

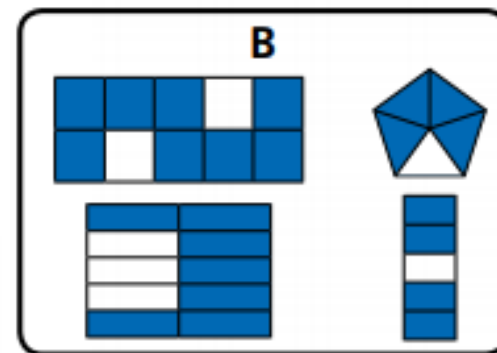
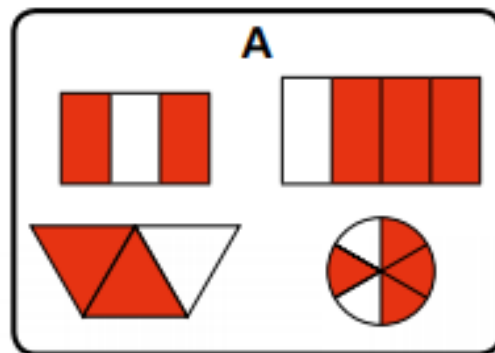
Year 4 Maths



Power Up

Label each of the shapes with the fraction shaded.

Find the odd one out in each set of shapes.



Draw a hexagon. Shade $\frac{2}{3}$ of it.

Draw another hexagon. Shade $\frac{2}{3}$ of it in a different way.



I will explain how I know which one is the odd one out.

Year 4 Maths

LO: To recognise fractions greater than 1



Re-cap

What is the top and bottom parts of a fraction called?

Year 4 Maths

LO: To recognise fractions greater than 1



What fraction is this split into?

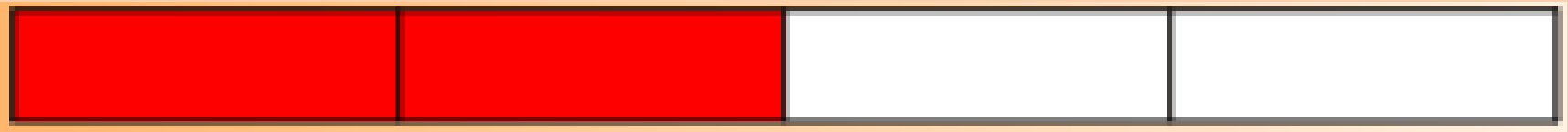


Year 4 Maths

LO: To recognise fractions greater than 1



How much of this shape is shaded?

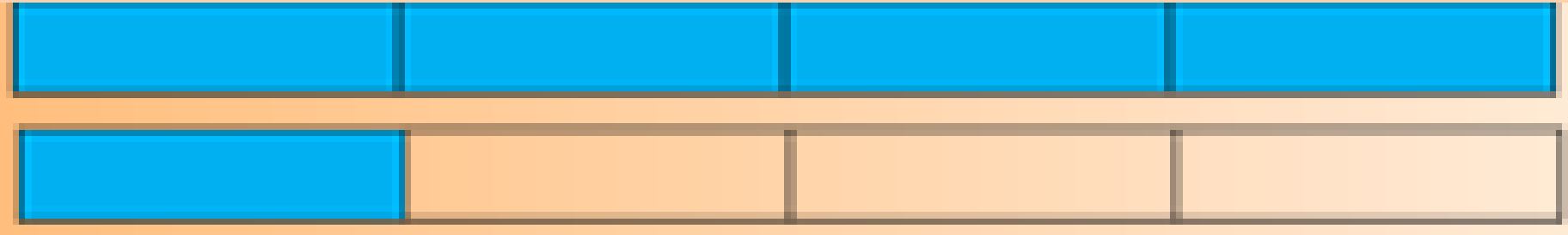


Year 4 Maths

LO: To recognise fractions greater than 1



How much of this shape is shaded now?

