Year 4 Maths   4-2-21

LO: I can count in fractions.

Parent Notes: Children explore fractions greater than one on a number line and start to make connections between improper and mixed numbers.

They use cubes and bar models to represent fractions greater than a whole. This will support children when adding and subtracting fractions greater than a whole.

Key Questions:

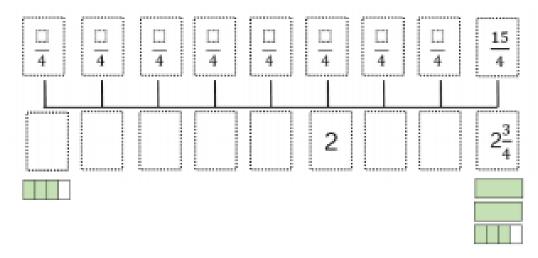How many _____ make a whole? E.g. ¼ s

Can you write the missing fractions in more than one way?

Are the fractions ascending or descending?
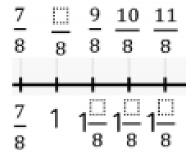
Varied Fluency Questions:

1.

Complete the fractions on the top of the number line

$$\frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{\square}{4} \quad \frac{15}{4}$$

$$\square \quad \square \quad \square \quad \square \quad \square \quad 2 \quad \square \quad \square \quad 2\frac{3}{4}$$
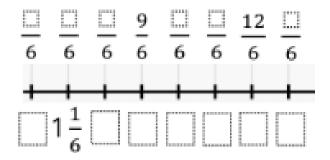
Draw bar models on the bottom of the number line to represent each fraction (the first and the last are done for you).

2.

Fill in the blanks using cubes, bar models or a fraction wall to help you.

$$\frac{7}{8} \quad \frac{\square}{8} \quad \frac{9}{8} \quad \frac{10}{8} \quad \frac{11}{8}$$

$$\frac{7}{8} \quad 1 \quad 1\frac{\square}{8} \quad 1\frac{\square}{8} \quad 1\frac{\square}{8}$$

$$\frac{\square}{6} \quad \frac{\square}{6} \quad \frac{\square}{6} \quad \frac{9}{6} \quad \frac{\square}{6} \quad \frac{\square}{6} \quad \frac{12}{6} \quad \frac{\square}{6}$$

$$\square \quad 1\frac{1}{6} \quad \square \quad \square \quad \square \quad \square \quad \square \quad \square$$

3.

Write the next two fractions in each sequence.

a) $\frac{12}{7}, \frac{11}{7}, \frac{10}{7}, \underline{\quad}, \underline{\quad}$

b) $3\frac{1}{3}, 3, 2\frac{2}{3}, \underline{\quad}, \underline{\quad}$

c) $\frac{4}{11}, \frac{6}{11}, \frac{8}{11}, \underline{\quad}, \underline{\quad}$

d) $12\frac{3}{5}, 13\frac{1}{5}, 13\frac{4}{5}, \underline{\quad}, \underline{\quad}$

Reasoning and Problem-Solving Questions:

4.

Here is a number sequence.

$\frac{5}{12}, \frac{7}{12}, \frac{10}{12}, \frac{14}{12}, \frac{19}{12}, \underline{\quad}$

Which fraction would come next?
Can you write the fraction in more than one way?

5.

Circle and correct the mistakes in the sequences.

$\frac{5}{12}, \frac{8}{12}, \frac{11}{12}, \frac{15}{12}, \frac{17}{12}$

$\frac{9}{10}, \frac{7}{10}, \frac{6}{10}, \frac{3}{10}, \frac{1}{10}$

6.

Play the fraction game.

Place the four fraction cards on a flat surface. You are going to count up in tenths starting at 0. When you say a fraction, place one of your hands on your fraction.

$\frac{1}{10}$ $\frac{2}{10}$

$\frac{3}{10}$ $\frac{5}{10}$

How can we make 4 tenths?

What is the highest fraction we can count to? How about if we used two hands?