



Fractions

3 1.0 1. 2 2

LO: To understand what a fraction is.

I know that the denominator represents how many equal parts a whole is broken up in to.

I can explain how much of a fraction is represented.

I understand the difference between unit and non-unit fractions.

Flashback 4

Flashback 4

Year 3 | Week 10 | Day 1

- 1) Calculate the perimeter of the square.



- 2) Add 12 cm and 45 cm.

- 3) What unit of measurement is best to measure the length of your thumb?

centimetres millimetres metres

- 4) Write 17 using tally marks.



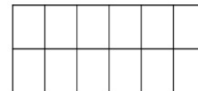
Flashback 4

Year 4 | Week 5 | Day 1

- 1) Draw a shape with an area of 4 squares.



- 2) What is the area of the rectangle in squares?



- 3) Find the product of 6 and 8

- 4) Subtract 1,000 from 7,892



Year 3

1 Write fractions to complete the sentences.



a) of the counters are yellow.

b) of the counters are red.

2 Write fractions to complete the sentences.

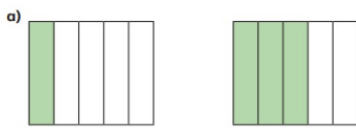
a) of the tower is green.

b) of the tower is yellow.

c) of the tower is blue.

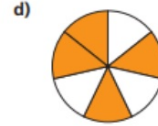
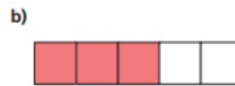
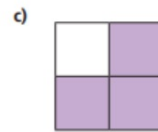
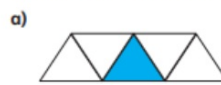


3 What fraction of each shape is shaded?

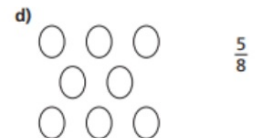


Year 4

1 What fraction of each shape is shaded?



2 Shade each diagram to represent the fractions.

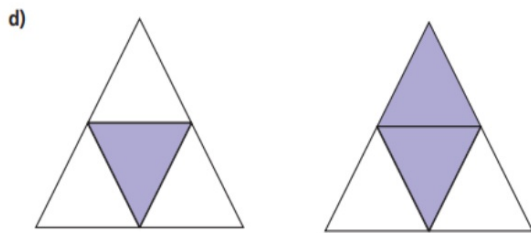
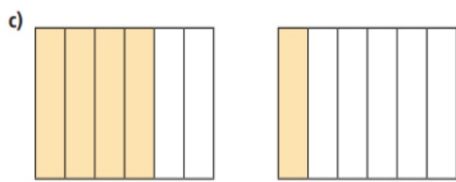


3 Which are unit fractions?

- $\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know?

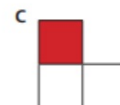
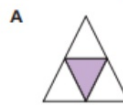
Year 3



Which is the unit fraction in each pair of shapes?
How did you know which was the unit fraction?

Year 4

4 a) Which shapes have one third shaded?



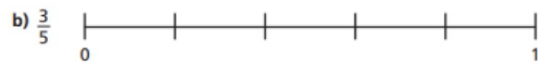
b) Complete the sentences to describe the shapes with one third shaded.

There are equal parts altogether.

out of equal parts is shaded.

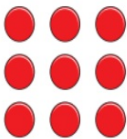
of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.



Year 3

5



- a) Circle $\frac{1}{3}$ of the counters.
 b) Circle $\frac{2}{3}$ of the counters.

What is the same and what is different about your answers?

6

Write the fractions in the table.

| | | | | |
|---------------|---------------|----------------|----------------|-----------------|
| $\frac{1}{6}$ | $\frac{2}{3}$ | $\frac{3}{4}$ | $\frac{1}{10}$ | $\frac{1}{8}$ |
| $\frac{3}{5}$ | $\frac{1}{4}$ | $\frac{1}{99}$ | $\frac{6}{1}$ | $\frac{1}{250}$ |

| Unit fractions | Non-unit fractions |
|----------------|--------------------|
| | |

Write two more examples of your own in each column.

7

- a) What is a unit fraction? What is a non-unit fraction?
 Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than

Year 4

6

- Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?

