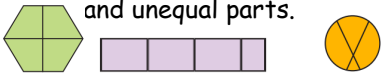

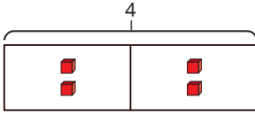
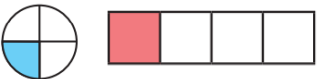
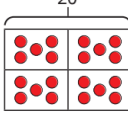


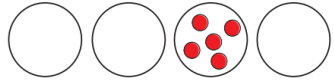





Step	Year 2 Summer Term Block 1 - Small Steps - Fractions	
	L.I.	Vocabulary / Questions / Stem Sentences
1	To identify parts and wholes.	What is the whole? What are the parts? If the ____ is the whole, ____ is part of the whole.
2	To recognise and make equal and unequal parts. 	What does "equal" mean? What does "unequal" mean? There are ____ equal parts. I know the shape has been split into equal/unequal parts because ...
3	To recognise a half. 	What is a half? How do you know that a half is shaded? The whole has been split into ____ equal parts. Each part is worth one ____ This can be written as ____. What does the fraction bar represent?
4	To find a half of a quantity. 	How can you find half of the number? How is finding half of a number similar to dividing by 2? Why? The objects have been shared equally between ____ groups. There are ____ in each group. Half of ____ is equal to ____ To find half of a number, I need to divide the number by ____.
5	To recognise a quarter. 	What is a quarter? How do you know that a quarter is shown? What is the denominator? How do you know? The whole has been split into ____ equal parts. One of the equal parts is called a _____. This can be written as _____.
6	To find a quarter 	How do you find a quarter of a number? How many equal groups do you need to make? If you know half of an amount, how can you find a quarter? The objects have been shared equally between ____ groups. There are ____ in each group.
7	To recognise a third. 	How many equal parts has the shape been split into? What is a third? How is it similar to a half and a quarter? How is it different? The whole has been split into equal parts. Each part is worth a ____.
8	To find a third of an amount. 	Why do you need to make three equal groups? Is $\frac{1}{3}$ greater than or less than $\frac{1}{2}$ or $\frac{1}{4}$? Why? The whole has been split into ____ equal groups. There are ____ in each group. $\frac{1}{3}$ of is equal to _____.
9	To find the whole. 	Do you know a part or the whole? How many equal parts are there? The whole has been split into ____ equal parts. One part is ____, so the other parts must also be _____. The whole is _____.
10	To use the term unit fractions to describe parts of a whole.	What is a unit fraction? What do all unit fractions have in common? There are ____ equal parts. There is ____ part shaded. ____ is shaded. This is a ____ fraction.
11	To recognise non-unit fractions. 	What is a unit fraction? What is a non-unit fraction? What is the difference between a unit fraction and a non-unit fraction? There are ____ equal parts. There are ____ parts shaded. ____ is shaded. The numerator is greater than ____, so this is a ____ fraction.
12	To recognise the equivalence of a half and two quarters. 	What does " equivalent " mean? What do you notice when you colour $\frac{1}{2}$ and $\frac{2}{4}$ of the same shape? $\frac{1}{2}$ is ____ to $\frac{2}{4}$.
13	To recognise three-quarters. 	How many quarters are there in three-quarters? There are ____ equal parts. ____ of the equal parts are shaded. This can be written as _____.
14	To find three-quarters of an amount.	How many equal groups do you need to make? • How many of the equal groups do you need to count to find $\frac{3}{4}$? The whole is _____. $\frac{1}{4}$ of ____ is _____, so $\frac{3}{4}$ of ____ is _____
15	To count in fractions up to a whole.	What comes next in the pattern? What happens to the numerator? What happens to the denominator? How do you know when a fraction is equivalent to 1 whole?