

Fractions and Decimals Unit 1

Short Mental Workouts

The short activities suggested below do not have to be done at the beginning of your maths lesson. They are suitable for doing at any time of the day to provide ongoing revision of important mental and oral skills.

While there probably is not time during your maths lesson for these activities, it is crucial to regularly rehearse these skills. You decide when to use them, perhaps at the beginning of the day for 'morning maths', as you line up for lunch, or as a 'brain-break' during the afternoon.

If an image is suggested, you can find it on the sheet(s) below and/or use the link (beginning <https://wrht.org.uk/...>) to find it, and other related generic materials.

Day 1

Multiply and divide by 10

Throw a soft ball to a child and say 7. The child multiplies 7 by 10, and says 70 as they throw the ball back. Repeat with different numbers for children to multiply by 10, keeping a brisk pace. Repeat, this time saying multiples of 10, e.g. 40; children divide by 10. If children cope well, include numbers such as 110, 120, 200 and 400.

Day 2

Place fractions on a line

Give each child a blank strip of card and a paper clip. *Slide your paper clip along to halfway along the strip of card. Now slide your paper clip $\frac{1}{4}$ along the card. And now two quarters. Where is it now? And $\frac{3}{4}$.* Repeat with $\frac{1}{3}$ s and $\frac{1}{8}$ s.

Day 3

Find unit fractions of amounts

Write on the board 12, 27, 18, 24, 30 and 36. Children play in pairs. One child chooses a number, finds $\frac{1}{3}$, and tells their partner the answer. The other child works out which number they chose. Remind children that they can check by multiplying by 3. Swap and repeat.

Day 4

Count in steps of $\frac{1}{4}$, saying equivalent halves

Show children a 0–5 line marked in quarters (*see resource below*). One half of the class counts in steps of $\frac{1}{4}$ while, at the same time, the other half of the class counts in steps of $\frac{1}{2}$, e.g. saying $\frac{1}{2}$ when the other group says $\frac{2}{4}$. Repeat, this time swapping roles.

Day 5

Fractions with a total of 1

Use the [Fractions ITP](#) to show bars of $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{5}$ s and $\frac{1}{6}$ s. Highlight $\frac{2}{3}$ on the $\frac{1}{3}$ s row. *How much more is needed to make 1?* Challenge pairs of children to write as many other additions of fractions with a total of 1 as they can.

0 to 5 line

