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

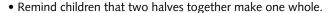
• Choose an activity from Number - Fractions.

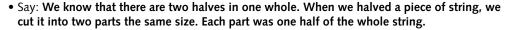
Collins Connect Year 1, Unit 4, Week 2

Teach

Resources

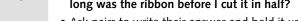
mini whiteboard, pen and eraser (per pair)







- 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