Combining halves

National Curriculum attainment target

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Lesson objective

- Recognise and combine halves as part of one whole

Previous related lessons

Unit 4, Week 2, Lessons 1–3

Prerequisites for learning

Pupils need to:

- understand that a 'fraction' is part of one whole
- recognise that fractions involve sharing 'fairly' or equally

Vocabulary

whole, half, halve, fraction, divide, share, equal

Future related lessons

Unit 8, Week 2, Lessons 1–4; Unit 12, Week 2, Lessons 1–4

Success criteria

Pupils can:

- recognise halves as part of one whole
- combine halves to make one whole

Getting Started

- Choose an activity from Number – Fractions.

Collins Connect
Year 1, Unit 4, Week 2

Teach

Resources

mini whiteboard, pen and eraser (per pair)

- Remind children that two halves together make one whole.
- Say: **We know that there are two halves in one whole. When we halved a piece of string, we cut it into two parts the same size. Each part was one half of the whole string.**
- Say: **When we halved a tower of ten cubes, we found that each half was five cubes tall. If we made a tower of eight cubes, how many cubes would be in half of that tower?** (4)
- Discuss with children how they reached their answer.
- Say: **I have a ribbon. I cut it in half; I make two halves. Each half is two centimetres long. How long was the ribbon before I cut it in half?**
- Ask pairs to write their answer and hold it up.
- Agree that the ribbon was 4 cm long.
- Invite two or three children to explain their working.
- Repeat for several further examples, varying the context, for example. Say: **Half the sheep in a field escape. There are three sheep left in the field. How many were there to begin with?** (6) **Jen runs for four minutes. This is half the amount of time Ella runs for. How many minutes does Ella run for?** (8)
- Say: **I have half a cookie and Asha has half a cookie. How many cookies did we share?** (1)
- Say: **Mia, Sam, Lucas and Poppy each have half a cookie. How many cookies did they share?**
- Ask pairs to write their answer and hold it up.
- Agree the children shared 2 cookies.
- Discuss with children how they reached their answer.
- Repeat for three or four more questions, asking pairs to find half or the whole of a quantity or the quantity shared into halves.

Individualised Learning

Refer to Activity 4 from the Learning activities on page 191.

Activity Book 1A – Page 45: How many?
Progress Guide 1 – Extension, Year 1, Unit 4, Week 2, Lesson 4: Half measures

Plenary

Resources

towers of 8, 5 and 12 interlocking cubes (per class)

- Point to the tower of 8 cubes.
- Ask: **How many cubes would I need to make a tower half as tall as this?** (4)
- Point to the tower of 5 cubes.
- Say: **This is half of my tower. How many cubes high is the whole tower?** (10)
- Point to the tower of 12 cubes
- Say: **I want to make this tower half as tall. Where should I split it?** (after 6 cubes)
- Say: **I am thinking of a number. I halve my number and get two. What was my number?** (4)
- Say: **I am thinking of a number. It is half as much as six. What is my number?** (3)
- Set several similar problems for children to solve. Explain each result.

Homework Guide 1
Year 1, Unit 4, Week 2, Lesson 4: Problem halves