7

- Draw four different representations of $\frac{3}{4}$

8

Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?
 b) What fraction of the shapes are squares?
 c) What fraction of the shapes have four sides?
 d) Draw 2D shapes to match the description.
 $\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

Year 3

Extension

True or False?

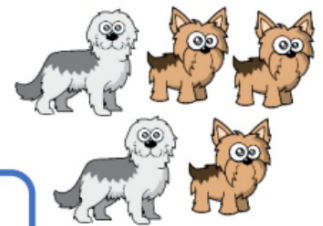


$\frac{1}{3}$ of the shape is shaded.

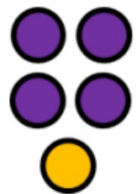
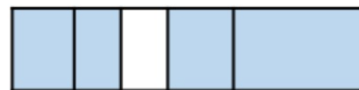
Year 4

Extension

Which representations of $\frac{4}{5}$ are incorrect?



$$\frac{4}{5}$$



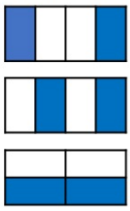
Explain how you know.

Plenary

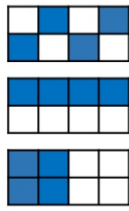
True or False?

Unit and non-unit fractions

2 out of 4 equal parts are shaded



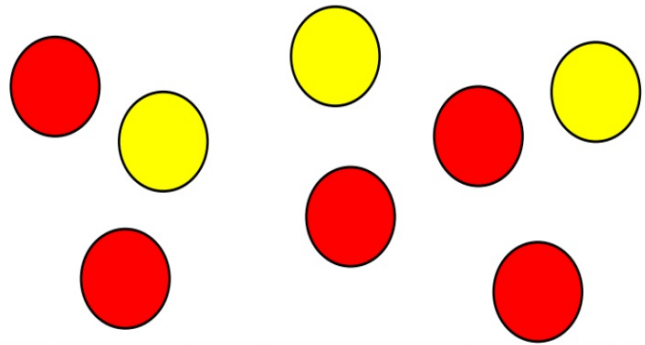
4 out of 8 equal parts are shaded



True or False?

What is a fraction?

$\frac{3}{8}$ of the counters are yellow.



Year 3

NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

I can add and subtract amounts of money to give change using £ and p.

I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I know factor pairs, using my times table knowledge.

I solve simple measure and money problems involving fractions and decimals to two places.

I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$

I can solve number and practical problems

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve multiplication and division problems, including simple scaling.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I round decimals with one decimal place to the nearest whole number and compare.

I can plot specified points and draw sides to complete a given polygon.

I can draw line graphs.

I can round any number to the nearest 10, 100 or 1000

I can solve addition two step problems deciding which operations and methods to use and why.

I can multiply a three — digit number by a one—digit number using a formal written method.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can identify, represent and estimate numbers.

I can use inverse operations to check answers to a calculation.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can compare and order numbers beyond 1000.

I can estimate to check answers to a calculation.

I can use place value and known derived facts to multiply 3 numbers .

I can find the area of rectilinear shapes by counting squares.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can recognise the place value of each digit in a four —digit number.

I can subtract numbers with up to 4 digits using efficient methods.

I can use place value and known derived facts to multiply and divide men-

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can interpret and present data using time graphs.

I can count backwards through zero to include negative numbers.

I can add numbers with up to 4 digits using efficient methods.

I can explain commutativity in multiplication.

I can convert between different units of measure

I can recognise and show, using diagrams, families of common equivalent fractions.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can interpret and present data using bar charts.

I can find 1000 more or less than a given number

I can recall multiplication and division facts for times tables up to 12×12 .

I can compare and classify geometric shapes, including quadrilaterals and triangles

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

0 2. 0 2. 2 2

LO: To understand when a fraction is equivalent to one whole.

I know that when a fraction is equivalent to one whole, the numerator and denominator are the same.

I can represent fractional parts on a part-whole model.

I understand how to find the missing amount of a fraction to make one whole.

LO: To understand fractions greater than 1

I know that when a fraction is equivalent to 1 whole, the numerator and the denominator are the same.

