**Unit 15: Fractions (May: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Fractions; Sets and Operations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop an awareness of part-whole relationships using a variety of models (area, length and set); recognise and understand what happens when quantities (sets) are partitioned and combined. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **A Fair Share:** Partitions objects and shapes into two equal shares and describes the whole unit and parts by the number of shares/parts (U&C); Compares and describes parts of sets in terms of quantity (e.g. bigger, more, smaller, less than, the same as) (C); Notices that some partitions lead to equal parts and some do not (R); Explores the partitioning of a whole unit and sets of items (R) |  | [D] Notice & Wonder L1–4, 6–7[D] [C] Think-Pair-Share L1–4, 6–7[D] [C] Reason & Respond L1–4, 7[D] [C] I Do, We Do L2, 6[C] Making Equal Terms L3[C] PE Games L3[D] Concept Cartoon L4[C] [D] Build it; Sketch it; Write it L4, 6–7[C] Wholes and Halves Hunt L5[C] Halving Foods L5[C] Maths Station L5[D] Would This Work? L6[D] Quick Images L7[D] Write-Hide-Show L7[D] [C] Toolkit: Ten Frames L7[C] Halving Sets, Using Ten Frames L7[C] [P] Game: Odds and Evens: Spin and Cover (PCM 5) L7**Print resources**Pupil Book pages 84–87Home/School Links Book pages 36–37 | **Intuitive Assessment:**responding to mergingmisconceptions**Planned Interactions:**responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the ProgressAssessment Booklet pages 28–29 |
| **2** | **Sharing Equally:** Partitions an array of objects, a shape or a line segment into two equal shares (R); Divides whole sets of objects, space or line segments into subsets or parts (using real-life contexts, where appropriate) (A&PS); Splits a whole into smaller parts andexplains that ‘equal parts’ are the same size or value (A&PS) |  |
| **3** | **Equal Groups:** Explores the partitioning of a whole unit and sets of items (R); Divides or shares out groups of objects equally into smaller groups (A&PS) |  |
| **4** | **Introducing Halves:** Recognises and names equal parts of a whole (halves) (C); Visualises and represents understanding of a half (R); Establishes that equal shares of identical wholes need not have the same shape (R); Investigates halves of different geometric shapes (A&PS) |  |
| **5** | **Wholes and Halves:** Partitions an array of objects, a shape or a line segment into two equal shares (R); Represents parts of models (sets, areas or line segments), using concrete materials (C); Splits a whole into smaller parts and explains that ‘equal parts’ are the same size or value (A&PS); Investigates halves of different geometric shapes (A&PS) |  |
| **6** | **Halving Lines:** Represents parts of models (sets, areas or line segments), using concrete materials (C); Represents and records understanding of halves, using manipulatives, pictorially or by using symbols (C); Partitions an array of objects, a shape or a line segment into two equal shares (R); Divides whole sets of objects, space or line segments into subsets or parts (using real-life contexts where appropriate) (A&PS) |  |
| **7** | **Halving Sets:** Establishes and identifies half of sets up to at least 10 (U&C); Represents and records understanding of halves using manipulatives, pictorially or by using symbols (C); Partitions an array of objects, a shape or a line segment into two equal shares (R); Splits a whole into smaller parts and explains that ‘equal parts’ are the same size or value (A&PS) |  |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |