



Fractions

0 7.0 2. 2 2

LO: To explore equivalent fractions.

I know that fractions can have equivalents.

I can use a fraction wall to help me find equivalent fractions.

I understand how to use bar models to help me prove equivalent fractions.

Flashback 4

shback 4

Year 3 | Week 10 | Day 4

How many fifths make one whole?



Find the perimeter of the rectangle.

12 cm



4 cm



How many metres are equal to 400 centimetres?



How much money is there altogether?



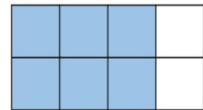
White
Rose
Maths

Flashback 4

Year 4 |

1) Complete the equivalent fractions.

$$\frac{\square}{4} = \frac{6}{8}$$



2) Calculate the area of the shape.



3) Multiply 4 by 17



Year 3

Year 4

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

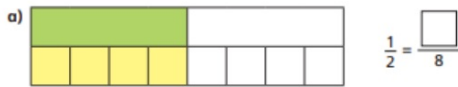


b) Shade $\frac{2}{4}$ of the bar model.

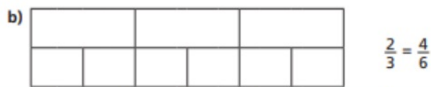
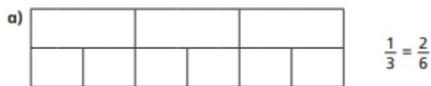


What do you notice?

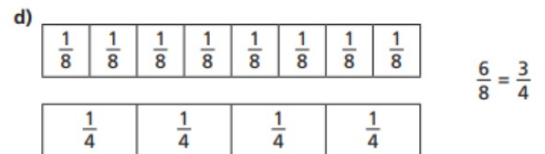
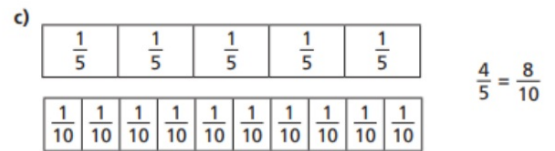
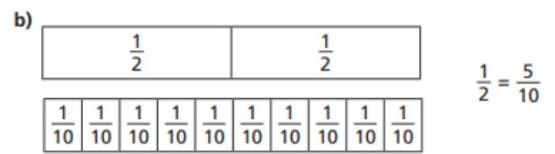
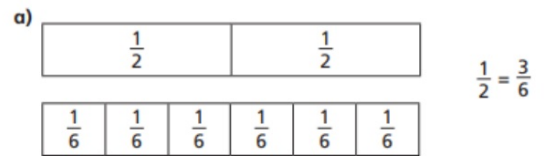
2 Complete the equivalent fractions.



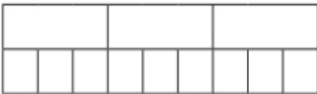
3 Shade bar models to help you represent the equivalent fractions.

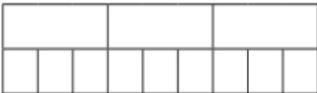


1 Shade the bar models to represent the equivalent fractions.



Year 3

c)  $\frac{1}{3} = \frac{3}{9}$

d)  $\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

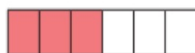
 $\frac{1}{2}$



 $\frac{1}{3}$



 $\frac{1}{4}$



 $\frac{1}{8}$



5 Shade bar models to help you complete the equivalent fractions.

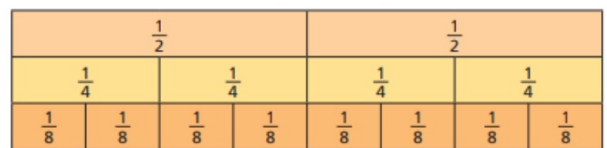
a) $\frac{1}{2} = \frac{\square}{12}$

b) $\frac{1}{3} = \frac{\square}{12}$

c) $\frac{1}{6} = \frac{\square}{12}$

Year 4

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

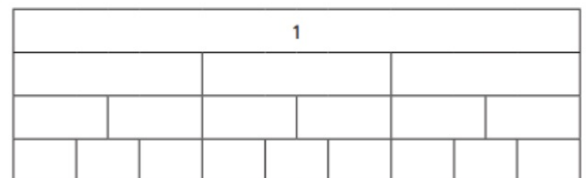
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

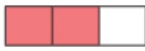
$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

Year 3

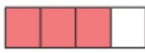
6 The bar models represent fractions.



A



C



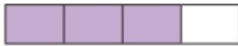
B



D

Which is the odd one out?
Why do you think this?

7 This bar model represents $\frac{3}{4}$



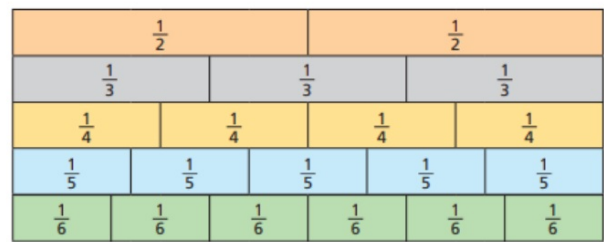
Which bar models can be used to show a fraction that is equivalent to $\frac{3}{4}$?

Shade the bar models to support your answers.



Year 4

4 Here is a fraction wall.



Is each statement true or false?

- a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$
 b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$
 c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Draw a diagram to support your answer.

- a) The greater the numerator, the greater the fraction.
 b) Fractions equivalent to one half have even numerators.
 c) If a fraction is equivalent to one half, the denominator will be double the numerator.

Year 3

Extension



Teddy makes this fraction:



Mo says he can make an equivalent fraction with a denominator of 9

Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3



Who is correct? Who is incorrect?
Explain why.

Year 4

Extension

Eva says,



I know that $\frac{3}{4}$ is equivalent to $\frac{3}{8}$ because the numerators are the same.

Is Eva correct?
Explain why.

Plenary

True or False ?