I can explain how many parts make a whole.

I understand how to use manipulatives and diagrams to show that a fraction can be split into wholes and parts.

Flashback 4

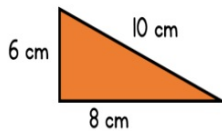
Flashback 4

Year 3 | Week 10 | Day 2

- 1) What fraction of the shape is shaded?



- 2) Work out the perimeter of the triangle.



- 3) Complete: millimetres = 7 centimetres

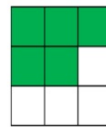
- 4) What is 28 divided by 4?

White
Rose
Maths

Flashback 4

Year 4 | Week 5 | Da

- 1) What fraction of the shape is shaded?



- 2) Which shape has the smaller area?



- 3) Calculate $2 \times 5 \times 10$

- 4) What is 37 more than 849?

White
Rose
Maths

Year 3

1 Here are some counters. 

a) What fraction of the counters are yellow?

b) What fraction of the counters are red?

c) Complete the number sentence.

$$\square + \square = \square$$

2 Here is a tower of cubes.



a) What fraction of the tower is green?

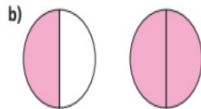
b) What fraction of the tower is blue?

c) Complete the number sentence.

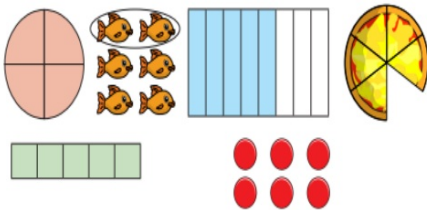
$$\square + \square = \square$$

3 What fraction of each shape is shaded?

Which fraction represents a whole?



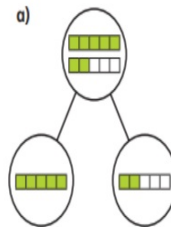
4 Here are some pictures.



Use the pictures to help you answer the questions.

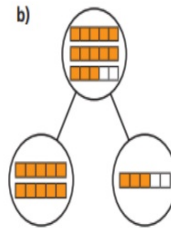
Year 4

1 Complete the sentences.



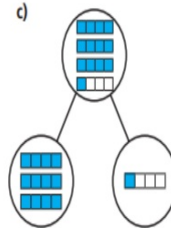
There are 7 fifths altogether.

7 fifths = whole + fifths



There are fifths altogether.

fifths = wholes +
 fifths



There are quarters altogether.

quarters = wholes +
 quarter

Year 3

- a) Write three fractions that are less than one whole.
 b) Write three fractions that are equal to one whole.
 What do you notice? Talk about it with a partner.

- 5 Choose a phrase to complete the sentences.

greater than

less than

equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

- 6 Which fractions are equivalent to one whole?

| | | | |
|-----------------|---------------|----------------|---------------|
| $\frac{3}{5}$ | $\frac{4}{4}$ | $\frac{6}{10}$ | $\frac{2}{2}$ |
| $\frac{10}{10}$ | $\frac{8}{9}$ | $\frac{3}{3}$ | $\frac{5}{5}$ |

- 7 Here are $\frac{1}{3}$ of Jack's marbles.



Draw the rest of Jack's marbles in the bar model.

Year 4

- 2 Shade bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$ $\frac{5}{3} = \square$ whole + \square thirds = \square

b) $\frac{8}{3}$ $\frac{8}{3} = \square$ wholes + \square thirds = \square

c) $\frac{8}{5}$ $\frac{8}{5} = \square$ whole + \square fifths = \square

- 3 Complete the statements.

a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes

b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes

c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters

d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

- 4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



- a) How many boxes can Whitney fill?

- b) How many more muffins does Whitney need to fill another box?

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

Year 3

Year 4

8 $\frac{2}{7}$ of a group of children are girls.



What fraction are boys?

