



<p><u>Experience and Outcomes</u></p> <p>I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems (MNU 2-07a)</p> <p>I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions. (MTH 2-07c)</p> <p><u>Learning Outcome</u></p> <p>-Pupils will use a range of materials to display fraction pyramid e.g., $\frac{1}{2}$ would be the same as $\frac{2}{4}$.</p> <p>-Pupils will be able to demonstrate an understanding expressing fractions in their simplest form.</p>	<p><u>Resources</u></p> <p>Chalk</p> <p>Natural materials including: Pinecones, Stones, Sticks – range of lengths (these can also be broken up by the children), Shells.</p>
<p><u>Activity</u></p> <ol style="list-style-type: none"> 1. Ask the children to gather around, use sticks to explore the fraction pyramid. Share learning objective. 2. Get children to pair up with their talk partner, they should collect any resources from the outdoor box e.g., stones, sticks etc. They must work together to create the rest of the fraction pyramid using teaching from point 1. 3. Allow children to explore the fraction pyramid using different materials. Each child in the pair takes turn in doing a part of the fraction pyramid. 4. Bring pupils back together and show them $\frac{2}{8}$ in its simplest form is $\frac{1}{4}$ - use pinecones for this (similar to the Lego concept) 5. Children gather into 4's and work as a small group to explore more ideas (mixed ability groups). 	<p><u>Assessment</u></p> <p>Pupils will be able to demonstrate an understanding of fraction pyramid to support and deepen understanding of equivalent fractions.</p> <p>Photograph evidence of learning and children will use post it notes to write down what they learned and answer an equivalent fraction question.</p> <p>Teacher uses sheet to write down any comments from pupils during observations.</p>