





Steps to success

Lockdown work	
Date	11.2.21
Subject/s	Maths
Learning Objective 	To understand fractions greater than 1.

SA 	TA 

Success Criteria 	I understand how many equal parts make a whole.		
	I can use diagrams to show that a fraction can be split in to wholes and parts.		
Support	Independently	Support ()	Group work

Pre-task:

How many quarters are there in a whole? -----

If I have 5 sixths how many more do I need to make a whole? -----

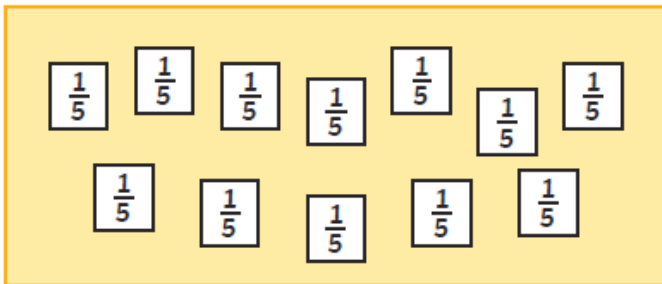
Fluency

1) Complete the table.

<p>$\frac{6}{6} = 1 \text{ whole}$</p>	<p>$\frac{5}{6}$</p>
<p>There are ____ sixths altogether.</p> <p>____ sixths = ____ whole and ____ sixths</p>	

<p>There are ____ quarters altogether.</p> <p>____ quarters = ____ whole ones and ____ quarters</p>	

2) Complete the sentences to match the image.



There are fifths altogether.

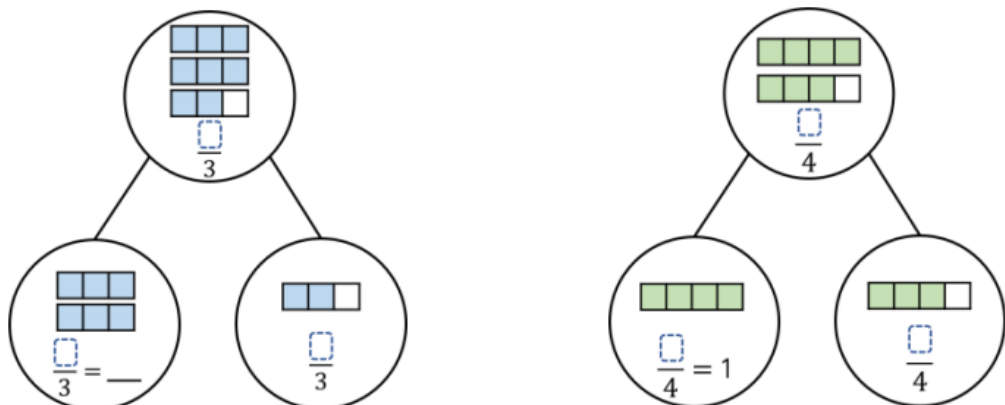
fifths = wholes and fifths

3) Complete the calculations. You can draw part-whole models to help you.

$\frac{24}{10} = \frac{20}{10} + \frac{\square}{10} = 2\frac{4}{10}$	$\frac{\square}{2} = \frac{\square}{2} + \frac{\square}{2} = 5\frac{1}{2}$
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4.

Write sentences to describe these part-whole models.



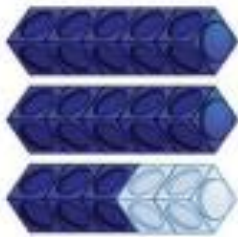
Problem solving and reasoning:



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?



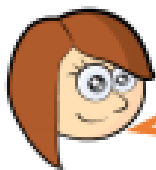
Spot the mistake.



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



Rosie says,



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

Do you agree?
Explain why.