Division – finding halves

National Curriculum attainment targets

- Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Understand multiplication and division through grouping and sharing small quantities

Lesson objective

- Find simple fractions of objects, numbers and quantities – halves

Previous related lessons

Unit 3, Week 2, Lessons 1–4; Unit 4, Week 2, Lessons 1–4; Unit 6, Week 2, Lessons 1–4; Unit 8, Week 2, Lessons 1–4; Unit 10, Week 2, Lessons 1–4; Unit 12, Week 1, Lesson 1

Prerequisites for learning

Pupils need to:

- understand the vocabulary and concept of 'halves' and 'halving'
- understand that sharing equally means that each set must be exactly the same
- count sets of up to at least 20

Vocabulary

share, divide, equal, equal groups, how many?, groups, groups of, equally, half, halves

Future related lessons

Unit 12, Week 1, Lessons 2, 3 and 4; Unit 12, Week 2, Lessons 1–4

Success criteria

Pupils can:

- find half of a number or quantity
- understand division through sharing small quantities 0–20/30

Getting Started

- Choose an activity from Number – Multiplication and division.
- Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Multiplication and division.

Collins Connect
Year 1, Unit 12, Week 1

Teach

Resources

mini whiteboard, pen and eraser (per pair)

- Remind the children that they have already learned about halves. Say: **If we share something equally between two, we are halving it. We are splitting, or dividing, it into two parts that are exactly the same size.**
- Ask: **Can you remember how we write half in numbers and words?**
- 1 Display: Slide 1 showing 'half' and $\frac{1}{2}$. Discuss the different ways of writing 'half'.
- 2 Display: Slide 2 showing 10 pirates on an island. Point to the two boats and say: **The pirates want to leave the island but they must make sure that half of them are in one boat and half are in the other boat.**
- Click to move four pirates into one boat and six into the other; click again to show the boat with more than half starting to sink.
- Ask: **Do you think that half of the pirates are in each boat?** (no) **How can we share the pirates between the boats?** (5 and 5)
- 3 Ask the children for their suggestions and then display Slide 3 showing five pirates in each boat. Click to see whether the boats reach the ships.
- Say: **If we want to find half of a number, we share it equally between two.**
- 4 Display: Slide 4 showing 14 pirates on the island and say: **Work together to find out how many pirates must be in each boat now. Write your answer on your whiteboard.**

5

- Choose individual pairs to suggest the answer, before displaying Slide 5 to show seven pirates in each boat. Say: **Half of 14 is 7; 7 and 7 is 14 altogether.**

6–13

- Display: Slides 6–13. Repeat several times in the same way, using 10–20 pirates each time, and asking the children to work together to find half of each number.

Adjust the range of numbers used as appropriate. For example, if the children are confident in finding half of all even numbers 0–20, then extend the range to include numbers 20–30, or more if appropriate.

If some children are still struggling with finding halves for numbers 10–20, revisit numbers 0–10 first.

Individualised Learning

Refer to Activity 2 from the Learning activities on page 452.

Activity Book 1C – Page 39: Pirate halves
Progress Guide 1 – Extension, Year 1, Unit 12, Week 1, Lesson 2: Spotted hanky halves

Plenary

Resources

beanbag (per class)

- Say: **When I throw the beanbag to you I am going to say a number. I want you to halve the number and tell me the answer.**
- Throw the beanbag to a child and call out: **Halve 12!** The children should call out the answer (6).
- Repeat several times throwing to different children to include halves of all even numbers from 2 to 20.
- Say: **I'm thinking of a number. I have doubled it and my answer is 10. What was my number?**
- Choose a child to answer (5) and explain how they worked out their answer.
- Repeat several times.

Homework Guide 1
Year 1, Unit 12, Week 1, Lesson 2: Double and half pathways