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

c) $\square = \frac{2}{7} + \frac{5}{7}$

b) $\square + \frac{4}{10} = 1$

d) $\frac{9}{9} = \square + \frac{5}{9}$

5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters 5 quarters

b) 2 wholes and 3 quarters 15 quarters

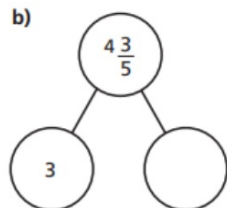
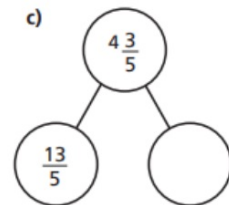
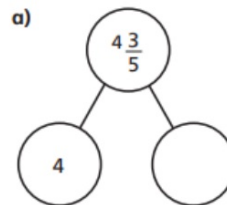
c) 2 wholes and 3 sixths 15 sixths

d) 2 wholes and 3 eighths 15 eighths

e) $\frac{15}{3}$ $\frac{15}{5}$

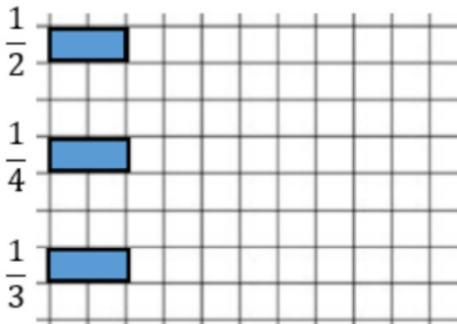
f) $\frac{15}{3}$ $\frac{20}{4}$

6 Complete the part-whole models.



Extension

Rosie is drawing bar models to represent a whole.
She has drawn a fraction of each of her bars.



Can you complete Rosie's bar models?

Extension

3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

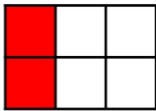
Plenary

True or False?

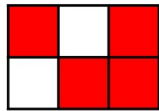
Making the whole

There is 1 whole altogether

$$\frac{2}{6}$$



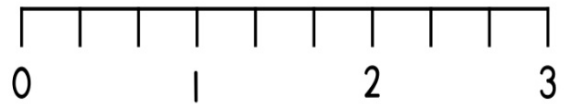
$$\frac{4}{6}$$



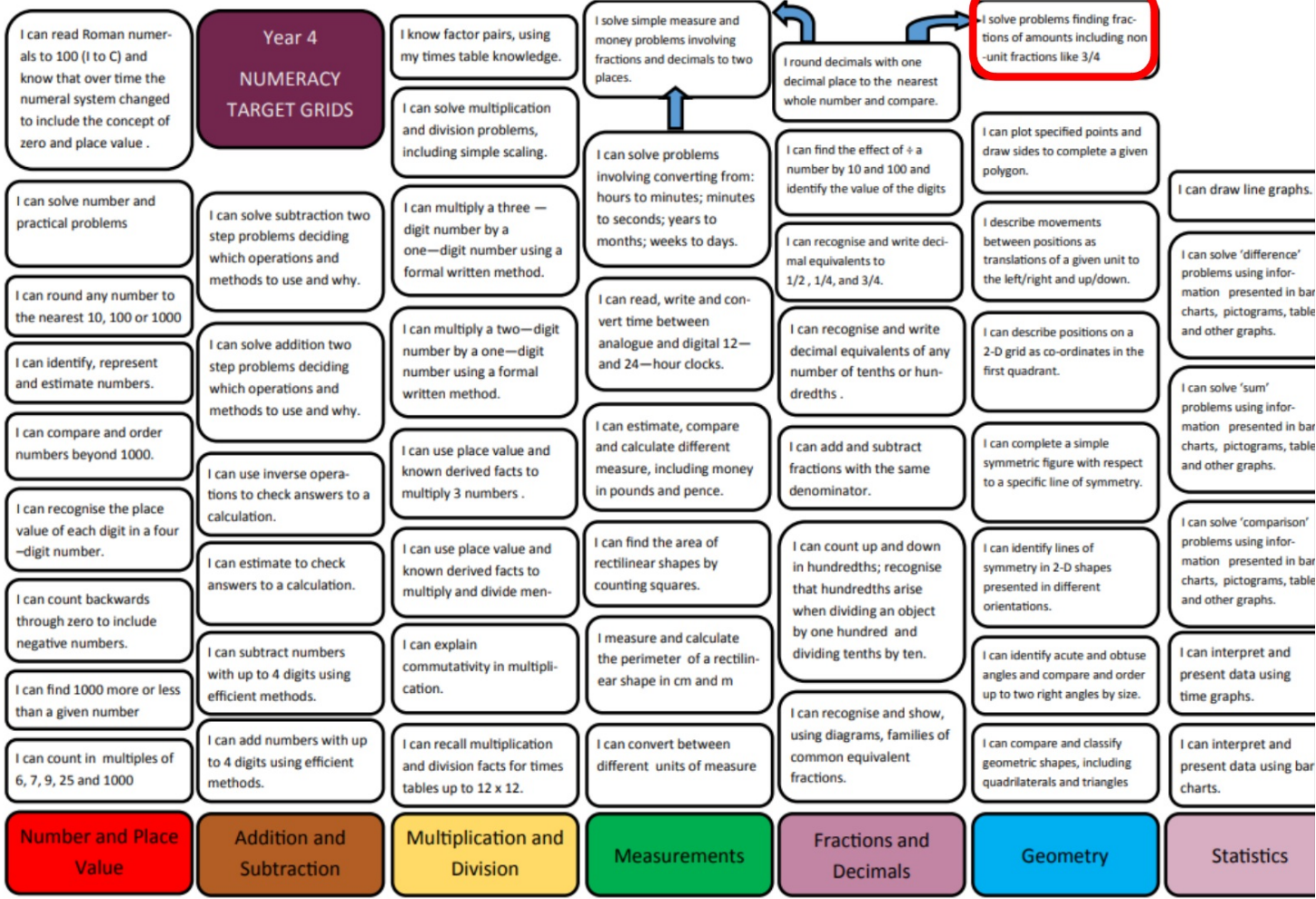
True or False?

