

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 17 - Pupils will build on previous lessons and begin to compare fractions using the knowledge that if the numerator and denominator of a fraction are the same, they are equivalent to one. This begins with the scaffold of representations and moves to the abstract once children are confident.

Lesson 18 - This lesson shows the pupils several ways which could be helpful to convince somebody which of a pair of fractions is larger or smaller when comparing two fractions with the same denominator. There are opportunities for children to solve word problems using these methods.

Lesson 19 - Pupils will arrive at the generalisation that 'when we compare fractions with the same denominator, the greater the numerator, the greater the fraction'. They will use this to compare two fractions with the same denominator - firstly using the scaffold of representations and will move onto being able to do this in an abstract way.

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

With thanks to Suzanne Coxon (Yorkshire and the Humber Maths Hub), Jennie Forde (Bucks, Berks and Oxon Maths Hub) and Azizan Kabil (SHaW Maths Hub).