Equivalent fractions (1)

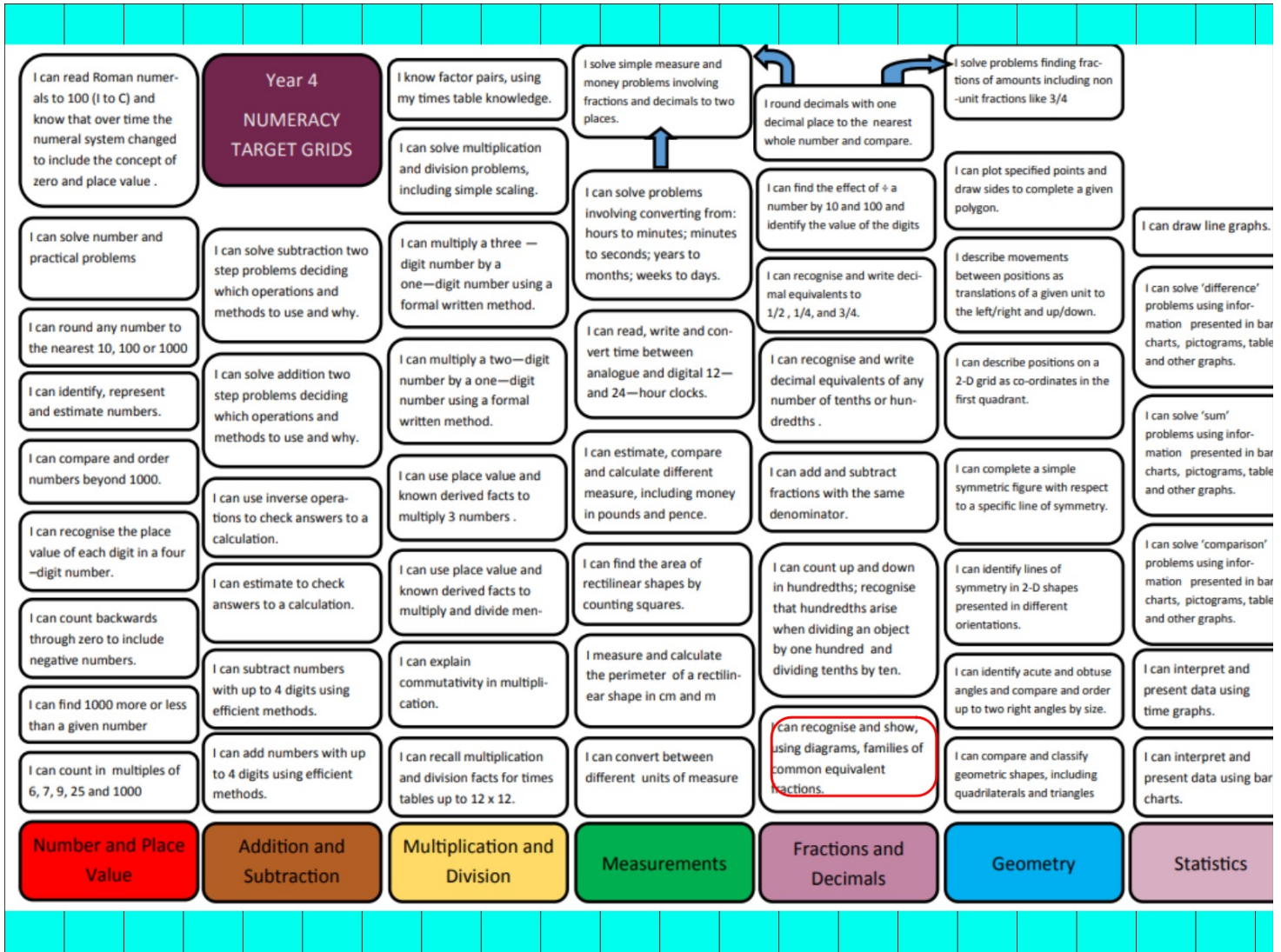
You can only fold **square** paper to show equivalent fractions.



True or False ?

$$\frac{4}{12} = \frac{3}{9}$$

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 8.0 2. 2 2

LO: To further understand equivalence through number lines and diagrams.

I know how to look at the links between equivalent fractions to find missing numerators and denominators.

I can use my knowledge of times tables to help me find equivalent fractions.

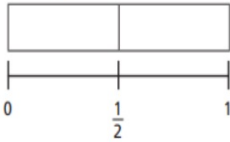
I understand how to use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions.



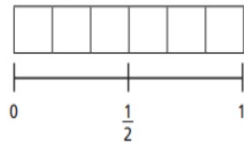
Year 3

1 Shade the bar models to represent the fractions.

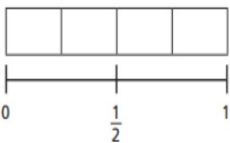
a) Shade $\frac{1}{2}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.



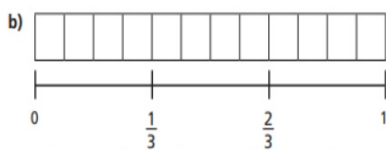
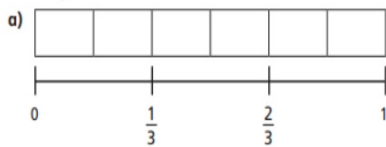
b) Shade $\frac{2}{4}$ of the bar model.



d) What do you notice?

e) Write another fraction that is equivalent to $\frac{1}{2}$

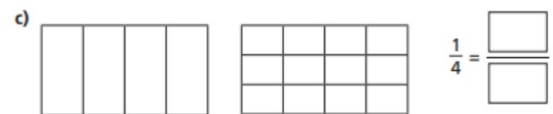
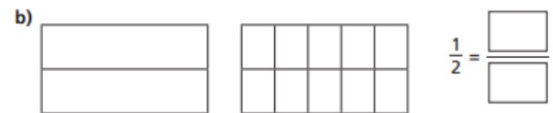
2 Shade $\frac{2}{3}$ of each bar model.



Year 4

1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.

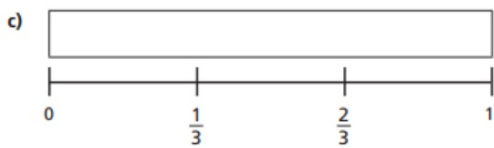


2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$

3 Match the equivalent fractions.



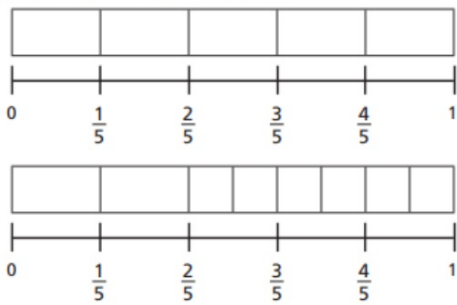
Year 3



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.



$\frac{6}{8}$ is equivalent to $\frac{4}{5}$

Do you agree with Mo?
Explain your answer.

