



KEY STAGE 2

Name of trainee: PAULA RUBBERY		Session ref: 2/12/15 (SESSION 3)
Personal target(s) in relation to QTS: • Effective use of adults in the classroom. • Aim for the children to take more lead and work with greater independence.		
S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate learners and which: (a) make learning objectives clear to learners; (b) employ interactive teaching methods and collaborative group work; and (c) promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning		
S3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance the learning of those they teach.		
Year group: Year 6	No. of learners: 15	ALN: Mrs E provides support for LB
Additional adults: Mrs R		
Learning objective(s): - To add fractions with the same denominator. - To convert mixed numbers to improper fractions and vice versa.		
Success criteria: - I can convert fractions to mixed numbers. - I can add fractions with the same denominator.		
Links to previous learning: Continuation of fractions. See session ref (30-11-15 & 1-12-15)		
Curriculum coverage (range, skills): Numeracy - Find equivalent fractions and use these to add or subtract fractions. - Simplify fractions.		
Literacy (LNF): - ORACY: Contribute purposefully to group discussion to achieve agreed outcome.		
Numeracy (LNF): N/A		
ICT: N/A		
Thinking: Group discussion, feedback.		
ESDGC: N/A		
YCC: N/A		
Key vocabulary (English/Welsh): Fraction, denominator, numerator, equivalent, mixed number Dwylo l fyny, Pwy sy'n barod?		

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
15 mins	Introduction Begin the lesson by explaining the learning objective. Count in unison starting at zero in halves to 10. Then count back starting at $6 \frac{1}{2}$ to zero. Remind children as you count we do not say two-quarters, we say a half. Count in unison from zero to 10 and back to zero in quarters, e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1 \frac{1}{4}$, $1 \frac{1}{2}$, $1 \frac{3}{4}$, 2, etc. Count to 10 and back to zero in thirds. Ask a few questions, e.g. <i>If I am counting in thirds what comes before five? What comes after seven and two-thirds?</i>	
30 mins	Main activity <i>What are mixed numbers? They are mixtures of whole numbers (whole pizzas!) and fractions (parts of pizzas!)</i> <i>How do we write four and a half?</i> We can write $4 \frac{1}{2}$, or 4.5. <i>How many halves is this?</i> Use the <u>Fraction and decimal number line tool 6.7.5</u> to count how many halves are the same as $4 \frac{1}{2}$ explaining that we can write this as $9 \frac{1}{2}$. Explain how $2 \frac{2}{2} = 1$ (two halves make a whole one) so $8 \frac{2}{2} = 4$ (eight halves is four whole ones) which means $9 \frac{2}{2} = 4 \frac{1}{2}$. Show this using the pizzas on slide 1 of <u>Screen 6.7.5</u> to show how nine halves makes four and a half whole pizzas. Q: <i>What happens if we add fractions?</i> <i>We know we can add fractions with the same denominators easily as we just add the numerators.</i> Remind children that they should have done this in Year 5. Write $\frac{3}{4} + \frac{3}{4} = ?$ Show $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$ and ask: <i>What is six-quarters? How else can we write it?</i> Point to the numerator and say that when it is greater than the denominator it means we have more than one whole. Discuss how many quarters make a whole. Show slide 2 of <u>Screen 6.7.5</u> to show how $\frac{6}{4}$ is one and a half pizzas. Write $\frac{6}{4} = 1 \frac{2}{4} = 1 \frac{1}{2}$.	ABACUS screen 6.7.5 ABACUS screen 6.7.5 ABACUS screen 6.7.5

Ask children to add $\frac{7}{8}$ and $\frac{5}{8}$. Discuss how we can just add the numerators as the denominators are the same so $\frac{7}{8} + \frac{5}{8} = \frac{12}{8}$. Ask children how else we can write $\frac{12}{8}$.

Explain that $\frac{8}{8} = 1$, then we have $1\frac{4}{8}$ which is the same as $1\frac{1}{2}$.

Show slide 3 of Screen 6.7.5 of pizzas cut into eighths. Count 12 eighths and show this is equivalent to one and a half pizzas.

Short task

Ask children to add $\frac{7}{9} + \frac{8}{9}$ and write the answer as a mixed number.

ABACUS screen **6.7.5**

ABACUS screen GP 6.7.5

	GROUP 1: Children complete questions 1–12 on <u>GP 6.7.5</u>. Remind them to convert their answers into mixed numbers. LB with Mrs E - provides 1:1 support. GROUP 2: Children complete questions 4–13 on <u>GP 6.7.5</u> then question 14. Can they find fractions with different denominators that give a total of 2? Can they find pairs of mixed number with a total of 5? GROUP 3: Children complete questions 1–10 on <u>GP 6.7.5</u>. They use a fraction number line or <u>Fraction and decimal number line tool 6.7.5</u> to change the improper fractions JB and AW: Y6 CHALLENGE BOOK p26	
15 mins	Plenary Write $1000/100$ and ask children: <i>Who thinks they can write this as a mixed number?</i> Discuss the fact that $100 \times 10 = 1000$. Ask whether this will be a mixed number or a whole number. Explain how $100/100 = 1$ and there are 10 of these which means $1000/100 = 10$. Write $30/5$ and ask children what this is. Encourage them to explain how they know it is 6. Discuss the fact that the better you are with your multiplication table facts the easier fraction work is!	