

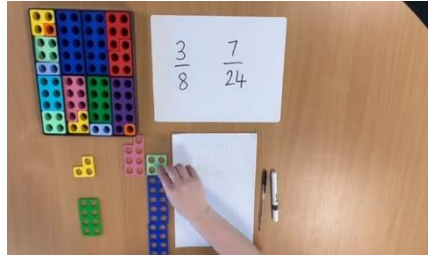
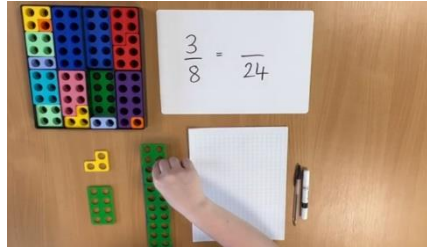
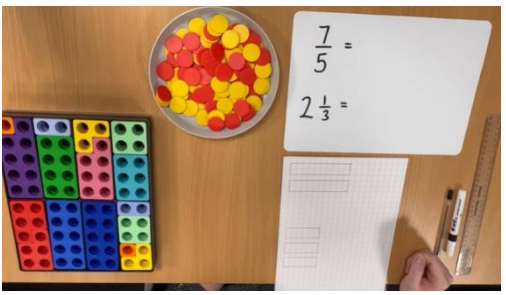


Dunstall Hill Primary School – Fractions and Decimals Policy

<p><u>Year 5</u></p> <p>Objective 1: To compare and order fractions whose denominators are all multiples of the same number.</p>	<p>Objective 2: To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p>		
$\frac{1}{3} \quad \frac{5}{6} \quad \frac{2}{9}$ <p>(Numicon)</p> 	$\frac{3}{8} = \frac{6}{16} = \frac{9}{24}$ <p>(Numicon)</p> 	$\frac{3}{8} \neq \frac{7}{24}$ <p>(Numicon)</p> 	$\frac{3}{8} = \frac{\quad}{24}$ <p>(Numicon)</p> 

<p>Objective 3: To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$].</p>	
$\frac{7}{5} = 1\frac{2}{5} \quad 2\frac{1}{3} = \frac{7}{3}$ <p>(Numicon and bar models)</p> 	

Objective 4: To add and subtract fractions with the same denominator and denominators that are multiples of the same number.

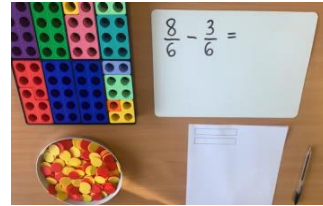
$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5} \text{ or } 1\frac{2}{5}$$

(Numicon and bar models)



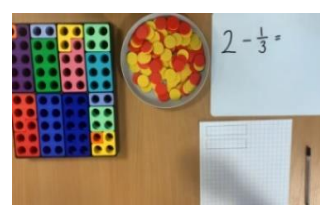
$$\frac{8}{6} - \frac{3}{6} = \frac{5}{6}$$

(Numicon and bar models)



$$2 - \frac{1}{3} = \frac{5}{3} \text{ or } 1\frac{2}{3}$$

(Numicon and bar models)



$$\frac{3}{6} + \frac{2}{3} = \frac{7}{6} \text{ or } 1\frac{1}{6}$$

(Numicon and bar models)



$$\frac{6}{8} - \frac{2}{4} = \frac{2}{8}$$

(Numicon and bar models)



Objective 5: To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

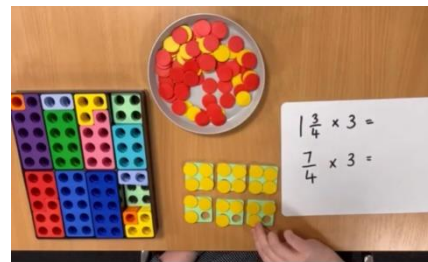
$$\frac{2}{6} \times 4 = \frac{8}{6} \text{ or } 1\frac{2}{6}$$

(Numicon)



$$1\frac{3}{4} \times 3 = 5\frac{1}{4}$$

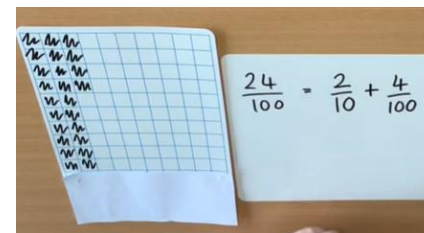
(Numicon)



Objective 6: To read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] and recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

$$\frac{24}{100} = 0.24$$

(Blank hundreds square and place value chart)



Objective 7: To recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

$$1\% = \frac{1}{100} = 0.01$$

$$10\% = \frac{10}{100} = 0.10$$

$$25\% = \frac{25}{100} = 0.25$$

(Numicon and place value chart)

