

Halves round-up: module review

CURRICULUM ALIGNMENT

NUM.FRC.2a recognise and name fractions according to their part-whole relationships.

INTERACTIVES

[Pizza Slicer · display](#)
[Fraction Strips · explore](#)
[Drag Sort · challenge](#)

WHAT THIS LESSON TEACHES

A half is one of two equal parts of a whole. Both parts must match exactly for it to be a true half.

→ A paper circle cut straight down the middle gives two matching halves.

→ Eight counters dealt one-for-you, one-for-me land as two groups of four.

MODEL THIS ON THE BOARD

FAIR SHARE OF CLASS STICKERS

- 1 Start with **8** stickers on the desk to share fairly.
- 2 Deal them one-for-you, one-for-me until none are left.
- 3 Check the two groups match: each group has **4** stickers.
- 4 So one half of **8** is **4**.

LESSON ARC

Open with three half models on the IWB side by side — pizza, strip, and counters — and ask what stays the same. Walk the pizza interactive so pupils see matching parts, then two shaded halves rebuild the whole. Shade the halves strip together at the board, draw one equal half in copybooks, then run a brisk half / not-a-half Class Challenge with thumbs before each card. Close on the matching-parts rule across shape, strip and group.

TEACHING MOVES

1. **Getting Started.** Show the pizza, the strip and the counters together. Give five seconds of quiet think-time, then take three answers on what is the same. Hold them lightly — do not name the rule yet.
2. **Watch and Notice.** Point at the join line on the first pizza and wait until someone says the parts match. On the second, pause for ‘two halves make one whole’ before you name it. On the third, ask again whether both parts match, then revoice: same size, so it is a half.
3. **Try It Together.** Start with the empty halves strip under the whole bar. First pupil shades one half; second shades both and the class checks the length; third leaves one half only so the class can say what is missing. Rotate three or four pupils and listen for ‘the parts have to match’.
4. **Draw and shade a half.** Pupils draw a shape cut into two equal halves and shade one. Walk the row looking for a straight join and two parts the same size. Offer a pre-drawn circle or rectangle outline to anyone who needs a head start — this is practice, not marking.
5. **Class Challenge.** Run two brisk rounds only: fair cut or unfair cut, then which pair rebuilds one whole. Thumbs up before each card lands — half or not a half — then one pupil sorts and the class confirms. Revoice ‘the two parts must match’ without re-teaching each card.

6. What Did We Notice?. Ask what every half must have, whether shape, strip or group. Listen for ‘two equal parts’ or ‘the parts have to match’. If someone says only ‘two pieces’, push gently: do the pieces have to be the same size?

COMMON MISCONCEPTIONS

⚠ Pupils call any two pieces a half, even when one part is clearly bigger than the other.

In your voice only, contrast equal parts with unequal ones: ‘these two pieces don’t match, so neither is a half.’ Revoice the rule: same size, so it is a half.

⚠ When only one half is shaded, pupils say the strip is already a whole because ‘half is there’.

Point at the empty half of the strip under the whole bar. Ask what is still missing, then slide the second half in so they see two halves rebuild the whole.

⚠ Pupils say a half is ‘two pieces’ and stop — they miss that the pieces must match.

Push gently at the maths-talk: ‘do the pieces have to be the same size?’ Revoice: a half is always one of two matching parts.

DIFFERENTIATION

EMERGING

- Offer a pre-drawn circle or rectangle outline so the pupil only draws the join line and shades one part.
- On the IWB sort, stay with clear fair-cut vs unfair-cut shapes; hold group-halving cards back for now.

DEVELOPING

- After they draw one half, ask them to sketch the second half beside it and check the two parts still match.
- On the rebuild round, hide one half and ask what fraction of the whole is still missing before the card is revealed.

PROFICIENT

- Narrate a trickier board card: three pieces with only two matching — can they point to the true half pair and say why the third piece is out?
- Ask them to tell the class one way to check a half of a group without counting every item out loud (e.g. deal one-for-you, one-for-me).

➤ **Cross-curricular:** Tie to SPHE sharing — split a class fruit snack into two matching shares and check both sides match before eating.

ANSWER KEY

a) 4 sectors shaded

b) 4 sectors shaded, not the same 4 as the first circle

c) No: one half of 8 sectors is 4

Q1: 2

Q2: 5

Q3: 8

a) **Always** : Matching equal parts is the rule for every true half.

b) **Always** : Eight split into two equal groups gives four in each.

c) **Never** : Unequal parts do not match so they are not halves.

d) **Never** : The parts must match exactly or it is not a half.

EXTENSION SHEET · STRETCH ANSWERS

S1: 1

S2: 2

S3: 1

S4: no