Town End Junior School
National Curriculum 2014 and Ready to Progress Criteria
Strand: Fractions

Objectives in black are National Curriculum statutory requirements; objectives in blue are non-statutory ready to progress criteria.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions	**Fractions**	**Fractions**	**Fractions**	**Fractions**	**Fractions**
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal.	• Recognise, find, name and write fractions 1/3, 1/4, 2/4 & 3/4 of a length, shape, set of objects or quantity. • Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	• 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. 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). • Recognise and use fractions as numbers: unit fractions & non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). 3F–4 Add and subtract fractions with the same denominator, within 1.	• Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. 4F–1 Reason about the location of mixed numbers in the linear number system. 4F–2 Convert mixed numbers to improper fractions and vice versa. • 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. • Add and subtract fractions with the same denominator 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers, e.g. 7/5 + 4/5 = 11/5 3 7/8 – 2/8 = 3 5/8 7 2/5 + 4/5 = 8 1/5 8 1/5 – 4/5 = 7 2/5	• Compare & order fractions whose denominators are all multiples of the same number. • Identify, name & write equivalent fractions of a given fraction, represented visually, inc. 1/10 & 1/100. 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. • Recognise mixed numbers & improper fractions; convert from one form to the other; write values > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5). • Add & subtract fractions with the same denominator & multiples of the same number. • Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams. 5F–1 Find non-unit fractions of quantities. • Read and write decimal numbers as fractions (e.g. 0.71 = 71/100). 5F–3 Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. 6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions. • Compare & order including fractions >1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. 6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e. g. 1/4 x 1/2 = 1/8). • Divide proper fractions by whole numbers (e. g. 1/3 ÷ 2 = 1/6).

		• Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above. 3F–3 Reason about the location of any fraction within 1 in the linear number system.	• Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise & write decimal equivalents to 1/4, 1/2 and 3/4. • Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. • Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places. • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Read, write, order and compare numbers with up to three decimal places. • Solve problems with number to three decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to number of parts per 100 and write percentages as a fraction with denominator hundred; and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	• Associate a fraction with division and calculate decimal equivalent for a simple fraction (e.g. 0.375 for 3/8). • Identify the value of each digit to three decimal places & x and ÷ numbers by 10, 100 and 1000 - with answers to 3 decimal places. • Multiply one-digit numbers with up to two decimal places by whole numbers. • Use written ÷ methods where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall & use equivalences between simple fractions, decimals & percentages, including in different contexts.