## Maths - Year 2

Calculating 16: Halves, quarters and thirds of wholes

| Key Vocabulary |  |
| :--- | :--- |
| Part | A part of the whole amount. |
| Whole | The whole of a number, amount or <br> shape. |
| Equal | The same in number, amount or <br> size. |
| Half | One of two equal parts. |
| quarter | One of four equal parts. |
| Third | One of three equal parts. |
| Divide into/share <br> between | Grouping or sharing a number or <br> amount into equal parts. |

## Mathematical Skills

- Explain in their own way that when a whole is split into equal parts, the absolute size of the parts depends upon the size of the whole.
- Find a quarter of a shape by halving and halving again.
- Explain the connection between dividing by two and finding half.
- Explain the equivalence between $1 / 2$ and ${ }^{2} / 4$.
- Explain the connection between the dividing symbol ' $\because$ ' and fraction notation.
- Read and write $1 / 2,1 / 4,3 / 4,1 / 3$.
- Explain the connection between dividing by three and finding thirds.


## Mathematical Methods

- Understanding fractions of a whole e.g. cutting chocolate, apples etc. into two equal pieces (halves).

- Understanding fractions of shapes e.g. folding shapes into half and half again to make quarters.


Relating dividing by two to finding half e.g. sharing out 10 bread rolls between two shops.


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10 \div 2=5
$$

- Explaining fraction notation e.g. $12 \div 2=6$. Half of 12 is $6.6=1 / 2$ of 12 .



Finding thirds and meeting $1 / 3$ notation.


- Finding quarters and generalising to $1 / 4$ notation. E.g. the baker now has to share 24 rolls between four shops.


Thinking about $3 / 4$.


## Can you..?

What fraction of the pegs is red?


- Can you mark one third on the number line?


Ravi started to divide this square to show quarters. Can you finish it and colour in three-quarters?


