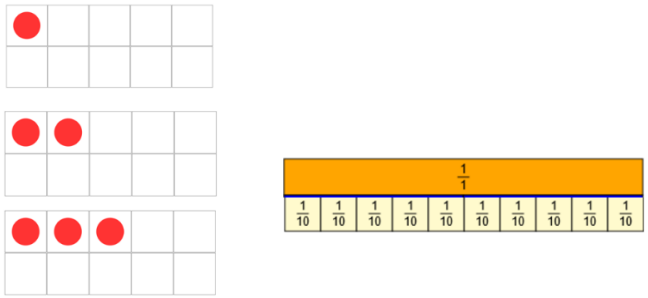
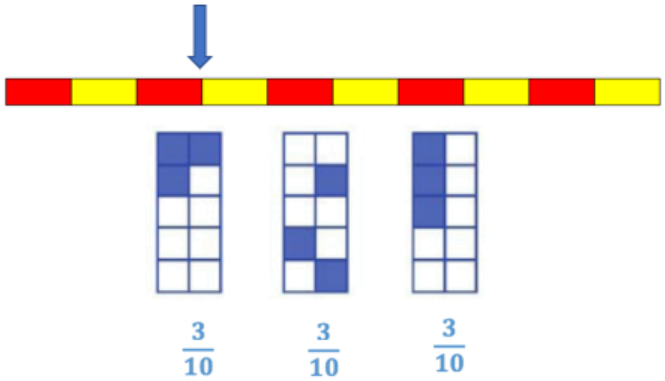
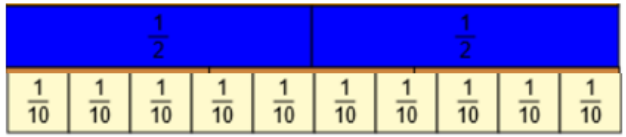
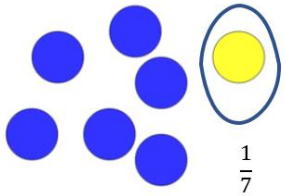
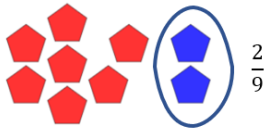
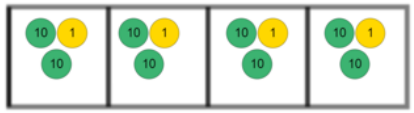
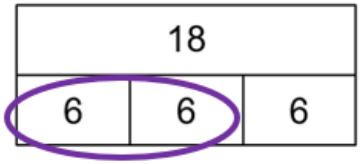
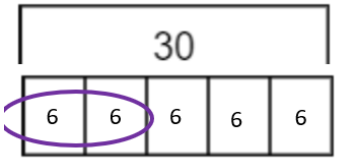
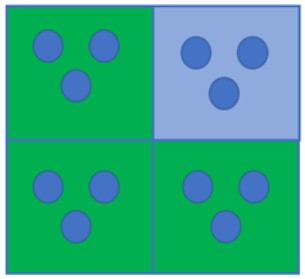
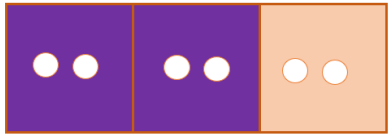
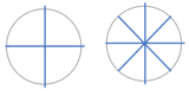
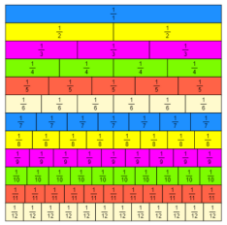
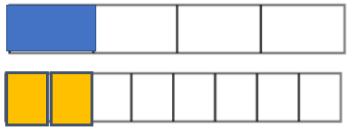
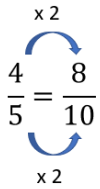
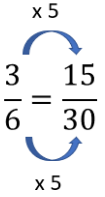
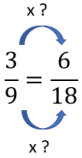
Progression in Fractions LKS2 (Click4teaching – K Burton)

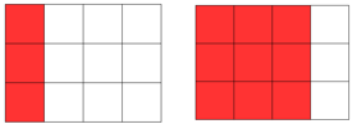
Y3 Concrete	Y3 Pictorial	Y3 Abstract
Objective 1: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.		
		