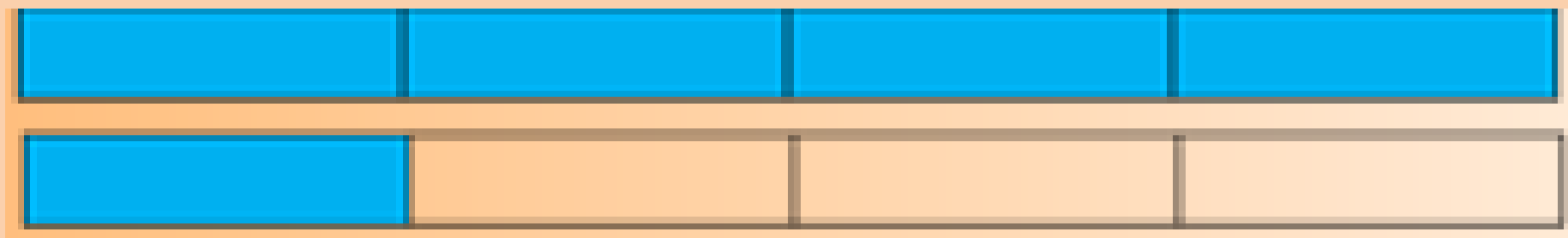


Year 4 Maths

LO: To recognise fractions greater than 1



How much of this shape is shaded now?



1 whole

There are 5 quarters altogether.

5 quarters = 1 whole and 1 quarter.

$$\frac{1}{4}$$

Year 4 Maths

LO: To recognise fractions greater than 1



What fraction is this split into?

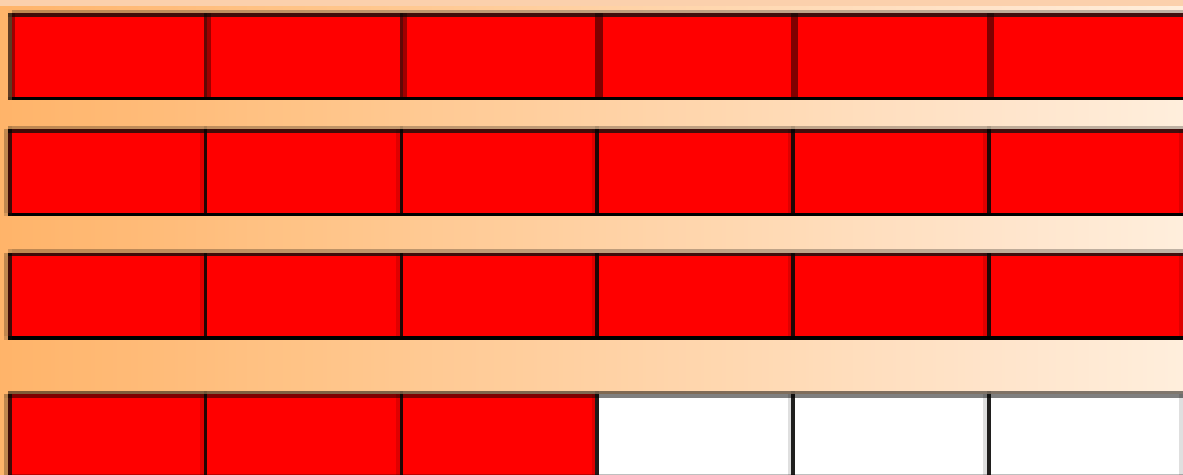
| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Year 4 Maths

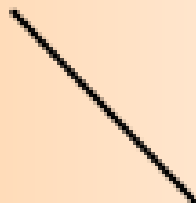
LO: To recognise fractions greater than 1



How much of this shape is shaded?



whole

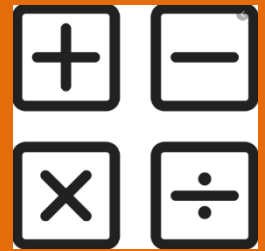


There are _____ sixths altogether.

_____ sixths =
_____ whole and
_____ sixths.

Year 4 Maths

LO: To recognise fractions greater than 1



Success Criteria

- How many are there?
- How many parts are shaded in?
- How many wholes are there?
- How many parts are left over?

Year 4 Maths

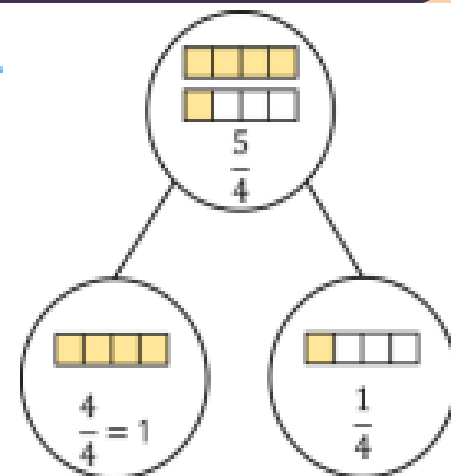
LO: To recognise fractions greater than 1



