

Fractions

	Stage 1 (Junior & Senior Infants)	Stage 2 (1st & 2nd Class)	Stage 3 (3rd & 4th Class)	Stage 4 (5th & 6th Class)
<i>Through appropriately playful and engaging learning experiences, children should be able to</i>				
Learning Outcomes	develop an awareness of part-whole relationships using a variety of models (area, length and sets).	recognise and name fractions according to their part-whole relationships. explore the concept of equivalence in terms of simple fractions.	compare, express in equivalent terms; and order fractions. calculate the fraction of quantities and express in multiple ways.	explore (model, compare and convert) the relationships between fractions, decimals and percentages. investigate proportionality and ratios of quantities (sets).
Mathematical concepts	Sets, objects and spaces can be partitioned in different ways.	Each equal share of a set has the same value.	A numerator denotes the number of parts, the denominator denotes the total number of parts in a whole.	Fractions can be more easily added / subtracted when they have a common denominator.
	Fractions are a representation of part-whole relationships.	Numbers may be expressed as numerous equivalent fractions.	A fraction may be considered as a representation of division.	Fractions can be represented in decimal and percentage form.
	Fractions are named according to their number of equal parts or shares.	The greater the number of portions of a whole, the smaller the size of each portion.	Fraction families are helpful to show how fractions are related and / equivalence, and when adding and subtracting fractions.	Ratios can be used to compare two or more whole numbers and have corresponding representations as fractions.
			Fractions can express value greater than one. Improper fractions have numerators that are higher than the denominators.	Multiplying or dividing a fraction by a fractional equivalent of one does not alter its value. This can be useful for exploring equivalence and / or computation involving fractions.