

Guidance for teachers – Lower KS2 Fractions 3

3.3 Non-unit fractions: identifying, representing, comparing

These short videos are intended to provide your pupils with interactive lessons whilst they are learning from home. You can choose how regularly you set them for your class. Some of the learning might be consolidation and practice which aids confidence and retrieval and helps build firm foundations for moving on to future areas of mathematics. It is important that pupils experience these in the suggested order. They have been designed to be a coherent sequence of learning which builds on previous understanding and exemplify a [teaching for mastery approach](#).

General features of a teaching for mastery approach, which can be found within these lessons:

- **Stem sentences** which promote precise mathematical vocabulary and generalisations for all pupils
- **Representations** which are carefully chosen and can be concrete, iconic or abstract and that move between the three.
- **Opportunities for deepening understanding for all pupils** - using small steps of learning enables pupils to learn together and gain deep conceptual understanding.
- **Independent practice and retrieval** - you could ask the children to send you their practice activities so that you can check understanding. You could also set supplementary activities to extend practice and develop fluency.

Lesson 5 - In this lesson, pupils will begin to be able to represent non-unit fractions by shading or circling a given fraction of different wholes.

Lesson 6 - Pupils will continue to represent non-unit fractions of quantities. They will build on previous learning that a whole set of objects can be divided in different ways and different fractions would represent this.

Lesson 7 - This lesson contains opportunities for pupils to reason different representations of non-unit fractions. They will also begin to build whole sets of objects when given a non-unit fraction.

Lesson 8 - Pupils will be able to generalise, using prior understanding, that when the numerator and denominator of a fraction are the same this means that the fraction is equivalent to the whole.

Lesson 9 - This lesson gives pupils the opportunity to visualise non-unit fractions. They will also begin to reason about the relative size of a fraction to the whole in terms of a small or large part of the whole.

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials [here](#).

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