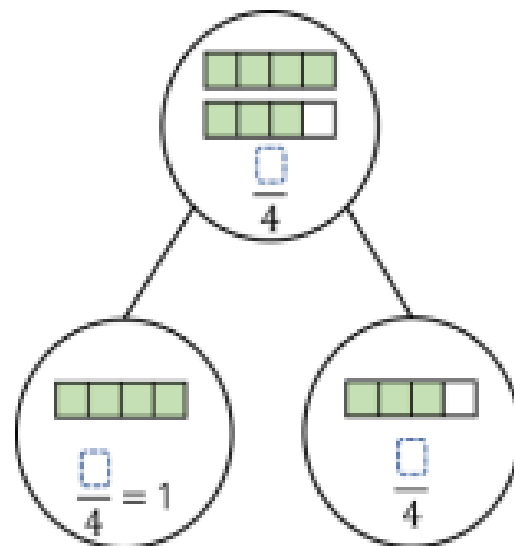
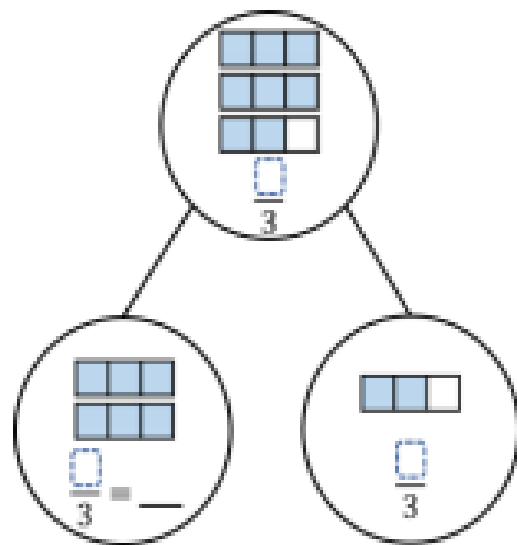
Fluency Complete the part-whole models and sentences.

There are ____ quarters altogether.

____ quarters = ____ whole and ____ quarter.



Write sentences to describe these part-whole models.



Year 4 Maths

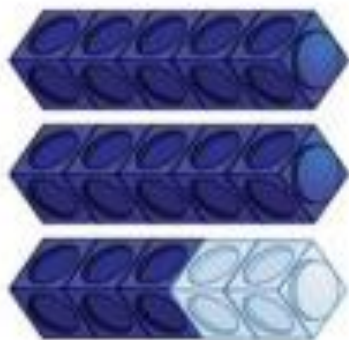
LO: To recognise fractions greater than 1



Reasoning

3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

Spot the mistake.



$$\frac{13}{5} = 10 \text{ wholes and } 3 \text{ fifths}$$

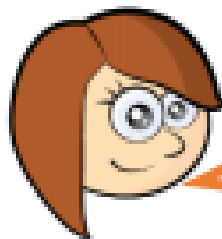
Year 4 Maths

LO: To recognise fractions greater than 1



Problem Solving

Rosie says,



$\frac{16}{4}$ is greater than $\frac{8}{2}$
because 16 is greater
than 8

Do you agree?
Explain why.

Year 4 Maths

LO: To recognise fractions greater than 1

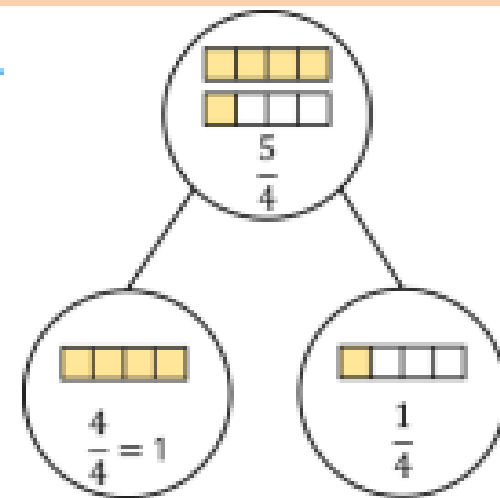


Answers - Fluency

Complete the part-whole models and sentences.

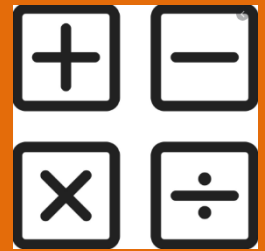
There are 5 quarters altogether.

