You will need
1. Check
Oral and mental starter
41 Spider charts

2. Assess
'0–100 number cards';
interlocking cubes

3. Further practice
Oral and mental starters
29 Counting in steps of two, five and ten
39 Counting in steps
15 Multiples

Photocopiable sheets
'Grouping (2)'

You will need
1. Check
Oral and mental starter
26 Finding fractions

2. Assess
Counters

3. Further practice
Oral and mental starter
43 Counting in fractions

Photocopiables sheets
'Finding fractions'

Division by grouping

Most children should be able to use their fingers or a number line to count on in steps of 2, 3, 5 and 10 to group.

Some children will not have made such progress and will require concrete apparatus to assist them.

1. Check
41 Spider charts

Use the oral and mental starter 'Spider charts' with the answers to check which children can now tell you how many groups of the divisor can be made from the numbers that you point to. Ask: *How many fives are there in 30? How can you check? How many twos are there in 24? How can you check?*

2. Assess

Give each child a number card 1–50. Ask them to find out how many groups of ten can be made from their number and how many, if any, will be left. Ask them to show you by counting on in tens using their fingers and then draw a number line and mark on the jumps. Some children may find this difficult. If they do, give them a number card below 20 and some interlocking cubes. They find out how many groups of two can be made from their number. Record the outcomes.

3. Further practice

Expect most children to complete photocopiable page 170 'Grouping (2)' successfully using their fingers and a number line. Some children may need concrete apparatus, so make sure this is available in the form of counters or interlocking cubes.

Fractions

Most children should be able to successfully find fractions for numbers to 30. Some children will require concrete apparatus to assist them.

1. Check
26 Finding fractions

As you work on the activities suggested in the oral and mental starter 'Finding fractions', observe the children to assess their confidence in finding halves and quarters of even numbers. Observe the strategies they use, for example, halving and halving again for quarters. Give the less confident learners counters to help them. Ask: *What is a fraction? Can you explain in a different way? What can you tell me about a half? What about a quarter? How many quarters are the same as a half?*

2. Assess

Give each child 20 counters. Ask them to show you one half and to tell you how many halves make a whole. Observe how they do this. Do they share the counters into two groups or can they show you straight away? Repeat this for quarters and three quarters. Then repeat for other multiples of four. Record the outcomes.

3. Further practice

Photocopiable page 'Finding fractions' from the CD-ROM asks the children to find halves, quarters and three quarters of numbers. Provide counters in case they are needed. Expect the children to draw pictures to show their thinking and to write the number sentence in the space provided.