

Mathematics (Fractions)

Pupils need to have a solid understanding of number and number value before accessing fractions – therefore this is not appropriate for pre-formal students

Number (Fractions) – KS1-KS5			
By the end of KS5 our pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
	The pupil can:	The pupil can:	The pupil can:
Recognise, find, and name a half as one of two equal parts of an object , shape , or quantity [NC YR1]		- ‘Shares’ concrete objects between people but not accurately e.g. in play - Completes one-to-one matching, e.g., gives an object to each person - Shares objects into groups (may not be accurate) - Shares concrete objects between a given number of people or groups - Shares object into equal groups - Finds half of a set of objects - Knows that halving means to cut into 2 (may not be accurate)	- Knows and demonstrates halving of a quantity or as sharing equally into two groups - Knows and demonstrates halving of a group of objects as sharing equally into two groups - Knows and demonstrates halving of a shape as cutting equally into two parts e.g. cutting a cake - Understanding that finding a half is the same as dividing by 2 - Can find halves of lengths e.g. finding the half length of 8cm ribbon - Uses the term half
Recognise, find, and name a quarter as one of four equal			- Knows and demonstrates finding a $\frac{1}{4}$ of a quantity as sharing into four equal parts or groups

parts of an object, shape, or quantity. [NC YR1]			- Knows and demonstrates that finding a $\frac{1}{4}$ of a shape means splitting into four equal parts - Uses the term quarter
Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity [NC YR2]			As above plus - Knows and demonstrates that finding a $\frac{1}{3}$ of a quantity means splitting into 3 equal objects - Knows and demonstrates that finding $\frac{2}{4}$ of a quantity means splitting into four equal objects and adding two groups together - Knows and demonstrates that finding $\frac{3}{4}$ of a quantity means splitting into four equal objects and adding three groups together - Knows and demonstrates that finding a $\frac{1}{3}$ of group of objects is sharing equally into three groups - Knows and demonstrates that finding a $\frac{2}{4}$ of group of objects is sharing equally into four equal objects and adding two groups together - Knows and demonstrates that finding a $\frac{3}{4}$ of group of objects is sharing equally into four equal objects and adding three groups together

- Knows and demonstrates that finding a $\frac{1}{3}$ of a shape means splitting into three equal parts

- Knows and demonstrates that finding a $\frac{2}{4}$ of a shape means splitting into four equal parts and putting two pieces together

- Knows and demonstrates that finding a $\frac{3}{4}$ of a shape means splitting into four equal parts and putting three pieces together

- They will be able to find the $\frac{1}{4}$ of a length e.g. 8cm ribbon by folding in half and half again

- They will be able to find $\frac{2}{4}$

of a length

- They will be able to find $\frac{3}{4}$

of a length

- They will be able to find a $\frac{1}{3}$

of a length

- Can write the following fractions:

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

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. [NC YR2]			As above, plus - Write simple fractions, such as $\frac{1}{2}$ of 6 = 3 - Recognising that $\frac{2}{4}$ and $\frac{1}{2}$ mean the same.
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