

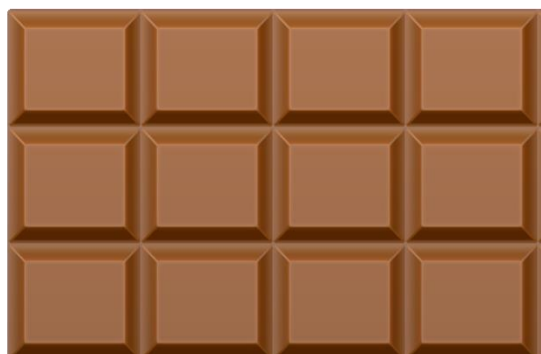
Date - 04 .02.21 Context- fractions of shapes and numbers

L.O: To solve a fraction problem practically

LO: To relate fractions to division. ($\frac{1}{2}$)

	<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ...	Teacher / TA/ Supply <input type="checkbox"/>	tools used
		I was supported at times with ...		
		I needed no help at all.		

Imagine Little Red Riding Hood and her Grandma are sharing some chocolate.
Cut out these chocolate bars and try folding them to find out how many chunks they will get each.



What would be a sensible way to fold or cut this bar?

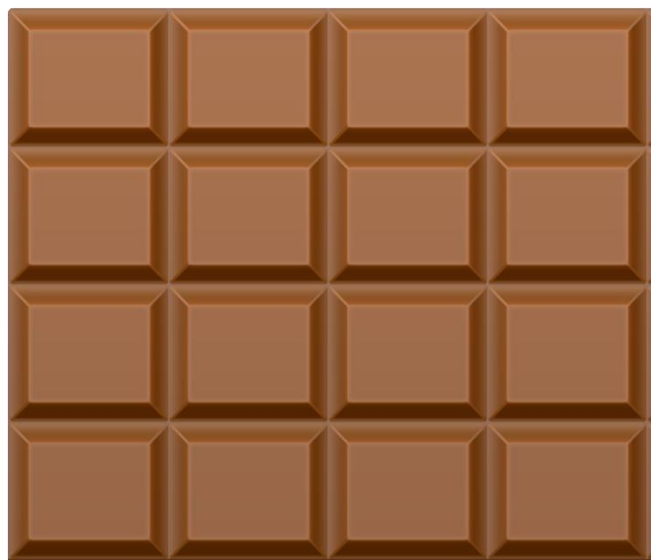
Date - 04 .02.21 Context- fractions of shapes and numbers

L.O: To solve a fraction problem practically

LO: To relate fractions to division

	<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ...	CT/ TA	tools used
		I was supported at times with ...	<input type="checkbox"/>	
		I needed no help at all.		

Imagine Red Riding Hood and her Grandma are sharing some chocolate. Cut out these chocolate bars and try folding them to find out how many chunks they will get each.



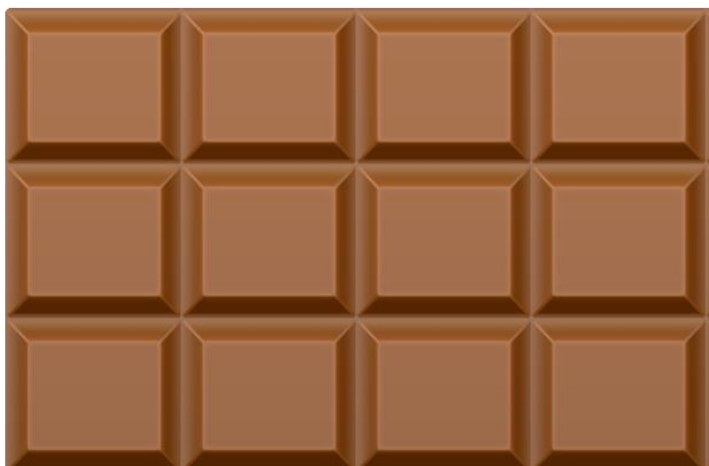
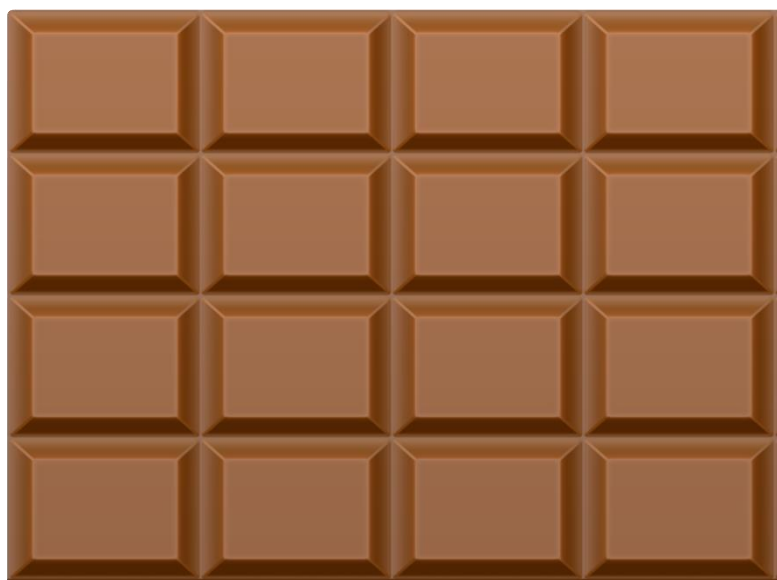
Date - 04 .02.21 Context- fractions of shapes and numbers

