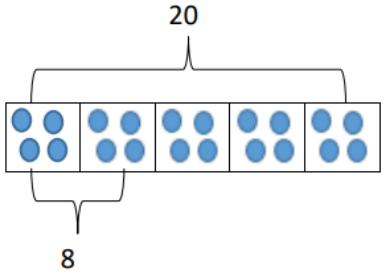
KIRF: I can find a fraction of an amount.

Children should be able to use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity.

Year Six – Spring 1

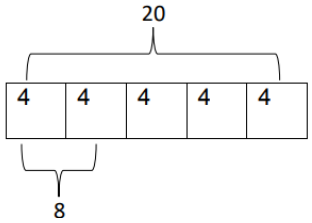
What can this look like?

Concrete:



Pictorial:

$\frac{2}{5}$ of 20



Abstract:

20 ÷ 5 = 4

4 × 2 = 8

$\frac{2}{5}$ of 20 = 8

Questions to ask at home

What is $\frac{3}{5}$ of 20?

Can you draw a bar model to represent $\frac{2}{3}$ of 30?

Key vocabulary

Denominator- The bottom number in a fraction. Shows the number of equal parts in the whole.

Non unit fraction- A fraction where the numerator is not one.

Numerator- The top number in a fraction. Shows how many parts we have.

Unit fraction- A fraction where the numerator is one.

Things to try

Solve it: $\frac{3}{5}$ of ____= 15

Use the bar model to help you. How many parts are in the whole? How many parts do you have? How many parts does the 15 represent?

Prove it: use the bar model to prove $\frac{4}{7}$ of 56 = 32 is correct

Explain the marvellous mistake: to find $\frac{2}{5}$ of 20 Kai says, "First you divide 20 by the numerator and then times that answer by the denominator."

Websites:

https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3

https://mathsframe.co.uk/en/resources/resource/264/Crystal-crash-fractions-numbers

https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/