**FRACTIONS AND DECIMALS 1 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-7NA - represents and models halves, quarters and eighths

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| **CONTENT** | **plan** |
| **Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)** |  |
| use concrete materials to model half of a whole object, eg | 1 |
| describe two equal parts of a whole object, eg 'I folded my paper into two equal parts and now I have halves' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCT | 2 |
| recognise that halves refer to two equal parts of a whole | Missing |
| describe parts of a whole object as 'about a half', 'more than a half' or 'less than a half' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | Missing |
| record two equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the [fraction](http://syllabus.bos.nsw.edu.au/glossary/mat/fraction/?ajax" \t "_blank" \o "Click for more information about 'fraction') notation for half http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| use concrete materials to model half of a collection, eg  E | 4 |
| describe two equal parts of a collection, eg 'I have halves because the two parts have the same number of seedlings' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngECT | 4 |
| record two equal parts of a collection, and the relationship of the parts to the whole, using pictures and fraction notation for half | 5 |

**FRACTIONS AND DECIMALS 2 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-3WM - supports conclusions by explaining or demonstrating how answers were obtained
* MA1-7NA - represents and models halves, quarters and eighths

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| **CONTENT** | **plan** |
| **Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)** |  |
| use concrete materials to model a half, a quarter or an eighth of a whole object, eg divide a piece of ribbon into quarters | 6 |
| create quarters by halving one-half, eg 'I halved my paper then halved it again and now I have quarters' (Communicating, Prob Solv) | 7 |
| describe the equal parts of a whole object, eg 'I folded my paper into eight equal parts and now I have eighths' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 8 |
| discuss why one eighth is less than one quarter, e.g. if a cake is shared among 8 people, the slices are smaller than if the cake is shared among four people (Communicating, Reasoning) CT | 8 |
| recognise that [fractions](http://syllabus.bos.nsw.edu.au/glossary/mat/fraction/?ajax" \t "_blank" \o "Click for more information about 'fractions') refer to equal parts of a whole, eg all four quarters of an object are the same size | 9 |
| visualise fractions that are equal parts of a whole, eg 'Imagine where you would cut the [rectangle](http://syllabus.bos.nsw.edu.au/glossary/mat/rectangle/?ajax" \t "_blank" \o "Click for more information about 'rectangle') before cutting it' (Problem Solving) | 9 |
| recognise when objects and shapes have been shared into halves, quarters or eighths | 9 & 10 |
| record equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half, quarter and eighth | 9 & 10 |
| use concrete materials to model a half, a quarter or an eighth of a collection, eg | 11 |
| describe equal parts of a collection of objects, eg 'I have quarters because the four parts have the same number of counters' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngE | 11 |
| recognise when a collection has been shared into halves, quarters or eighths | 12 |
| record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation for half, quarter and eighth | 12 |
| use fraction language in a variety of everyday contexts, eg the half-hour, one-quarter of the class | 10, 11 & 12 |