

1) Place these fractions in order starting with the smallest size fraction :

$\frac{1}{36}$	$\frac{1}{15}$	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{2}$
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Children that are still finding this concept tricky need regular reminders and opportunities to explore fractions in different contexts.

2) Order these fractions starting with the largest size fraction:

$\frac{12}{9}$	$\frac{5}{6}$	$\frac{7}{9}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{9}$
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Children will demonstrate knowledge of equivalent fractions to help to compare the size. Ensure that the child has written these fractions how they were written in the question and not in their equivalent form.

3) Place these fractions in the correct sections of the Carroll diagram.

$\frac{15}{45}$	$\frac{8}{24}$	$\frac{25}{50}$	$\frac{18}{36}$	$\frac{22}{66}$
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	Denominator is a multiple of 6	Denominator is <u>not</u> a multiple of 6
Equivalent to $\frac{1}{2}$	$\frac{18}{36}$	$\frac{7}{14}$ $\frac{25}{50}$
Equivalent to $\frac{1}{3}$	$\frac{22}{66}$ $\frac{8}{24}$	$\frac{15}{45}$

4) Write these fractions in their simplest form.

$$\frac{18}{24}$$

$$\frac{3}{4}$$

$$\frac{10}{25}$$

$$\frac{2}{5}$$

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

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

$$\frac{18}{42}$$

$$\frac{3}{7}$$

5) Place these fractions in order starting with the largest size fraction :

$$\frac{5}{6}$$

$$\frac{15}{21}$$

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

$$\frac{4}{7}$$

Children should have found a common multiple (42) and used this to find fractions with the same denominator to help them to compare the size of the fractions. Encourage children to have made jottings to help them, however they must ensure that their answers are written with the same denominator in the question.

6) What is  $\frac{7}{12} + \frac{9}{12}$

$$\frac{16}{12} \text{ or } 1\frac{4}{12} \text{ or } 1\frac{1}{3}$$

7) Add  $1 \frac{5}{6}$  and  $\frac{7}{8}$

common denominator = 24

Children to have converted the mixed number into an improper fraction either before or after finding a common multiple and then have added the 2 amounts together. Or some children may have kept the sum as a mixed number and then worked out the equivalent as a mixed number too once added.

$$\frac{65}{24} \text{ Or } 2 \frac{17}{24}$$

8) What is  $\frac{12}{13} - \frac{2}{13}$

$$\frac{10}{13}$$

9) Subtract  $\frac{3}{20}$  from  $\frac{5}{4}$

Common denominator = 20

$$\frac{5}{4} \times 5 = \frac{25}{20}$$

$$\frac{25}{20} - \frac{3}{20} = \frac{22}{20} \text{ or convert into a mixed number}$$

You may also here need to spot errors where the child has misunderstood subtract from.

$$\frac{22}{20} \text{ or } 1 \frac{2}{20} \text{ or } 1 \frac{1}{10}$$

10) Subtract  $\frac{2}{3}$  from  $3\frac{3}{5}$

You are looking for children to convert the mixed number into an improper fraction of  $\frac{18}{5}$ .

Common denominator = 15

$$\frac{18}{5} \times 3 = \frac{54}{15}$$

$$\frac{2}{3} \times 5 = \frac{10}{15}$$

$$\frac{54}{15} - \frac{10}{15} =$$

$\frac{44}{15}$	or	$2\frac{14}{15}$
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11) 3 children are making pencil cases using ribbon. Each child uses  $\frac{2}{5}$  of their 1m ribbon. How much ribbon as a fraction do the children have left.

Here you are looking for children to understand that they need to

$$\frac{3}{5} \times 3 = \frac{9}{5}$$

Some children may have used illustrations to help or repeatedly added the fifths .

$\frac{9}{5}$	or	$1\frac{4}{5}$
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12)  $\frac{5}{8} \times \frac{3}{4} =$

$\frac{15}{32}$
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Children to show understanding that both the numerator and denominator are multiplied.

13)  $\frac{2}{7} \div 4 =$

$$\frac{2}{28} \text{ or } \frac{1}{14}$$

14) Complete the missing sections in the table below:

Fraction	Decimal	Percentage
$\frac{2}{5}$	0.4	40%
$\frac{2}{3}$	0.66	66%
$\frac{3}{4}$	0.75	75%
$\frac{3}{8}$	0.375	37.5 %
$\frac{95}{100}$	0.95	95%

\*You may want to discuss that 0.66 is recurring.

15) Write the value of the digit underlined in each set of numbers.

a) 0.208

8 thousandths

b) 65.070

0 tenths

16)  $134 \times 9.4 =$

		1	3	4					
	x			9	4				
				5	3	6			
+	1	2	0	6					
	1	2	5	9	6				

**1259.6**

Some children may have x by 10 first to remove the decimal point. There are more opportunities to explore this objective in the multiplication of the year 6 area of the website.

17 ) Work out this sum and express the remainder as a decimal.

		0	1	9	6	3	7	5	
	8								
		1	5	7	1	0	0	0	

**196.375**