L.O: To solve a fraction problem practically

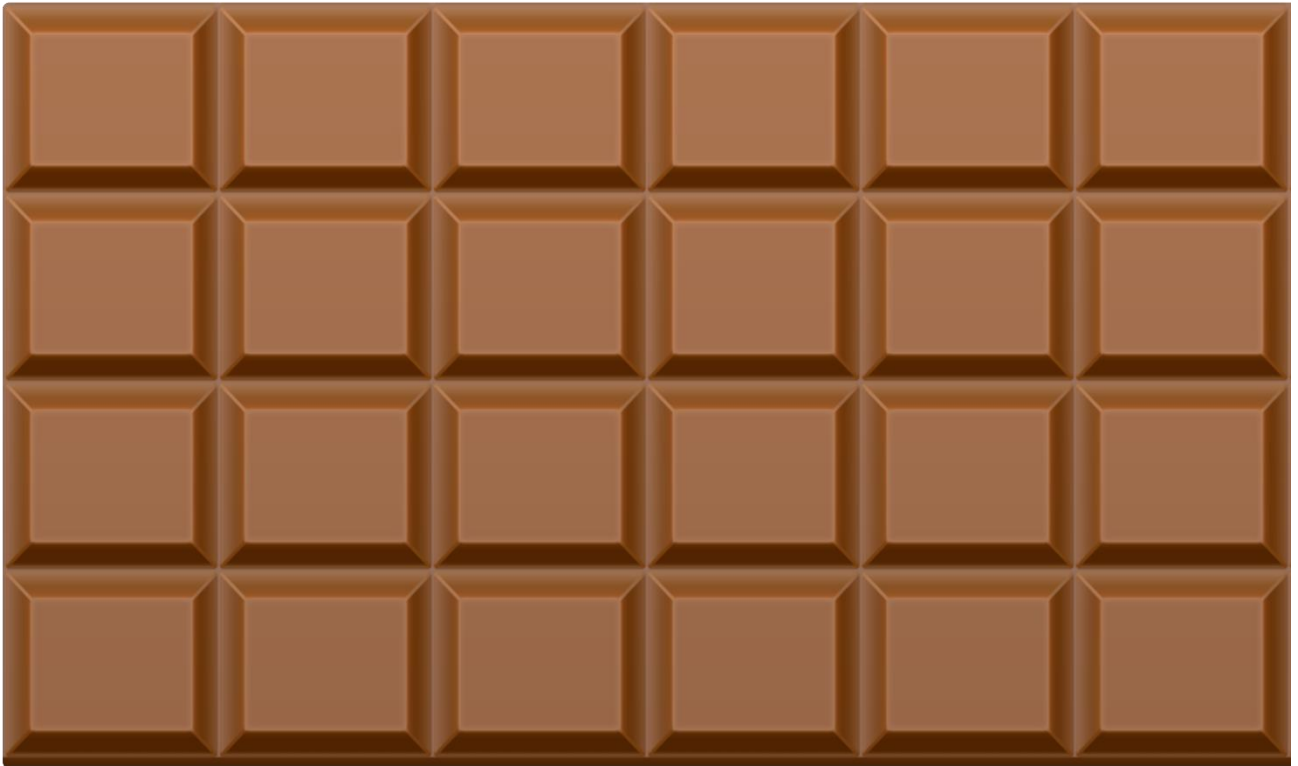
LO: To relate fractions to division. $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$

	<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ... I was supported at times with ... I needed no help at all.	CT / TA <input type="checkbox"/>	tools used

Imagine Red Riding Hood, her Grandma, her Mum and the woodcutter are sharing some chocolate. Cut out these chocolate bars and try folding them to find out how many chunks they will get each. Does that remind you about division?



Green header



Date - 04 .02.21 Context- fractions of shapes and numbers

L.O: To solve a fraction problem practically

LO: To relate fractions to division $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ & $\frac{1}{3}$

	<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ... I was supported at times with ... I needed no help at all.	CT / TA <input type="checkbox"/>	tools used

