Fraction (including Decimals and Percentages)

| Objectives | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Counting in Fractional Steps |  |  | Pupils should count in fractions up to 10 , starting from any number and using the $1 / 2$ and $2 / 4$ equivalence on the number line (Non Statutory Guidance) | Count up and down in tenths | Count up and down in hundredths |  |  |
| Recognising Fractions |  | Recognise, find and name a half as one of two equal parts of an object, shape or quantity | Recognise, find, name and write fractions ${ }^{1} / 3^{\prime}{ }^{1} / 4^{\prime}{ }^{2} / 4$ and ${ }^{3} / 4$ of a length, shape, set of objects or quantity | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (Appears also in Equivalence) |  |
|  |  | Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity |  | Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10. |  |  |  |
|  |  |  |  | Recognise and use fractions as numbers: unit fractions and non-unit fractions with |  |  |  |


|  |  |  |  | small denominators |  |  |  |
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| Comparing Fractions |  |  |  | Compare and order unit fractions, and fractions with the same denominators |  | Compare and order fractions whose denominators are all multiples of the same number | Compare and order fractions, including fractions >1 |
| Comparing Decimals |  |  |  |  | Compare numbers with the same number of decimal places up to two decimal places | Read, write, order and compare numbers with up to three decimal places | Identify the value of each digit in numbers given to three decimal places |
| Rounding Including Decimals |  |  |  |  | Round decimals with one decimal place to the nearest whole number | Round decimals with two decimal places to the nearest whole number and to one decimal place | Solve problems which require answers to be rounded to specified degrees of accuracy |
| Equivalence <br> (Including Fractions, Decimals and Percentages) |  |  | Write simple fractions e.g. ${ }^{1} / 2$ of $6=3$ and recognise the equivalence of ${ }^{2} / 4$ and ${ }^{1} / 2$. | Recognise and show, using diagrams, equivalent fractions with small denominators | Recognise and show, using diagrams, families of common equivalent fractions | Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | Use common factors to simplify <br> fractions; use common multiples to express fractions in the same denomination Associate a fraction with |

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|  |  |  |  |  | Recognise and write decimal equivalents of any number of tenths or hundredths | $\qquad$ | division and calculate decimal fraction equivalents (e.g. 0.375 ) for a simple fraction (e.g. ${ }^{3} /{ }_{8}$ ) |
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|  |  |  |  |  | Recognise and write decimal equivalents to ${ }^{1} / 4^{i}{ }^{1} / 2^{3} /_{4}$ | Recognise the per cent symbol <br> (\%) and <br> understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction | Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |
| Addition and Subtraction of Fractions |  |  |  | Add and subtract fractions with the same denominator within one whole (e.g. $/_{7}+$ $1 / 7=6 / 7$ | Add and subtract fractions with the same denominator | Add and subtract fractions with the same denominator and multiples of the same number | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |


|  |  |  |  |  | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. ${ }^{2} /{ }_{5}$ $\left.+{ }^{4} /{ }_{5}={ }^{6} /{ }_{5}=1^{1} /{ }_{5}\right)$ |  |
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| Multiplication and Division of Fractions |  |  |  |  | Multiply proper fractions and mixed numbers by whole numbers, supported by | Multiply simple pairs of proper fractions, writing the answer in its simplest form $(\text { e.g. } 1 / 4 \times 1 / 2=1 / 8)$ |
|  |  |  |  |  |  | Multiply onedigit numbers with up to two decimal places by whole numbers |
|  |  |  |  |  |  | Divide proper fractions by whole numbers $\text { (e.g. }{ }^{1} / 3 \div 2=1 / 6 \text { ) }$ |
| Multiplication and Division of Decimals |  |  |  |  |  | Multiply onedigit numbers with up to two decimal places by whole numbers |

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|  |  |  |  |  | Find the effect of dividing a one- or twodigit number by 10 and 100 , identifying the value of the digits in the answer as ones, tenths and hundredths |  | Multiply and divide numbers by 10,100 and 1000 where the answers are up o three decimal places |
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|  |  |  |  |  |  |  | dentify the value of each digit to three decimal places and multiply and divide numbers by 10,100 and 1000 where the answers are up to three decimal places |
|  |  |  |  |  |  |  | Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 ) for a simple fraction (e.g. ${ }^{3 / 8}$ ) |
|  |  |  |  |  |  |  | ds |


|  |  |  |  |  |  |  | up to two decimal places |
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| Problem Solving |  |  |  | Solve problems that involve all of the above | Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including nonunit fractions where the answer is a whole number | Solve problems involving numbers up to three decimal places |  |
|  |  |  |  |  | Solve simple measure and money problems involving fractions and decimals to two decimal places. | Solve problems which require knowing percentage and decimal equivalents of ${ }^{1} / 2^{\prime}{ }^{1} / 4_{4^{\prime}}{ }^{1} / 5_{5^{\prime}}{ }^{2} / 5_{5^{\prime}}$ ${ }^{4} / 5$ and those with a denominator of a multiple of 10 or 25 . |  |