Objective 2: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.		
 $\frac{1}{7}$  $\frac{2}{9}$  Find $\frac{1}{4}$ of 84	 $\frac{2}{3} of\ 18 = 12$  $\frac{2}{5} of\ 30 = 12$	 $6 \times 3 = 18$ $3 \times 6 = 18$ $18 \div 6 = 3$ $18 \div 3 = 6$ $\frac{1}{6}$ of $18 = 3$ $\frac{1}{3}$ of $18 = 6$ $\frac{1}{4} of\ 60 = \frac{1}{3} of\ 45$ $\frac{2}{5} of\ 60 = \frac{1}{2} of\ 48$

Progression in Fractions LKS2 (Click4teaching – K Burton)

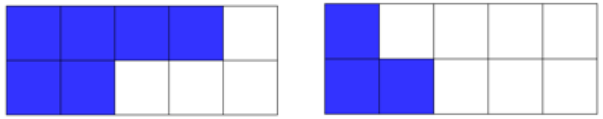
Objective 3: Recognise and show, using diagrams, equivalent fractions with small denominators.		
 $\frac{3}{4} = \frac{9}{12}$  $\frac{2}{3} = \frac{4}{6}$	 Show quarters and eighths  	 $\frac{1}{4} = \frac{2}{8}$ (x 2)  $\frac{4}{5} = \frac{8}{10}$ (x 2)  $\frac{3}{6} = \frac{15}{30}$ (x 5)  $\frac{3}{9} = \frac{6}{18}$ (x ?)
Objective 4: Add and Subtract fractions with the same denominator within one whole.		



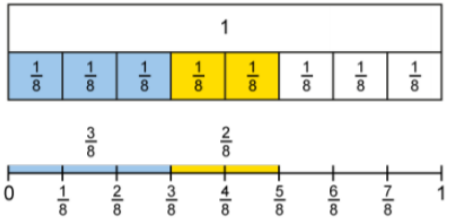
$$\frac{2}{7}+\frac{3}{7}=\frac{5}{7}$$



$$\frac{1}{4}+\frac{3}{4}=\frac{4}{4}$$



$$\frac{6}{10}-\frac{3}{10}=\frac{3}{10}$$



$\frac{3}{8}+\frac{2}{8}=\frac{5}{8}$ $\quad$ $\frac{5}{8}-\frac{2}{8}=\frac{3}{8}$



Write three fraction equations for this model.

Answer

$$\frac{3}{8}+\frac{4}{8}=$$

$$\frac{5}{7}-\frac{2}{7}=$$

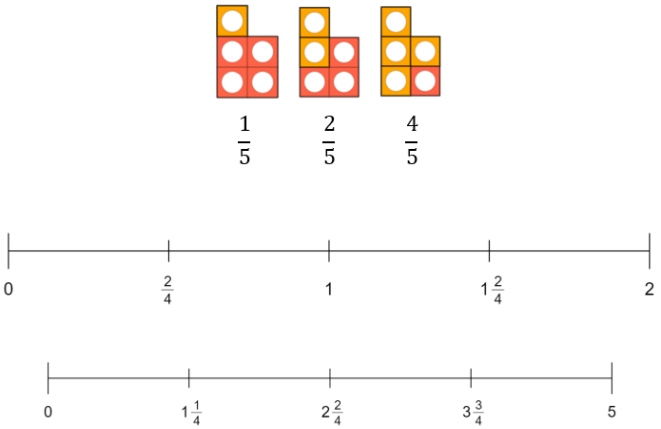
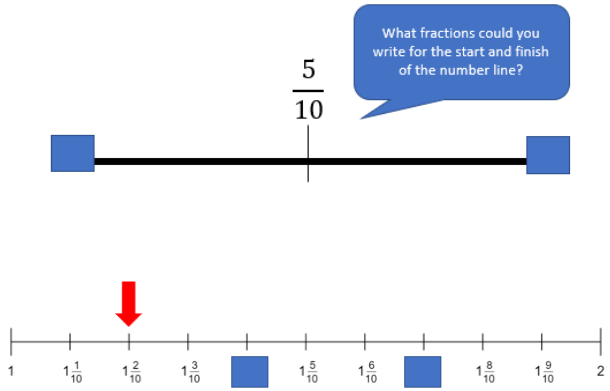
True or false?

$$\frac{5}{6}+\frac{2}{6}=\frac{7}{12}$$

$$\frac{13}{20}-\frac{3}{20}=\frac{1}{2}$$

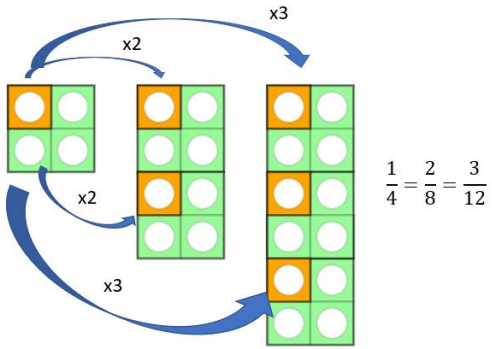
Objective 5: Compare and order unit fractions, and fractions with the same denominators.