Fractions greater than 1

The diagram shows $3\frac{2}{3}$



| Year 3 NUMERACY TARGET GRIDS | | | | | | |
|--|--|--|--|---|--|--|
| I can compare and order numbers up to 1000. | I can solve missing number problems. | I can solve multiplication and division problems, using scaling. | I can measure the perimeter of simple 2-D shapes | I can solve problems involving fractions | I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | I know how many seconds are in a minute, days in each month, year and leap year. |
| I can count from 0 in multiples of 4, 8, 50 and 100. | I can estimate the answer to a calculation and use inverse operations to check | I can solve multiplication and division problems. | I can estimate and read time to the nearest minute and compare times using appropriate vocabulary. | I can compare and order fractions, and fractions with the same denominator. | I identify whether angles are greater than or less than a right angle. | |
| I can identify, represent and estimate numbers in different contexts. | I can solve addition and subtraction problems. | I can use mental strategies to multiply a 2-digit number by a 1 digit number. | I can tell the time using Roman numerals from I to XII | I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ | I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn. | I can solve two-step problems using presented data |
| I can find 10 or 100 more or less than a given number. | I can subtract numbers up to three digits using an efficient written method. | I can write and calculate statements for X and +. Using the multiplication tables that I know. | I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks. | I can recognise and show, using diagrams, equivalent fractions. | I can identify right angles. | I can solve one-step problems using presented data |
| I can recognise the place value of each digit in a three-digit number. | I can add numbers up to three digits using an efficient written method. | I can recall and use multiplication and division facts for the 8 times table. | I can add and subtract amounts of money to give change using £ and p. | I can recognise and use fractions as numbers. | I can recognise angles as a property of shape or a description of a turn. | I can interpret and present data using tables. |
| I can solve number problems and practical problems. | I can add and subtract a 3 digit-number and hundreds mentally. | I can recall and use multiplication and division facts for the 4 times table. | I can measure and compare, add and subtract volume/capacity (l/ml) | I can find and write fractions for a set of objects. | I can recognise 3-D shapes in different orientations. | I can interpret and present data using pictograms. |
| I can read and write numbers to 100 in numerals and in words. | I can add and subtract a 3 digit-number and tens mentally. | I can recall and use multiplication and division facts for the 3 times table. | I can measure and compare, add and subtract mass (kg/g) | I recognise that tenths arise from dividing an object into 10 equal parts. | I can make 3-D shape using modelling materials. | I can interpret and present data using bar charts. |
| | I can add and subtract a 3 digit-number and ones mentally. | I can use efficient written methods to multiply a 2 digit and a 1 digit number. | I can measure and compare, add and subtract lengths (m/cm/mm) | I can count up and down in tenths. | I can draw 2-D shapes. | |
| Number and Place Value | Addition and Subtraction | Multiplication and Division | Measurements | Fractions | Geometry | Statistics |



