

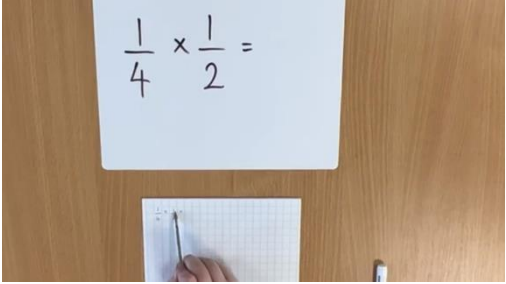
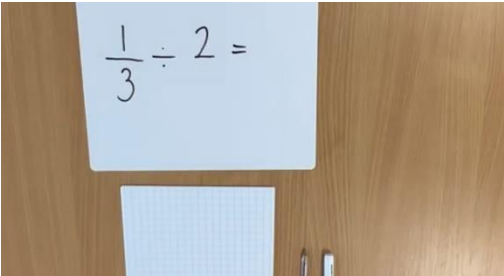


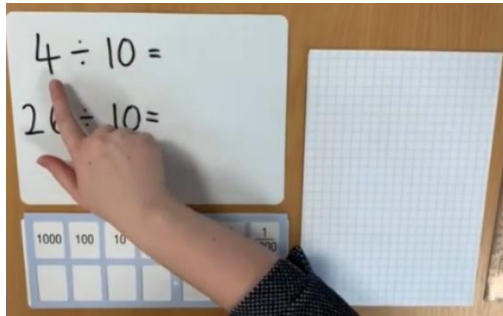
# Dunstall Hill Primary School – Fractions and Decimals Policy

<p><u>Year 6</u></p>	<p><b>Objective 1:</b> To use common factors to simplify fractions; use common multiples to express fractions in the same denominator.</p>	<p><b>Objective 2:</b> To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p>
$\frac{56}{64} = \frac{7}{8}$ 		$\frac{6}{8} + \frac{3}{5} = \frac{54}{40} \text{ or } 1\frac{14}{40}$ $2\frac{2}{5} - \frac{3}{4} = \frac{33}{20} \text{ or } 1\frac{13}{20}$ 
<p><b>Objective 3:</b> To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>].</p>		<p><b>Objective 4:</b> To divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>].</p>
$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ 		$\frac{1}{3} \div 2 = \frac{1}{6}$ 

**Objective 7:** To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

### Dividing by 10

*(Place value sliders)*



### Dividing by 100

*(Place value sliders)*

