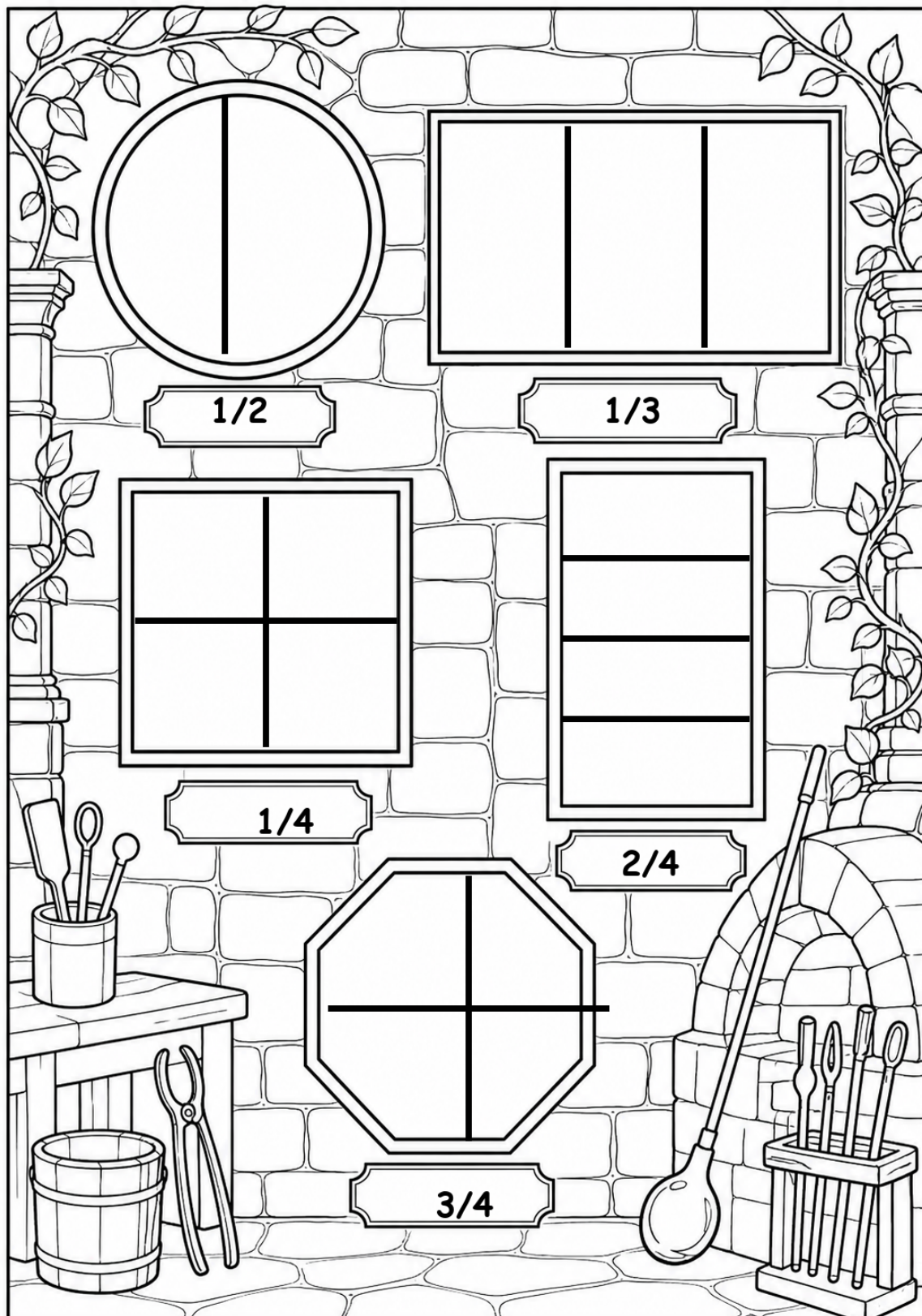


Fraction Stained-Glass Colouring Challenge

KS1 / Year 2 - Mathematics

Colour the marked fraction in each of the five window challenges: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. Which two show the same amount?



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Parent & Teacher Guidance

Curriculum focus

Topic: Fractions of shapes. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: Year 2 Mathematics fractions: recognising, finding, naming and writing $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of shapes and recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Before you begin

Review the picture together and ask the learner what they already notice about Fractions of shapes. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Fractions of shapes. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Fractions of shapes can you explain using the picture?

Answers and checking

Colour 1 of 2 equal parts for $\frac{1}{2}$; 1 of 3 equal parts for $\frac{1}{3}$; 1 of 4 equal parts for $\frac{1}{4}$; 2 of 4 equal parts for $\frac{2}{4}$; and 3 of 4 equal parts for $\frac{3}{4}$. The equivalent pair is $\frac{1}{2}$ and $\frac{2}{4}$ because both represent the same proportion of one whole.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