Year 4

4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{\square}{10}$

d) $\frac{3}{10} = \frac{9}{\square}$

g) $\frac{8}{12} = \frac{2}{\square}$

b) $\frac{4}{5} = \frac{\square}{10}$

e) $\frac{6}{8} = \frac{3}{\square}$

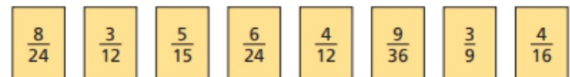
h) $\frac{2}{\square} = \frac{10}{25}$

c) $\frac{3}{10} = \frac{6}{\square}$

f) $\frac{8}{12} = \frac{\square}{3}$

i) $\frac{1}{\square} = \frac{4}{28}$

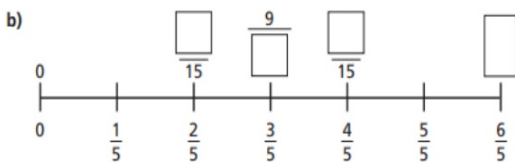
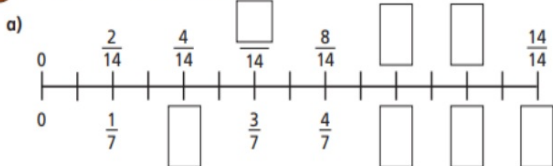
5 a) Write the fractions in the correct place on the sorting diagram.



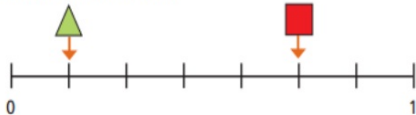
	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

Year 3

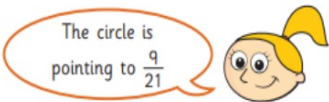
4 Find the missing numbers.



5 Here is a number line.



- a) What fraction is each shape pointing to?
 b) A circle is halfway between the triangle and the square.
 Draw the circle on the number line.
 c)



Do you agree with Eva?
 Show how you worked this out.

d) Write three equivalent fractions for each shape.

Year 4

b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

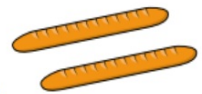
6 Find three ways to make the fractions equivalent.

a) $\frac{2}{\square} = \frac{4}{\square}$ b) $\frac{1}{\square} = \frac{4}{\square}$ c) $\frac{\square}{3} = \frac{\square}{9}$

7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



How many equal pieces has Ron cut his baguette into?

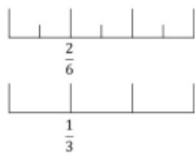
Year 3

Extension

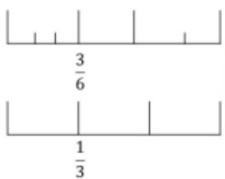
Alex and Tommy are using number lines to explore equivalent fractions.



$$\frac{2}{6} = \frac{1}{3}$$



Alex



Tommy

$$\frac{3}{6} = \frac{1}{3}$$



Who do you agree with? Explain why.

Year 4

Extension

Tommy is finding equivalent fractions.

$$\frac{3}{4} = \frac{5}{6} = \frac{7}{8} = \frac{9}{10}$$

He says,



I did the same thing to the numerator and the denominator so my fractions are equivalent.

Do you agree with Tommy?
Explain your answer.

Plenary

True or False?

Equivalent fractions (2)

A fraction can have more than one equivalent fraction.

True or False?

Equ

$$\frac{6}{27} = \frac{16}{72}$$

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

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 two—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 use place value and known derived facts to multiply 3 numbers .

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

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

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

I can add and subtract fractions with the same denominator.

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 estimate to check answers to a calculation.

I can explain commutativity in multiplication.

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 subtract numbers with up to 4 digits using efficient methods.

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

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 add numbers with up to 4 digits using efficient methods.

I can convert between different units of measure

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

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

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

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

0 9. 0 2. 2 2

LO: To compare unit fractions and fractions with the same denominator.

I know that when we divide something into more equal parts, it makes each part smaller.

I can use $<$, $>$ and $=$ to compare fractions.

I understand that the larger the denominator, the smaller the fraction.

Flashback 4

h b a c k 4

Year 3 | Week 11 | Day 3

What fraction is the arrow pointing to?



What fraction is $\frac{1}{10}$ more than $\frac{10}{10}$?



What is the perimeter of the square.



5 cm



Subtract £1 and 40p from £5



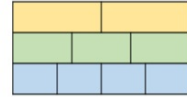
White Rose Maths

Flashback 4

Year 4

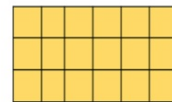
1) Complete the equivalent fractions.

$$\frac{2}{4} = \frac{1}{2}$$



2) What is the area of the rectangle?

Give your answer in squares.



3) Calculate 35×9

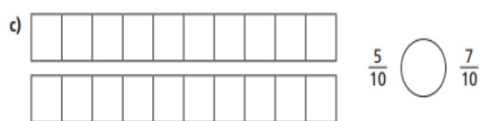


4) Round 347 to the nearest 10



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

Use the bar models to help you.



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

a) $\frac{1}{5}$ ○ $\frac{3}{5}$ d) $\frac{6}{7}$ ○ $\frac{2}{7}$

b) $\frac{2}{5}$ ○ $\frac{2}{5}$ e) $\frac{6}{13}$ ○ $\frac{12}{13}$

c) $\frac{2}{7}$ ○ $\frac{6}{7}$ f) $\frac{13}{15}$ ○ $\frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write $<$ or $>$ to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ ○ $\frac{1}{3}$ $\frac{1}{4}$ ○ $\frac{1}{3}$ $\frac{1}{5}$ ○ $\frac{1}{3}$

$\frac{1}{3}$ ○ $\frac{1}{2}$ $\frac{1}{4}$ ○ $\frac{1}{5}$ $\frac{1}{5}$ ○ $\frac{1}{2}$

4 What could the missing numerators and denominators be?

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$

3 Here are some bar models.



$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ ○ $\frac{1}{3}$ $\frac{1}{4}$ ○ $\frac{1}{3}$ $\frac{1}{5}$ ○ $\frac{1}{3}$

$\frac{1}{3}$ ○ $\frac{1}{2}$ $\frac{1}{4}$ ○ $\frac{1}{5}$ $\frac{1}{5}$ ○ $\frac{1}{2}$

4 What could the missing numerators and denominators be?

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$

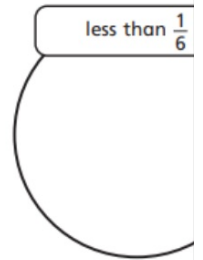
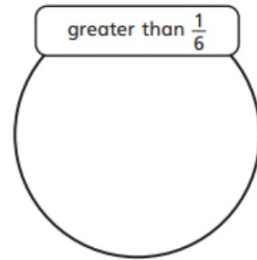
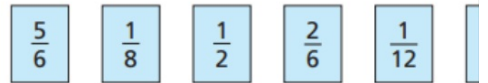
b) $\frac{1}{5} < \frac{1}{\square}$

5 Jack is comparing fractions.

$\frac{1}{8}$ is greater than $\frac{1}{4}$
because 8 is greater than 4

Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.