0 3 . 0 2 . 2 2

LO: To count in fractions.

I know how to use cubes and bar models to represent fractions greater than one whole.

I can count in fractions in ascending and descending order.

I understand how to place fractions on a number line and label fractions larger than 1.

Times Tables up to 12
Hit the Question - Mixed Tables
Timer: 0:01
Score: 5/5
Topmarks

Year 3

1 Draw an arrow to show the fractions on the number line.



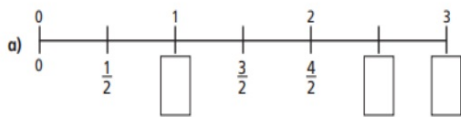
- a) $\frac{1}{2}$ b) $\frac{1}{3}$ c) $\frac{1}{4}$

Are your answers accurate or are they estimates?

2 Write $<$, $>$ or $=$ to compare the fractions.

- a) $\frac{1}{2}$ ○ $\frac{1}{4}$ b) $\frac{1}{4}$ ○ $\frac{1}{3}$ c) $\frac{1}{3}$ ○ $\frac{1}{2}$

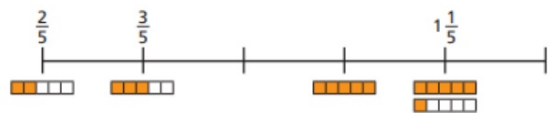
3 Write the missing fractions on the number lines.



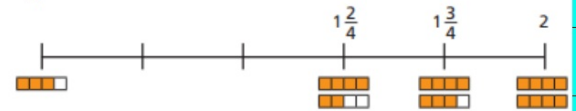
Year 4

1 Complete the number lines.

a)

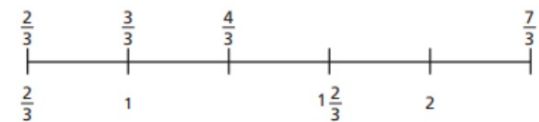


b)

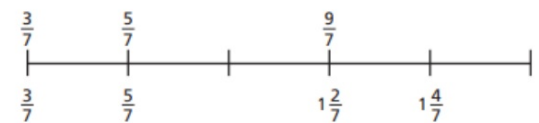


2 Complete the number lines.

a)



b)



Year 3

d) Write three fractions that are equivalent to one whole.

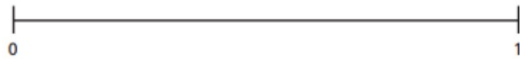
Use the number lines to help you.

What do you notice?

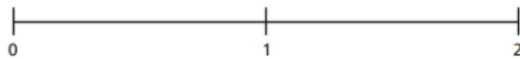
Talk about it with a partner.

4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) 1 and $\frac{2}{3}$



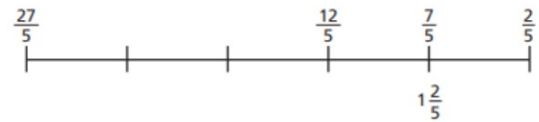
5 Write each fraction under the correct heading.