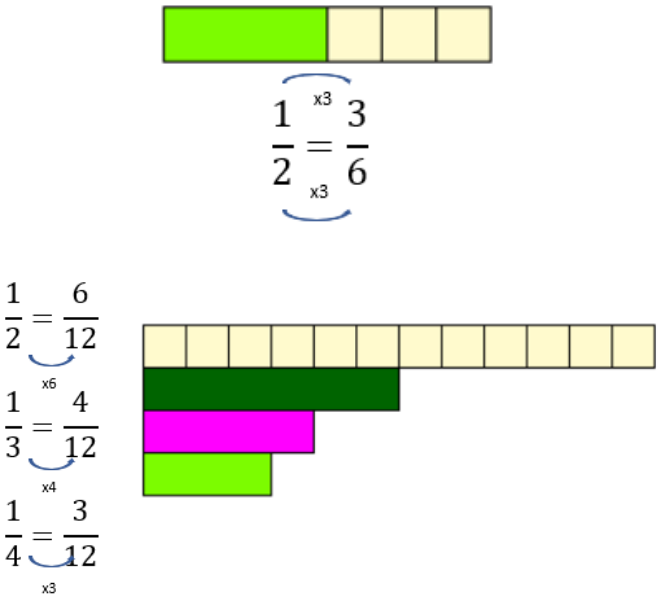
Progression in Fractions LKS2 (Click4teaching – K Burton)

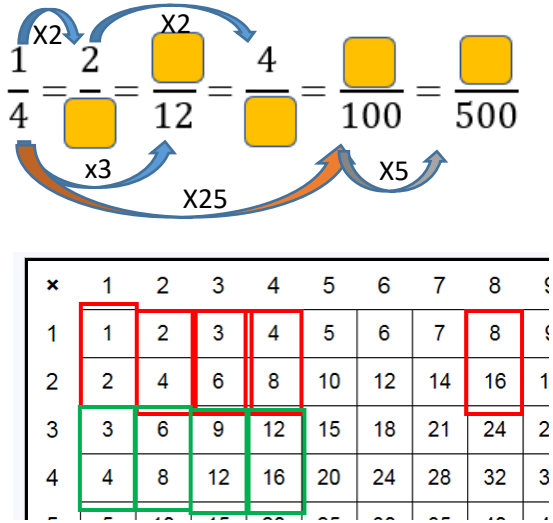
Y4 Concrete	Y4 Pictorial	Y4 Abstract
		Put <, > or = in the circle to make this statements true. $\frac{6}{7} \bigcirc \frac{2}{7}$ $\frac{5}{10} \bigcirc \frac{8}{16}$ $\frac{6}{15} \bigcirc \frac{3}{15}$

Objective 1: Recognise and show, using diagrams, families of common equivalent fractions.

Progression in Fractions LKS2 (Click4teaching – K Burton)

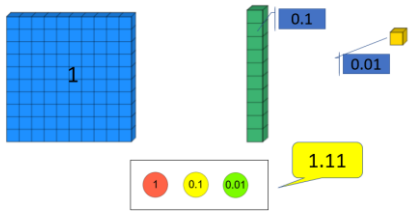


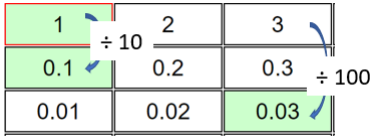


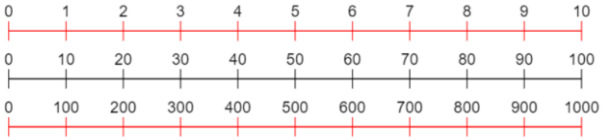


×	1	2	3	4	5	6	7	8
1	1	2	3	4	5	6	7	8
2	2	4	6	8	10	12	14	16
3	3	6	9	12	15	18	21	24
4	4	8	12	16	20	24	28	32