Extension

Complete the missing denominator.
How many different options can you find?

$$\frac{1}{2} > \frac{1}{\square} > \frac{1}{10}$$

Here are three fractions.

$$\frac{3}{8} \quad \frac{3}{5} \quad \frac{1}{8}$$

Which fraction is the largest? How do you know?

Which fraction is the smallest? How do you know?

Plenary

True or False ?

Compare fractions

When the numerator is the same, the
greater the denominator,
the greater the fraction.

e.g. $\frac{1}{3} < \frac{1}{4}$

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

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 .	Year 4 NUMERACY TARGET GRIDS	I know factor pairs, using my times table knowledge.	I solve simple measure and money problems involving fractions and decimals to two places.	I round decimals with one decimal place to the nearest whole number and compare.	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 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 can find the effect of \div a number by 10 and 100 and identify the value of the digits	I can plot specified points and draw sides to complete a given polygon.	
I can round any number to the nearest 10, 100 or 1000		I can solve subtraction 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 recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.	I describe movements between positions as translations of a given unit to the left/right and up/down.
I can identify, represent and estimate numbers.		I can solve addition two step problems deciding which operations and methods to use and why.	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 of any number of tenths or hundredths .	I can describe positions on a 2-D grid as co-ordinates in the first quadrant.
I can compare and order numbers beyond 1000.		I can use inverse operations 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 add and subtract fractions with the same denominator.	I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can recognise the place value of each digit in a four—digit number.		I can estimate to check answers to a calculation.	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 count backwards through zero to include negative numbers.		I can subtract 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 find 1000 more or less than a given number		I can add numbers with up to 4 digits using efficient methods.	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
I can count in multiples of 6, 7, 9, 25 and 1000						
Number and Place Value		Addition and Subtraction	Multiplication and Division	Measurements	Fractions and Decimals	Geometry

Note: The target 'I can recognise and show, using diagrams, families of common equivalent fractions.' is highlighted with a red border in the original image.

1 0 . 0 2 . 2 2

LO: To order unit fractions and fractions with the same denominator.

I know that the larger the denominator, the smaller the unit fraction.

I can order fractions in ascending and descending order.

I understand how to use bar models to explain and prove the order of the fractions.

2x4 2x6 2x10 11x3

9x5 7x7 5x11 6x10

9x7 6x12 11x7 11x9

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

1 a) Shade the bar models to represent the fractions.



$\frac{1}{5}$



$\frac{2}{5}$



$\frac{3}{5}$



$\frac{4}{5}$

b) What do you notice?

c) Complete the sentence using the word bank.

numerator

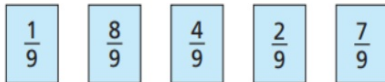
denominator

greater

smaller

When fractions have the same _____, the _____
the _____ the _____ the fraction.

2 Write the fractions in order, starting with the smallest.



3 a) Shade the bar models to represent the fractions.



$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{5}$

b) What do you notice?

c) Complete the sentence using the word bank.

numerator

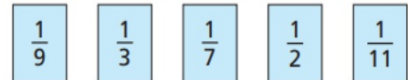
denominator

greater

smaller

When fractions have the same _____, the _____
the _____ the _____ the fraction.

Write the fractions in order, starting with the greatest.



Tommy and Dora are ordering fractions.



Tommy

I cannot order
these fractions because the
numerators and denominators
are different.



Dora

I think I can use
equivalent fractions to
help me.

Who do you agree with?

a) Complete the equivalent fractions.

$$\frac{3}{5} = \frac{6}{\square}$$

$$\frac{2}{9} = \frac{6}{\square}$$

$$\frac{1}{7} = \frac{6}{\square}$$

b) Write the fractions in order, starting with the greatest.

$$\frac{6}{9}$$

$$\frac{3}{5}$$

$$\frac{1}{7}$$

$$\frac{2}{9}$$

Dexter and Alex are ordering fractions from smallest to greatest.

$$\frac{1}{3}$$

$$\frac{2}{3}$$

$$\frac{5}{8}$$

$$\frac{1}{4}$$

a)



I am going to make the numerators the same.

Dexter

Use Dexter's method to put the fractions in order.

b)

I am going to make the denominators the same.



Alex

Use Alex's method to put the fractions in order.

Extension



When the denominators are the same, the larger the numerator, the smaller the fraction.

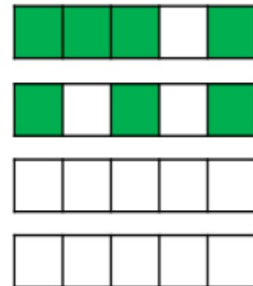
Is Jack correct?
Prove it.

Shade the blank diagrams so the fractions are ordered correctly.

Fractions in ascending order



Fractions in descending order



Plenary

True or False ?

Order fractions

These fractions are in descending order.