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| $\frac{2}{3}$ | $\frac{4}{4}$ | $\frac{5}{3}$ | $\frac{1}{8}$ | $\frac{3}{3}$ |
| $\frac{3}{4}$ | $\frac{7}{4}$ | $\frac{8}{8}$ | $\frac{7}{8}$ | |

| Less than one whole | Equal to one whole | More than one whole |
|---------------------|--------------------|---------------------|
| | | |

Year 4

c)



3 Write the next three fractions in each sequence.

a) $\frac{1}{8}, \frac{2}{8}, \frac{3}{8} \dots$

b) $\frac{1}{4}, \frac{2}{4}, \frac{3}{4} \dots$

c) $\frac{1}{4}, \frac{3}{4}, 1\frac{1}{4} \dots$

d) $4, 3\frac{1}{3}, 2\frac{2}{3} \dots$

4 What is the missing fraction?

Give two possible answers.

a) $\frac{8}{3}, \frac{12}{3}, \frac{16}{3}, \frac{20}{3}, \square, \frac{28}{3}, \frac{32}{3}$

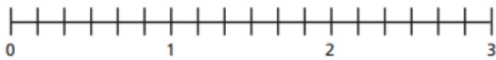
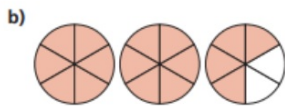
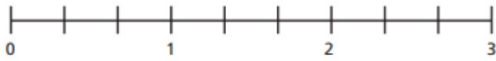
b) $\frac{8}{5}, \frac{12}{5}, \frac{16}{5}, \frac{20}{5}, \square, \frac{28}{5}, \frac{32}{5}$

c) $\frac{8}{7}, \frac{12}{7}, \frac{16}{7}, \frac{20}{7}, \square, \frac{28}{7}, \frac{32}{7}$

Year 3

6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.



7



One eighth is greater than one quarter.

Do you agree with Teddy?

Use a number line to show why.

Year 4

5 Amir, Dexter and Dora are counting in fractions.

$$\frac{8}{10}, \frac{9}{10}, \frac{10}{10}, \frac{11}{10}$$



The next fraction is $\frac{12}{10}$

Amir

The next fraction is $1\frac{2}{10}$



Dexter



The next fraction is $1\frac{1}{5}$

Dora

a) Who is correct?

Explain your answer.

b) Compare answers with a partner.

Extension

Alex and Jack are counting up and down in thirds.

Alex starts at $5\frac{1}{3}$ and counts backwards.

Jack starts at $3\frac{1}{3}$ and counts forwards.

What fraction will they get to at the same time?

Extension

Circle and correct the mistakes in the sequences.

$$\frac{5}{12}, \frac{8}{12}, \frac{11}{12}, \frac{15}{12}, \frac{17}{12}$$

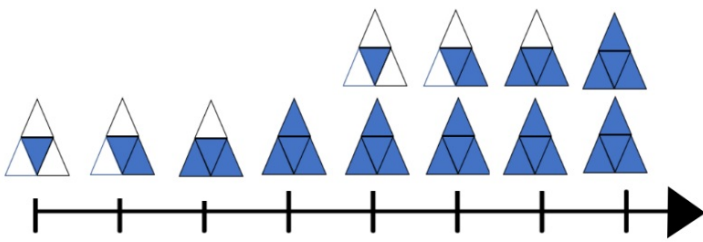
$$\frac{9}{10}, \frac{7}{10}, \frac{6}{10}, \frac{3}{10}, \frac{1}{10}$$

Plenary

True or False?

Fractions on a number line

Each jump increases by 1 quarter.



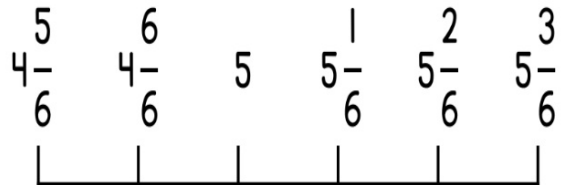
White
White

True or False?

Count in fractions



Rosie has counted correctly in sixths along a number line.



White
Rose
Maths

Year 3
NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

I can add and subtract amounts of money to give change using £ and p.

I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

I can round any number to the nearest 10, 100 or 1000

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four-digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three-digit number by a one-digit number using a formal written method.

I can multiply a two-digit number by a one-digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

I solve simple measure and money problems involving fractions and decimals to two places.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of + a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to 1/2, 1/4, and 3/4.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I solve problems finding fractions of amounts including non-unit fractions like 3/4

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

0 4. 0 2. 2 2

LO: To know number bonds to 100 and 1000.

