Maths 19-1-21

LO: I can make and recognise equal and unequal parts and identify unit and non-unit fractions.

Note: *Children explore making and recognising equal and unequal parts. They should do this using both real life objects and pictorial representations of a variety of shapes and quantities. Children are introduced to fractions with denominators other than 2, 3 and 4, which they used in Year 2 and 3. Ensure children understand what the numerator and denominator represent.*

*Remember that the **numerator** is the top number in a fraction and the **denominator** is the bottom number. A unit fraction has a numerator of 1 and a non-unit fraction has a numerator of more than 1.*
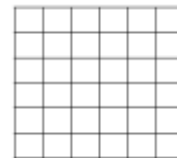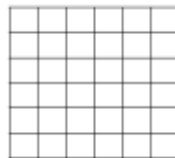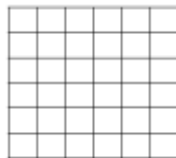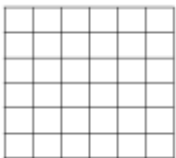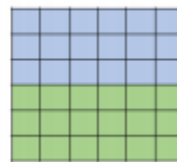
1.

Use different colours to show how this shape can be split into equal parts.
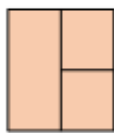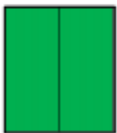
How many ways can you find?
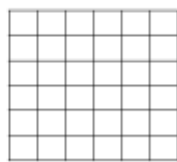
e.g.

2.

Look at the representations. Decide which show equal parts and which show unequal parts.

Can you make some of your own representations of equal and unequal parts? What objects around the house could you try and use – do your windows show equal or unequal parts?

3.

Can you split the teddies into three equal groups?

Can you split the teddies into three unequal groups?

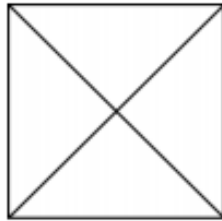How many ways can you split the teddies into equal parts?
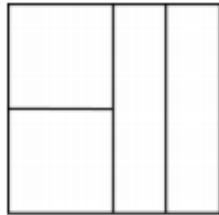
Hint: Be systematic in your approach.

4.

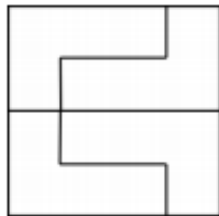Three children are splitting a square into equal parts.

Teddy

Alex

Mo

Who has split the square into equal parts? Explain why.

5.

Complete the sentences to describe the images.

___ out of ___ equal parts are shaded.

$\frac{\square}{\square}$ of the shape is shaded.

6.

Shade $\frac{1}{5}$ of the circle.

Shade $\frac{3}{5}$ of the circle

Circle $\frac{1}{5}$ of the beanbags.

Circle $\frac{3}{5}$ of the beanbags.