Year 2 Fractions Planning **Autumn 1:** **Week: 7 (Lessons 31 to 35)**

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: To be able to find one or ten less than a number Main: Understand that fractions are equal-sized portions Aut031	Mental: Give children a number. Ask them to write one less than the number and ten less than the number. Display hundred square to help them Main: Show children how fractions can be written in words (half, quarter or eighth) and in numbers (1/2, ¼, or 1/8) Explain that shapes can be split up in to fractions: • A half is 2 equal-sized portions • A quarter is 4 equal-sized portions • An eighth is 8 equal-sized portions Explain how the bottom number in a fraction tells you how many equal-sized pieces the shape has been split in to Emphasise how each portion of the shape needs to be the same size Do a couple of examples making deliberate mistakes (children should react and say 'No! That's wrong') Ask them to explain why it is wrong Model how to fold a shape in to halves, making sure that each half is the same size. Explain to children that they need to cut out the shape, fold it, draw a line down the fold and stick it on the sheet (Lower ability children start work) Model how to fold a shape in to quarters, making sure that each half is the same size. Explain to children how they need to cut out and fold two of each shape – one for halves and one for quarters and stick them in the right place on the table (Middle ability children start work) Model how to fold a shape in to eights, making sure that each half is the same size Explain to children how they need to cut out and fold three of each shape – one for halves, one for quarters and one for eighths and stick them in the right place on the table	Lower ability – fold shapes in to halves only Middle ability – fold shapes in to halves and quarters Higher ability – fold shapes in to halves, quarters and eights Extension – find different ways of folding shapes in to halves and quarters	Give each child a shape. Show the class a fraction e.g. quarters and they need to fold their shape in to that fraction as quickly as they can and hold it up for you to see. Take samples from any children who have folded their shapes in to unequal-sized portions. Discuss why these shapes are not split in to fractions