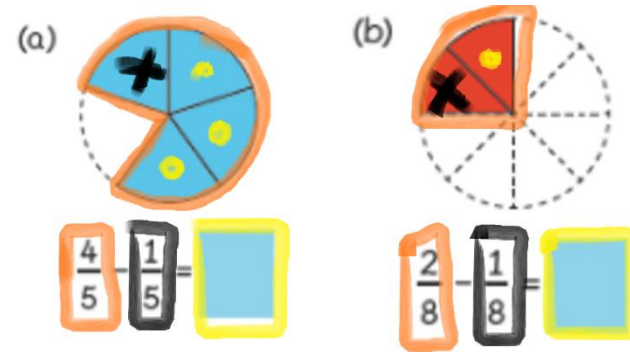


Her brother wants to take one more slice, which is  $\frac{1}{7}$  of the cake.



There will be  $\frac{4}{7}$  of the cake left. **When the denominator is the same, only subtract the numerator to find the answer.**

**DO: Part 1**



Part 2: Colour in the bars to help yourself solve these questions.

1.  $\frac{10}{12} - \frac{3}{12} =$  \_\_\_\_\_

2.  $\frac{3}{4} - \frac{2}{4} =$  \_\_\_\_\_


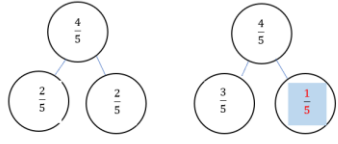
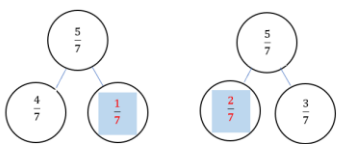
3.  $\frac{4}{6} - \frac{3}{6} =$  \_\_\_\_\_

Part 3: Have a go at drawing your own pictures to solve these questions.

4.  $\frac{6}{10} - \frac{5}{10} =$  \_\_\_\_\_      5.  $\frac{7}{11} - \frac{2}{11} =$  \_\_\_\_\_      6.  $\frac{10}{12} - \frac{4}{12} =$  \_\_\_\_\_

Answer sheet below.

# ANSWERS:

| Day 1:  | Day 2:   | Day 3:  | Day 4:   | Day 5:  |
|---|--|---|--|---|
| <p>a) <math>\frac{2}{10}</math> (two tenths)</p> <p>b) <math>\frac{7}{10}</math> (seven tenths)</p> <p>c) <math>\frac{4}{10}</math> (four tenths)</p> <p>(a) </p> <p>(b) <math>\frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10}, \frac{6}{10}, \frac{7}{10}, \frac{8}{10}, \frac{9}{10}, \frac{10}{10}</math></p> <p>(c) <math>\frac{2}{10}, \frac{4}{10}, \frac{6}{10}, \frac{8}{10}, \frac{10}{10}</math> or 1</p> | <p>a) <math>\frac{1}{5}</math> and <math>\frac{4}{5}</math> make 1.</p> <p>b) <math>\frac{8}{12}</math> and <math>\frac{4}{12}</math> make 1.</p> <p>c, d:</p> <p></p> <p></p> | <p>a) <math>\frac{5}{10}</math></p> <p>b) <math>\frac{4}{8}</math></p> <p><math>\frac{6}{7}</math></p> <p>c) <math>\frac{5}{9}</math></p> <p><math>\frac{4}{7}</math></p> <p><math>\frac{7}{10}</math></p> <p><math>\frac{6}{11}</math></p> | <p>Day 4:</p> <p>1. a) <math>\frac{4}{5}</math></p> <p>b) <math>\frac{5}{5}</math> or 1</p> <p>c) <math>\frac{7}{7}</math> or 1</p> <p>2. a) <math>\frac{3}{4}</math></p> <p>b) <math>\frac{5}{7}</math></p> <p>c) <math>\frac{9}{9}</math> or 1</p> <p>d) <math>\frac{12}{12}</math> or 1</p> | <p>Day 5:</p> <hr/> <p>Part 1</p> <p>a) <math>\frac{3}{5}</math></p> <p>b) <math>\frac{1}{8}</math></p> <p>c) <math>\frac{1}{4}</math></p> <p>d) <math>\frac{3}{6}</math> or <math>\frac{1}{2}</math></p> <hr/> <p>Part 2</p> <p>1) <math>\frac{7}{12}</math></p> <p>2) <math>\frac{1}{4}</math></p> <p>3) <math>\frac{1}{6}</math></p> <p>4) <math>\frac{1}{10}</math></p> <p>5) <math>\frac{5}{11}</math></p> <hr/> <p>6) <math>\frac{6}{12}</math> or <math>\frac{1}{2}</math></p> |