

Rushen Primary School  **Fraction policy**

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

Used from yr 2 above.

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

Ensure use of same language - not your half is bigger than mine

To be written one digit per square, using the line between the square as dividing line.

When using whole numbers and fractions then whole number should be the size of a fraction (two squares). Where one digit is the numerator and two digits are the denominator the single digit will be above the second of the digits.

$\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$   $\frac{1}{5}$   $\frac{1}{8}$   $\frac{1}{10}$

Simple fractions (where statement is used)

4c Fractions that make a whole.

Using fractions that have the same denominator.

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

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

4c Equivalent fractions

Use the following denominators. Practical activities needed, fraction walls, games and cutting out fractions to show sizes.

$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$

$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

4a Cancelling / Simplifying to lowest common denominator.

Looking for relationships patterns to explain why it can be simplified.

$\frac{56}{64} = \frac{7}{8}$

$\frac{500}{1000} = \frac{1}{2}$

4a Putting into common denominator to order mixed denominator fractions.

1.  $\frac{3}{4}$   $\frac{1}{8}$   $\frac{1}{2}$   $\frac{1}{4}$   $\frac{7}{8}$

3.  $\frac{1}{8}$   $\frac{2}{8}$   $\frac{4}{8}$   $\frac{6}{8}$   $\frac{7}{8}$

2.  $\frac{6}{8}$   $\frac{1}{8}$   $\frac{4}{8}$   $\frac{2}{8}$   $\frac{7}{8}$

4.  $\frac{1}{8}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{7}{8}$

Use lots of apparatus for fractions, developing language.

Showing fractions on number lines, finding fractions of different sets of apparatus. Use same and different denominators on number lines.

Number bonds to 10 means :

$$0 + 10$$

$$1 + 9$$

$$2 + 8$$

$$3 + 7$$

$$4 + 6$$

$$5 + 5$$

$$6 + 4$$

$$7 + 3$$

$$8 + 2$$

$$9 + 1$$

$$10 + 0$$

Children also need to know these as addition and subtraction facts.

Number bonds to 100 include:

Multiples of 5 and 10 to make 100.

ie  $30 + 70$

$$35 + 65$$

Multiples of 100 to make 1000.

$$300 + 700 = 1000.$$

Addition of single digits

$$3 + 4 = 7$$

$$1 + 8 = 9$$

These should be explored and be able to be recalled quickly.

Addition of single digits crossing tens boundary

$$7 + 6 = 13 \text{ etc}$$

Addition of two digit numbers

$$13 + 15 = 28$$

$$14 + 19 = 33 \text{ etc.}$$

Decimals tenths to make 1

e.g.  $0.3 + 0.7$

4C Fraction pairs to make 1

Using Number lines, apparatus such as unifix, beads, dienes, numicon, 100 square, missing numbers, IT games, Dominoes.