$$\frac{1}{5}, \frac{2}{5}, \frac{4}{5}, \frac{5}{5}$$

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

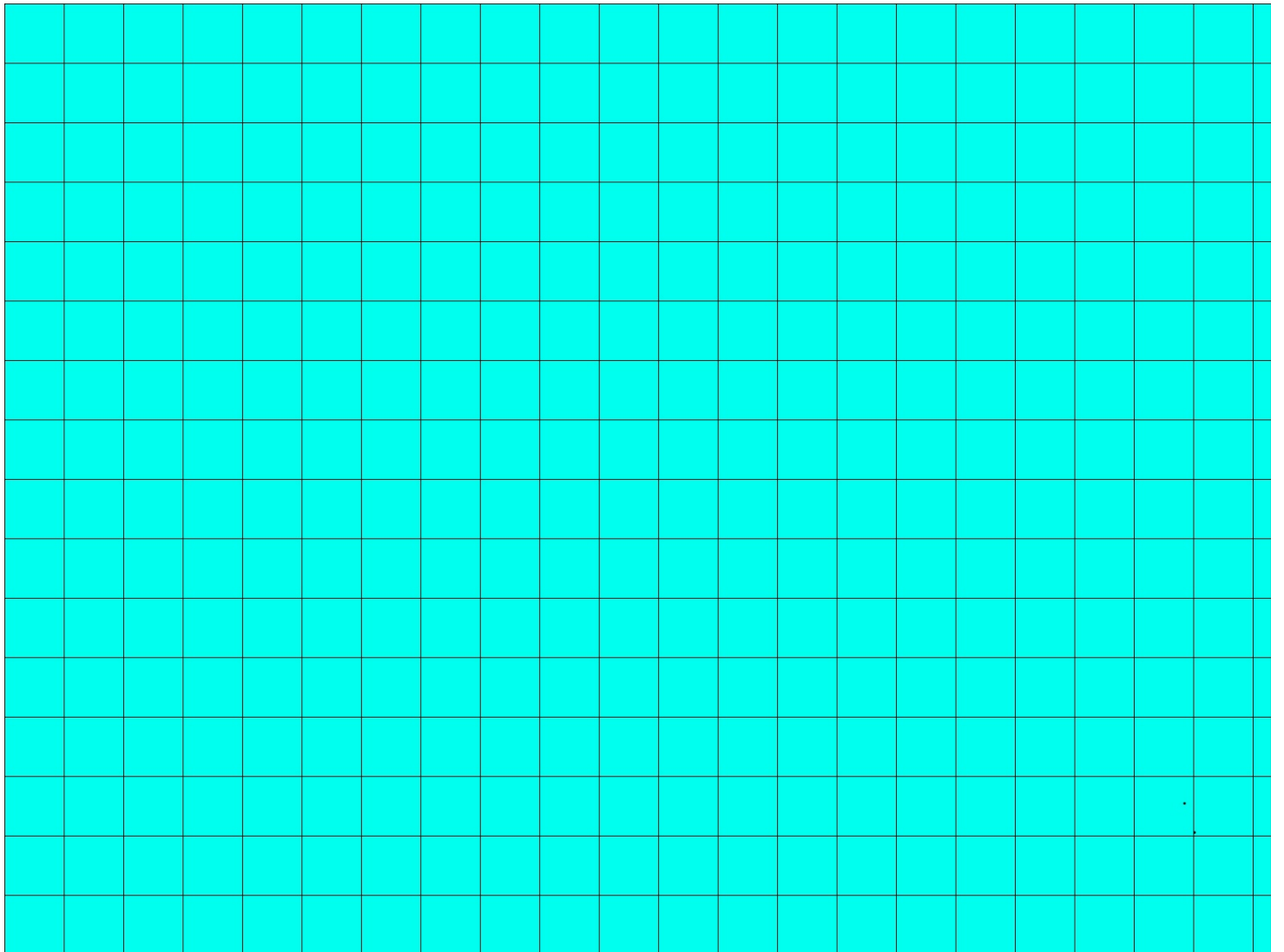
Multiplication and Division

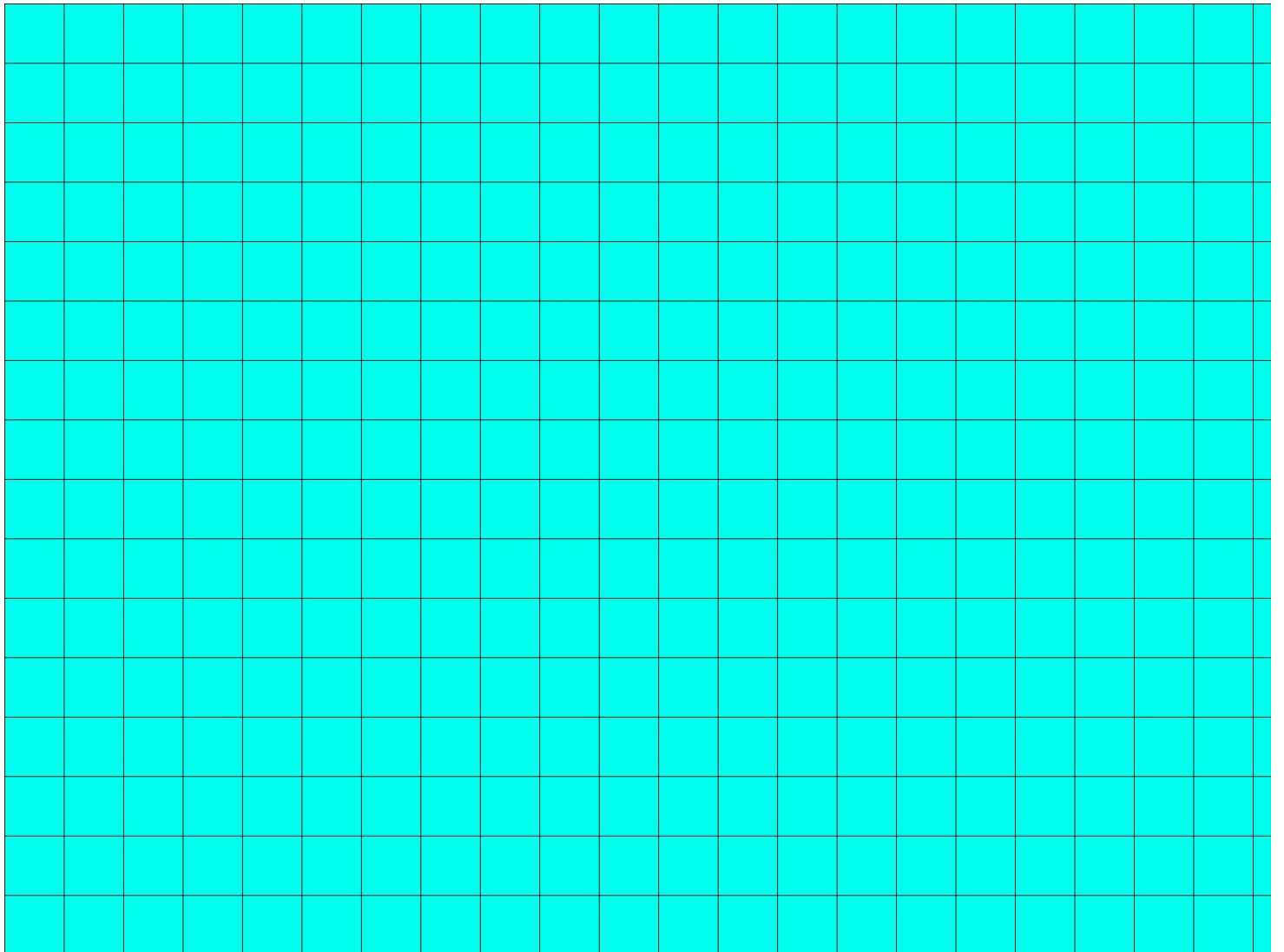
Measurements

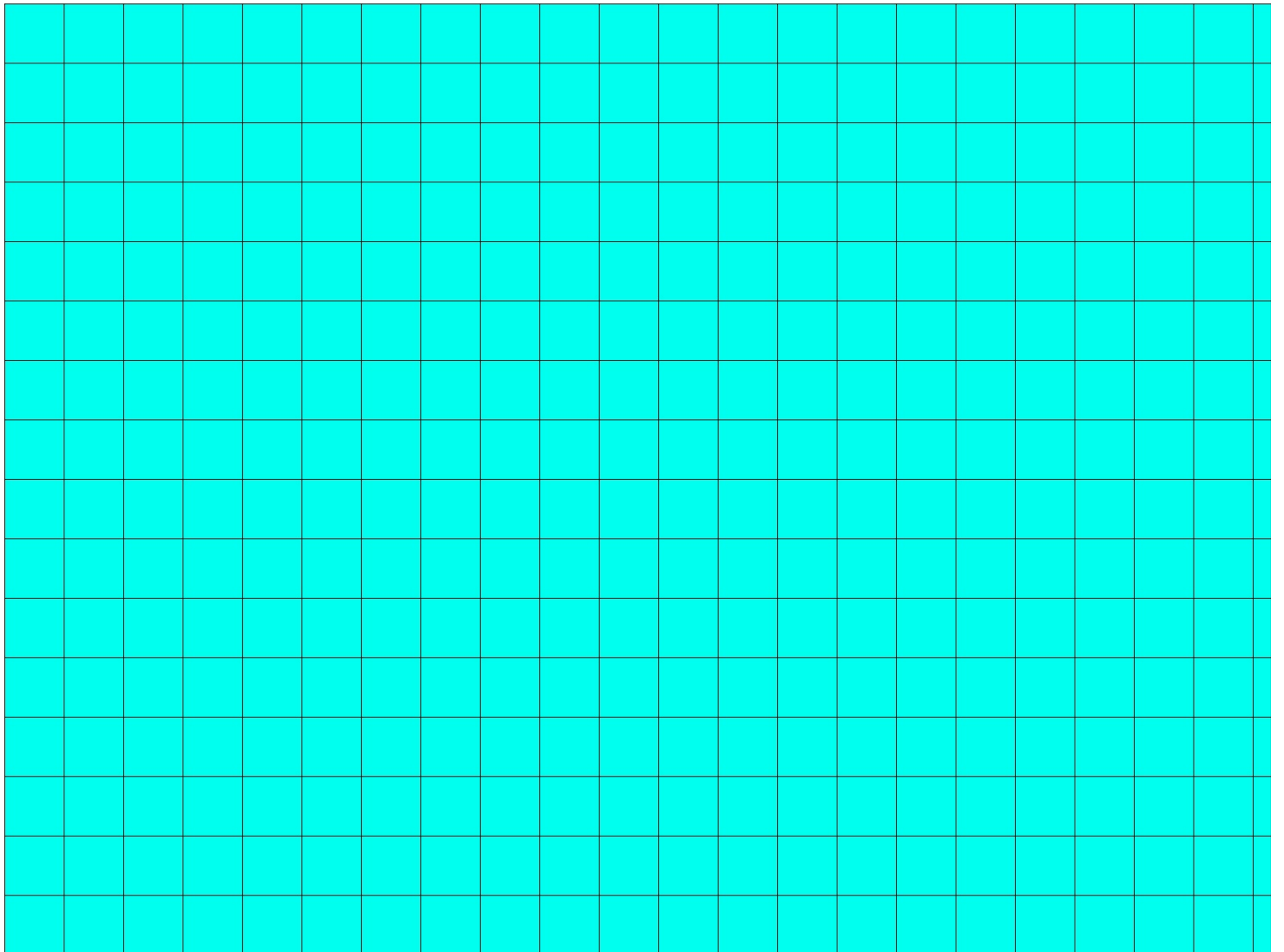
Fractions and Decimals

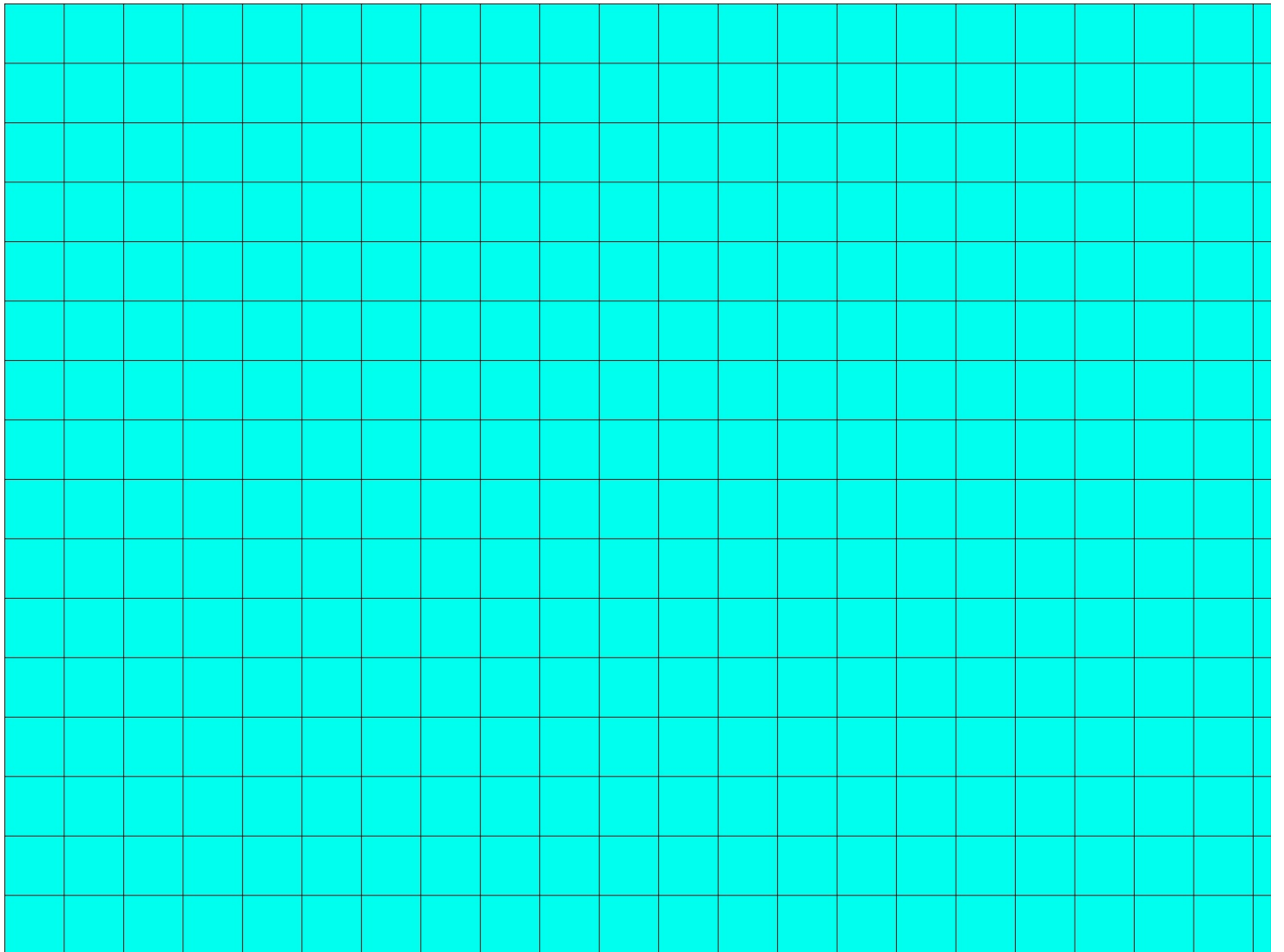
Geometry

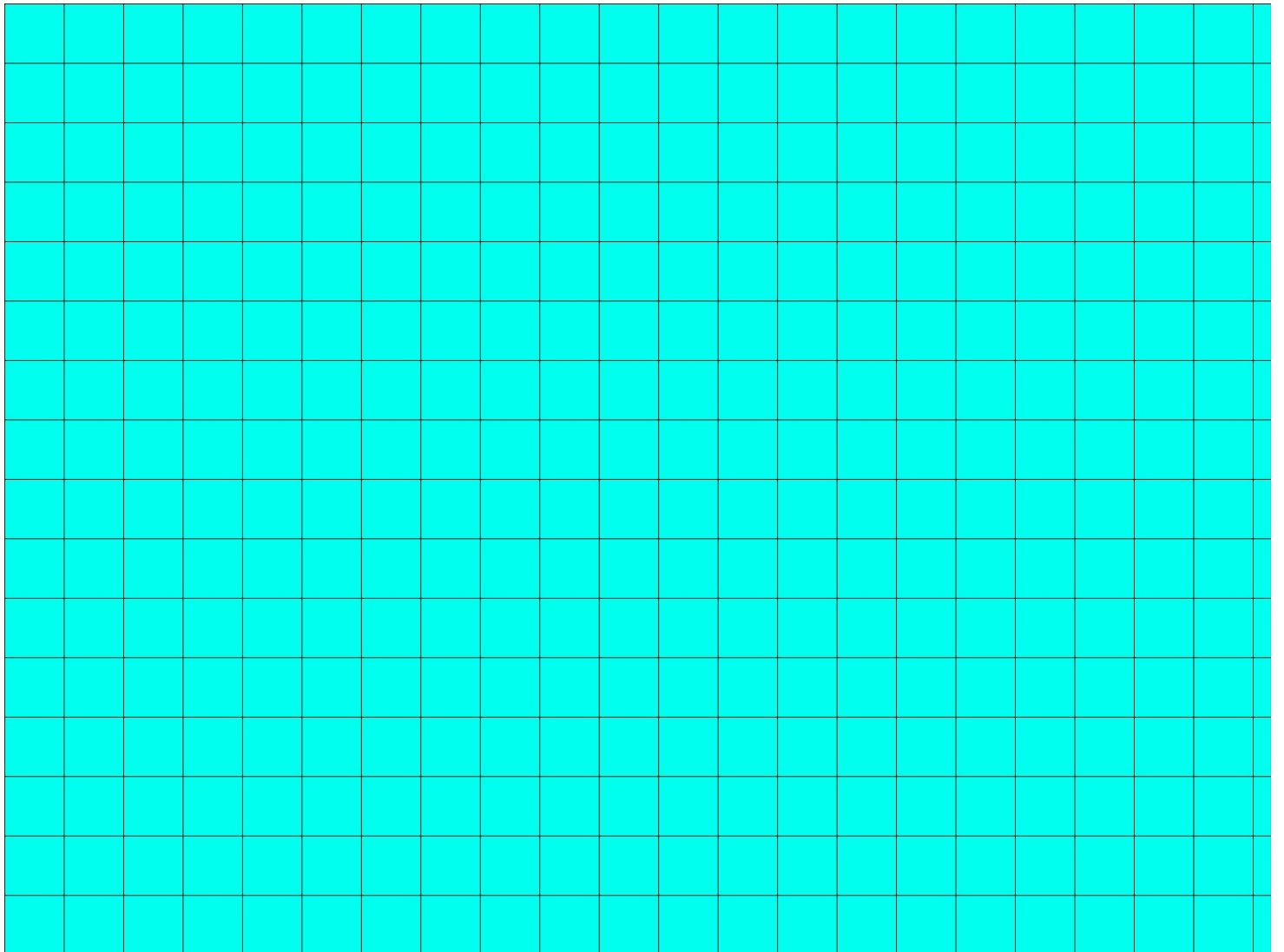
Statistics

