## Maths - Year 3 <br> Calculating 16: Making connections between dividing into equal parts and calculating with fractions

| Key Vocabulary |  |
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| Share into <br> equal parts | Dividing an amount into group of the same <br> size. |
| Remainder | Something that has been left over when other <br> parts have been used. |
| Horizontal | A straight line, parallel to the horizon. |
| Partitioning | Splitting a number in different ways e.g. 27 = <br> 20 tens and 7 ones, 20 + 7. |
| Halve/Half | Divide an amount into two equal parts. |
| Quarter | Divide an amount into four equal parts. |

## Mathematical Skills

- Understand that equal numbers can be shared into two equal parts. - Understand that odd numbers can't be shared into two equal parts and there will always be 1 remaining. - Understand that, when halving odd numbers, the remaining 1 can't always be physically cut in half in a real life context.
- Understand that dividing by 2 or 4 is the same as finding a half or a quarter.


## Mathematical Methods

- Introducing fractions in a dividing context e.g. sharing carrots out between to rabbits.

- Halving numbers, and multiples of 10.

$30 \div 2=15$
- Finding a quarter by dividing by 4 (or halving and halving again).



## Can you..?

- Molly has 2 horses and 5 carrots. If she shares the carrots equally, how many carrots will each horse get?
- Solve a) half of 16 b) half of 28 c) half of 54
- Draw the coins you would need if you had half of 50p
- Sarah has two slices of toast. She cuts them both in half and has 4 halves. How many halves of toast would she have if she started with 12 slices of toast?
- What is 1 quarter of 40 ?
-How many whole oranges will there be if there are 16 quarters?