Objective 2: Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

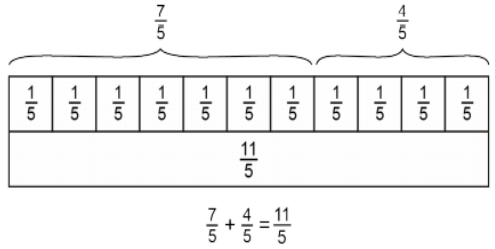




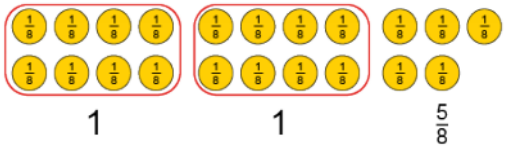


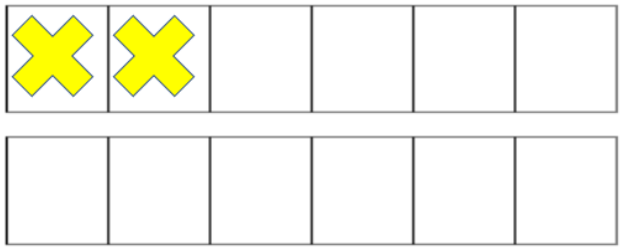
Objective 3: Add and subtract fractions with the same denominator.

Progression in Fractions LKS2 (Click4teaching – K Burton)



$\frac{7}{5}+\frac{4}{5}=\frac{11}{5}$





$2-\frac{2}{6}=\frac{10}{6}$

$\frac{7}{8}+\frac{3}{8}=$

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

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

$\frac{7}{5}+\frac{4}{5}=\frac{11}{5}$

$3\frac{7}{8}-\frac{2}{8}=3\frac{5}{8}$

$7\frac{2}{5}+\frac{4}{5}=8\frac{1}{5}$

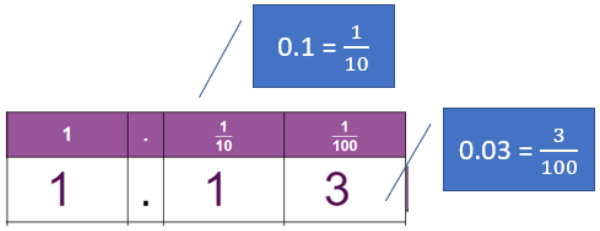
$8\frac{1}{5}-\frac{4}{5}=7\frac{2}{5}$

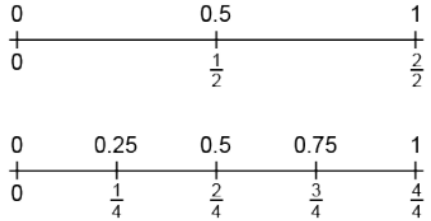
Draw models to prove these statements are true

Objective 4: Recognise and write decimal equivalents of any number of tenths or hundredths.

Unit fraction	Decimal fraction
$\frac{1}{2}$	0.5
$\frac{1}{4}$	0.25
$\frac{1}{5}$	0.2
$\frac{1}{10}$	0.1

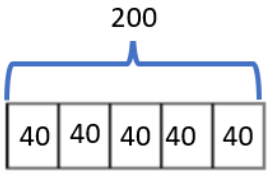
$\frac{1}{4}=\frac{25}{100}=0.25$





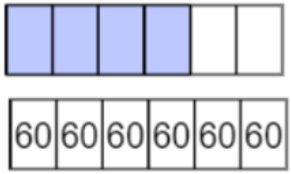
Objective 5: Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

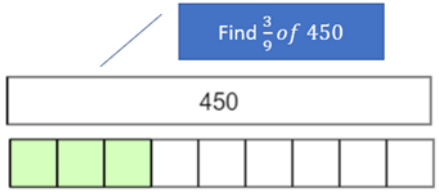
Progression in Fractions LKS2 (Click4teaching – K Burton)

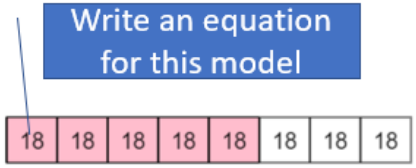


$\frac{3}{5}$ *of* 200 = 120

$\frac{4}{6}$ *of* 360 = 240







Judy and Tilly each have a 1m ribbon. Judy cuts her ribbon into 5 equal parts and uses 1 of them to make a hair tie. Tilly cuts her ribbon into 10 equal parts and uses 3 of them to make a bracelet. Have Judy and Tilly used the same amount of ribbon? Explain your answer.

Petrol cans hold 2 litres.

Tony uses $\frac{3}{4}$ of a 2 litre can of petrol in his lawn mower.

He then uses $\frac{1}{2}$ of another can with $\frac{6}{8}$ remaining of the 2 litres.

How much petrol did he use altogether?