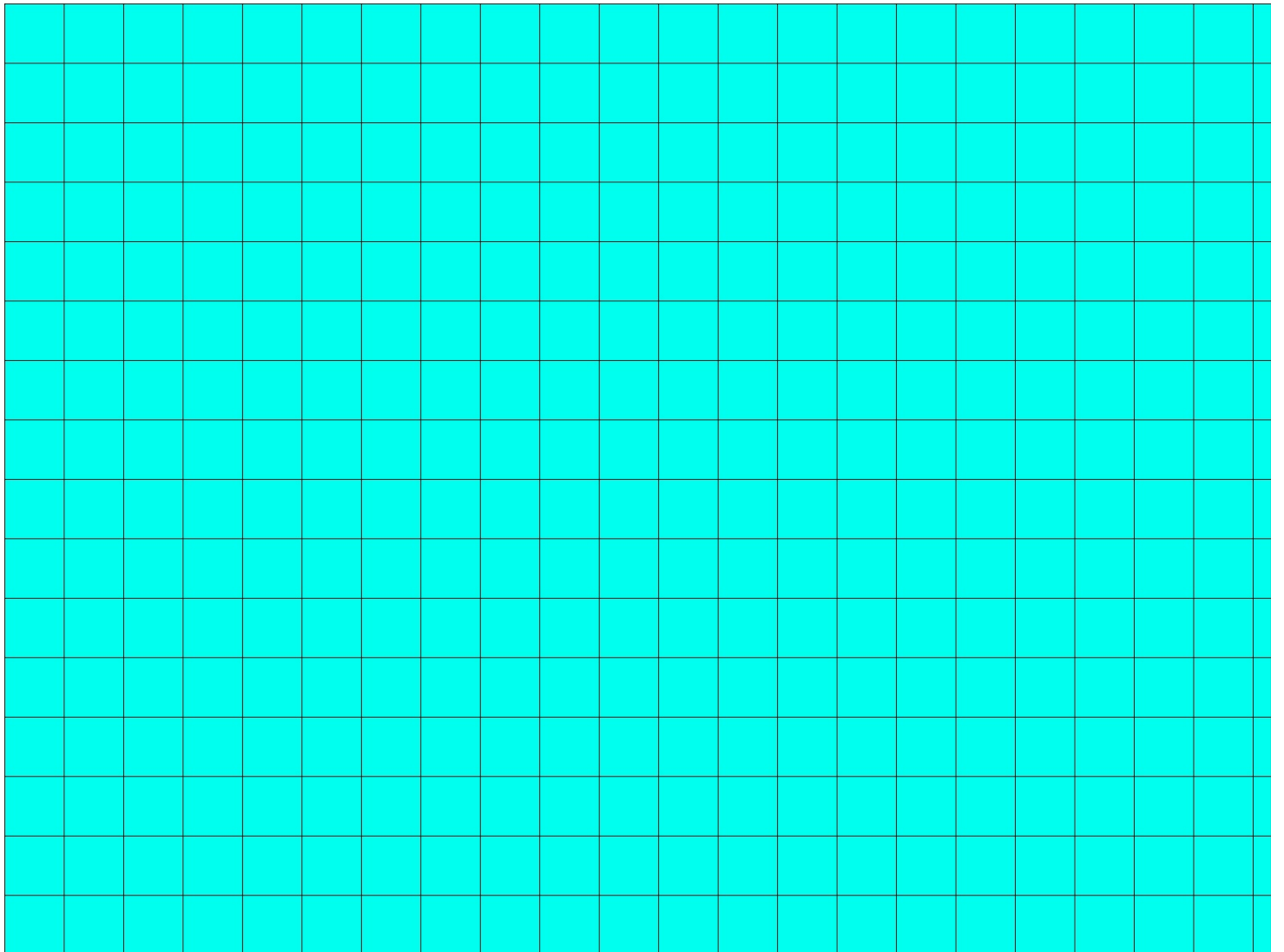


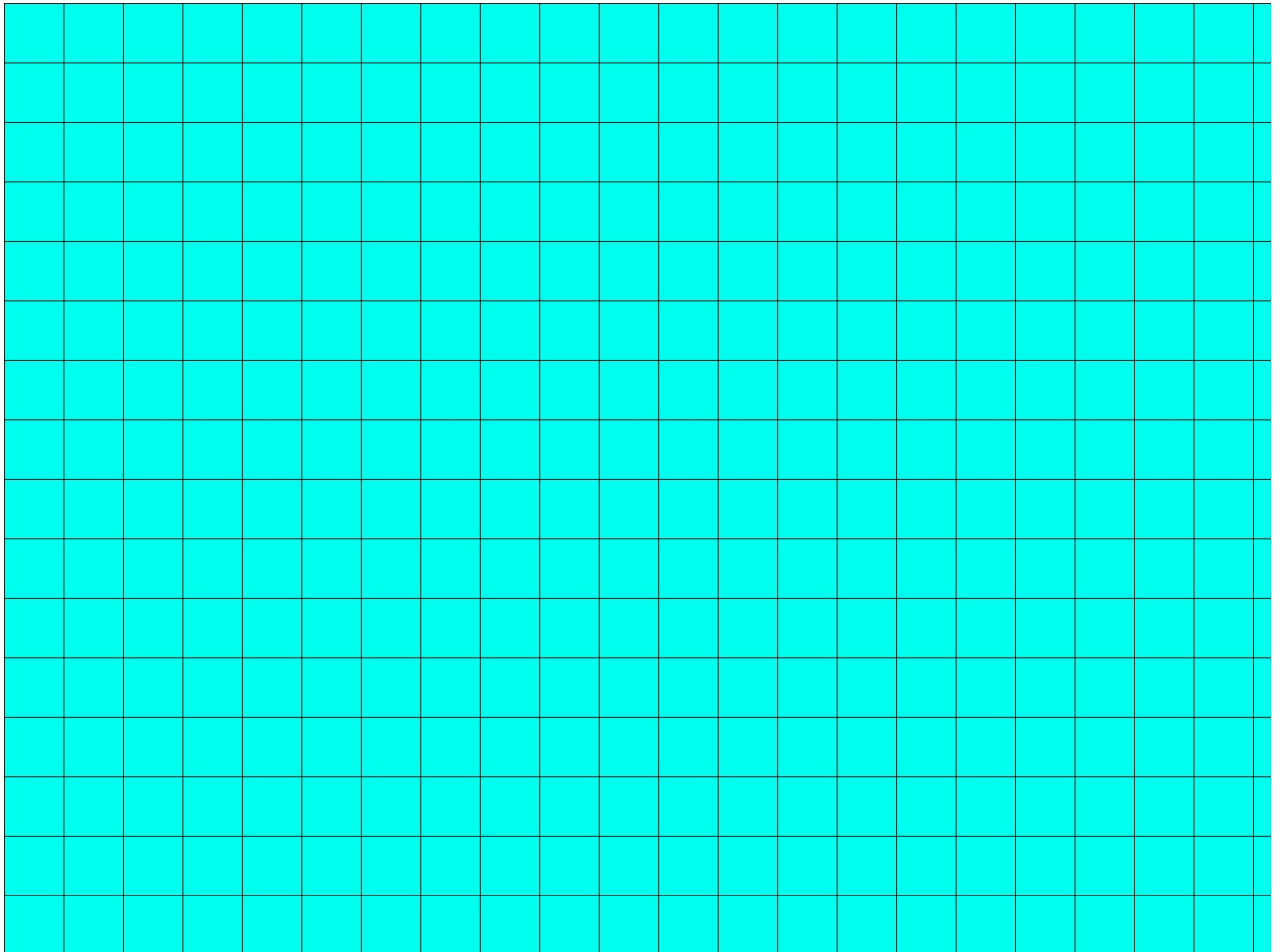












Year 3
NUMERACY
TARGET GRIDS

I can solve missing number problems.

I can compare and order numbers up to 1000.

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

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

I can solve addition and subtraction problems.

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

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

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

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

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

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

I can solve number problems and practical problems.

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

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

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.

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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.

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

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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.

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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