I know my number bonds to 10 can help me calculate number bonds to 100.

I can use a hundred square to help me see how many what I need to add to a number to make 100.

I understand how to use my bonds to 100 to calculate bonds to 1000.

Flashback 4

Flashback 4

Year 3 | Week 11 | Day 1

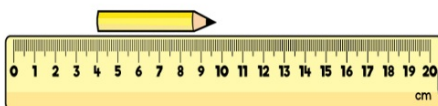
1) Complete the sequence $\frac{5}{10}, \frac{6}{10}, \frac{7}{10},$



2) What fraction of the shape is shaded?



3) How long is the pencil?



4) What is 8×4 ?

Flashback 4

Year 4 | Week 5 | Day 3

1) Complete the equivalent fractions.

$$\frac{3}{4} = \frac{\text{input}}{8}$$



2) Calculate the area of the shape.



3) Multiply 4 by 17

4) Write 49 in Roman Numerals.

$$1 + 0 = 10$$

$$2 + 0 = 10$$

$$3 + 0 = 10$$

$$4 + 0 = 10$$

$$5 + 0 = 10$$

How can we help our number bonds to 10, help us find our bonds to 100?

$$10 + \quad = 100$$

$$20 + \quad = 100$$

$$30 + \quad = 100$$

What would come next?

We know that $6 + 4 = 10$, does that mean $60 + 40 = 100$?

Let's look at the 100 square to check.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Can you see how the total is 100? 40 blocks are white and 60 blocks are yellow.

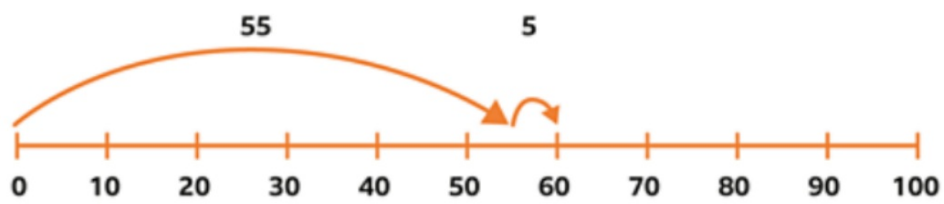
There are 100 blocks altogether.

Let's use the 100 square to help us find bonds which are multiples of 5.

$$35 + \quad = 100$$

$$75 + \quad = 100$$

If you add 5 to 55, it makes 60.



If you add another 40 to 60, you will reach 100.

What must I add to 37 to make 100?

Let's use a part whole model to show this.

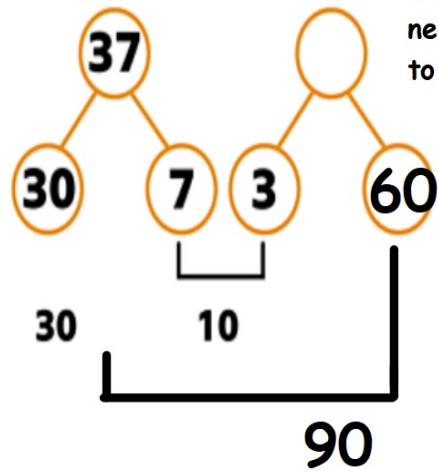
First, let's make 37 and partition it into tens and ones.



How many do you need to add to 7 to make another multiple of 10?

You need **3**, so let's draw another part-whole model and write in 3.

The ones need to add to 10. The tens needs to add to 90.



30 + 7 + 3 makes **40**.

What do you need to add to 40 to make 100?

You will need **60**.

Use the part whole methods and number lines to complete these number bonds to 100.

$35 + \boxed{} = 100$

$42 + \boxed{} = 100$

$55 + \boxed{} = 100$

$57 + \boxed{} = 100$

$85 + \boxed{} = 100$

$38 + \boxed{} = 100$

$45 + \boxed{} = 100$

$26 + \boxed{} = 100$

$65 + \boxed{} = 100$

$82 + \boxed{} = 100$

$25 + \boxed{} = 100$

$63 + \boxed{} = 100$

Year 3
NUMERACY
TARGET GRIDS

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