



Goldenhill Primary Academy

Curriculum Progression Map - Maths (EYFS)

Progression in Halving

Progression of Skills	Possible Misconceptions	Pedagogical Guidance
Understand equal parts and wholes of shapes and objects through practical activities.	Children may not realise that both parts or groups must be identical in size.	Provide activities where children explore equal parts and wholes using objects and shapes, such as pizzas, sandwiches and paper shapes. In the malleable area, provide rolling pins, shape cutters and balance scales. Encourage children to find two equal parts of the playdough shapes they have created and check, using the balance scales.
Split counters or everyday objects into two equal groups and identify groups which are not fair.		Provide opportunities for children to explore sharing objects into two equal sets and check they contain the same amount by counting and comparing. For example, by placing objects on a five or ten-frame. Provide practical experiences, such as sharing treats between teddy bears, to aid discussion between 'fair' and 'not fair'.
Understand and use the language of half, halves, equal parts, sharing fairly and whole.	Children do not fully understand the vocabulary half, halves and whole.	Through practical activities of matching two halves to make a whole, cutting a shape or object in half or halving quantities, model the language of half, halves and whole. Provide real-life opportunities to model and use this language, for example when sharing a snack or giving out equipment.
Through practical activities, such as decorating biscuits or painting, place an equal number of items on each half.	Children may only have awareness of one part of the set when halving.	Provide opportunities for children to see both halves alongside each other and view them as a whole set, such as throwing balls equally into two hoops, making equal teams, parking bikes in two areas and building towers of equal size.
Halve a number using equipment and explain their thinking.		Provide equipment, such as sets of small world toys or counters, for children to explore halving and sharing into two equal sets. Children use the language of halves and wholes to explain what they have done.
Compare two groups of objects, saying when they have the same number.		Compare items of different appearances, for example colour or size, to explore 'same' based on quantity not appearance. For example, sorting balls, marbles or dolls, with a focus on the whole and two equal parts.



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Progression of Skills	Possible Misconceptions	Pedagogical Guidance
Understand that the quantity stays the same, it is just shared equally into two groups.	Children may think that the quantity changes when sets of objects are halved.	Provide opportunities for the children to notice that the original quantity remains the same but it has been split into two equal parts. You could use part-whole models or bar modelling.
Understand and explain what is not a half.	Children may recognise halves but are not able to explain why something is or is not a half.	Encourage children to explore what is and what is not half and give reasons. Present a range of shapes and sets of objects that are shared unequally or into more than two groups for children to discuss and explore.
Practically find half of 2, 4, 6, 8 and 10.	When halving a number of objects, children may not recognise that they need to divide the objects into two groups.	Offer opportunities for children to use concrete apparatus (such as ten-frames, counters or objects) to find half of an amount. Encourage children to divide the objects equally between two groups. Halving mats may help to support this.
Have instant recall of some small halves.		Play quick-fire games with the children where they need to tell you the number that is half a whole number. Pull a number shape from a bag and encourage the children to say the number shape that is half. Can the children prove this by placing the two halves onto the whole? Are there some number shapes that can't easily be halved?
Solve problems involving halving.		Children can solve problems by finding how to fairly give half of an object or group of objects to two people. Explore halves in PE through making equal teams and sharing equipment. Set up a role-play cafe where food and drink is always shared between two customers. Vary the amounts provided each day to challenge children's problem solving.
Understand that two halves make the whole amount and solve problems around this.	Children may not have a concept of the half they cannot see in order to solve the problem.	Practically solve inverse problems such as, 'Half of Jake's cars are in the garage. Jake has four cars on the drive. How many cars does Jake have altogether?' Use equipment, draw pictures or act out to solve the problem. Provide opportunities for children to explore 'whole' and 'two halves' by using a part-whole model or a bar model. Children can solve practical problems using these models.