**FRACTIONS AND DECIMALS – EARLY STAGE ONE**

**OUTCOMES**

A student:

* MAe-1WM - describes mathematical situations using everyday language, actions, materials and informal recordings
* MAe-3WM - uses concrete materials and/or pictorial representations to support conclusions
* MAe-7NA - describes two equal parts as halves

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| **CONTENT** | **plan** |
| **Establish the concept of one-half** |  |
| share an object by dividing it into two equal parts, eg cutting a piece of ribbon into halves | 1 |
| describe how to make equal parts (Communicating) | 1 |
| recognise that halves are two equal parts | 2 |
| explain the reason for dividing an object in a particular way (Communicating, Reasoning) | 2 |
| recognise when two parts are not halves of one whole | 3 |
| explain why two parts of one whole are or are not halves, eg 'The two parts are not halves because they are not the same' (Communicating, Reasoning) | 3 |
| use the term 'half' accurately in everyday situations http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |
| record halves of objects using drawings | 4 |