

## Guidance for teachers – Lower KS2 Fractions 2

### 3.2 Unit fractions identifying, representing, comparing

These short videos are intended to provide your pupils with interactive lessons whilst they are learning from home. You can choose how regularly you set them for your class. Some of the learning might be consolidation and practice which aids confidence and retrieval and helps build firm foundations for moving on to future areas of mathematics. It is important that pupils experience these in the suggested order. They have been designed to be a coherent sequence of learning which builds on previous understanding and exemplify a [teaching for mastery approach](#).

General features of a teaching for mastery approach, which can be found within these lessons:

- **Stem sentences** which promote precise mathematical vocabulary and generalisations for all pupils
- **Representations** which are carefully chosen and can be concrete, iconic or abstract and that move between the three
- **Opportunities for deepening understanding for all pupils** - using small steps of learning enables pupils to learn together and gain deep conceptual understanding
- **Independent practice and retrieval** - you could ask the children to send you their practice activities so that you can check understanding. You could also set supplementary activities to extend practice and develop fluency in using their knowledge of times tables for dividing sets of objects as in lesson 7.

**Lesson 6** - Pupils develop their previous understanding and apply it into the context of 3D representations. Initially they will use physical resources and then moving onto pictorial representations, pupils learn that the unit fraction name, notation and representation can also be applied in 3D representations.

**Lesson 7** - This lesson has been designed so that the pupils build on previous understanding - knowing that the same whole (this time a quantity) can be divided into equal parts in different ways. They will understand how they can assign a unit fraction name to an equal part of a group of items.

**Lesson 8** - Pupils will be able to identify a unit fraction in different contexts. This lesson aims to exploit common misconceptions that the children may have.

**Lesson 9** - Pupils will discover that equal parts of the same whole do not have to look the same. Pupils will be invited to visualise some proofs for this statement as well as make them from paper.

**Lesson 10** - The pupils will revise that equal parts of the same whole do not have to look the same. In this lesson they will use the context of measures as well as the area model to recognise this. They will practise visualising and estimating fractions as well as developing their reasoning.

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials [here](#).

With thanks to Martin Adsett (GLOW Maths Hub), Eva Brown (London South West Maths Hub), Jonathan East (London Central and West Maths Hub), Kirsty Kingham (North-East Hants and Surrey Maths Hub) and Jo Sawyer (Yorkshire Ridings Maths Hub).