5 quarters = 1 whole and 1 quarter.

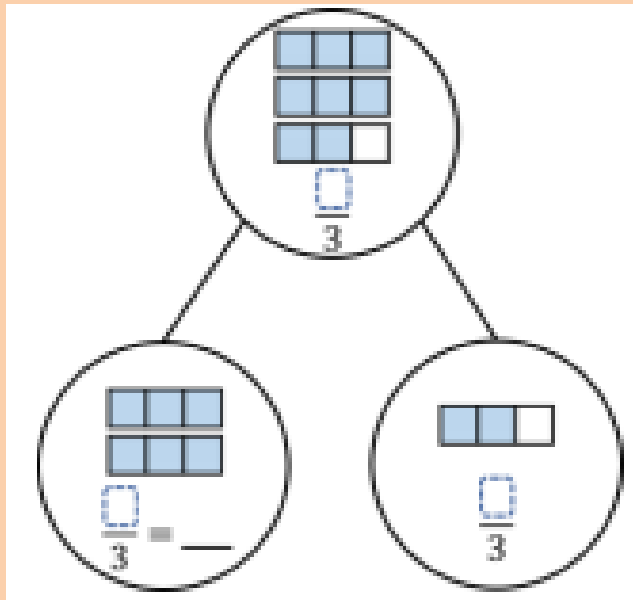


Year 4 Maths

LO: To recognise fractions greater than 1

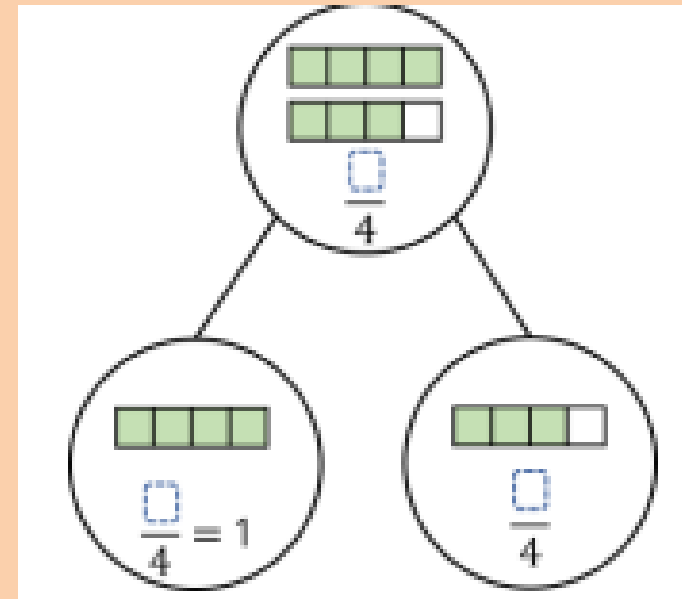


Answers - Fluency



There are 8 thirds altogether.

8 thirds = 1 whole and 2 thirds.



There are 7 quarters altogether.

7 quarters = 1 whole and 3 quarters.

Year 4 Maths

LO: To recognise fractions greater than 1

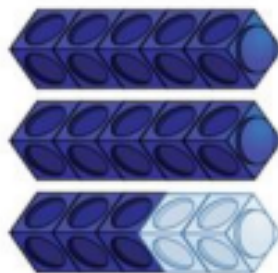


Reasoning

3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

They eat 3 whole pizzas and 1 more slice.

Spot the mistake.



$$\frac{13}{5} = 10 \text{ wholes and } 3 \text{ fifths}$$

There are 2 wholes not 10
 $\frac{10}{5} = 2 \text{ wholes}$

$\frac{13}{5} = 2 \text{ wholes and } 3 \text{ fifths}$

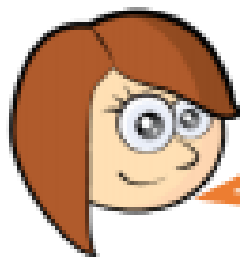
Year 4 Maths

LO: To recognise fractions greater than 1



Problem Solving

Rosie says,



$\frac{16}{4}$ is greater than $\frac{8}{2}$
because 16 is greater
than 8

Do you agree?
Explain why.

I disagree with
Rosie because
both fractions are
equivalent to 4

Children may
choose to build
both fractions
using cubes, or
draw bar models.