

22/10/25

LI: To understand
equivalent fractions and

Underline your
date and LI


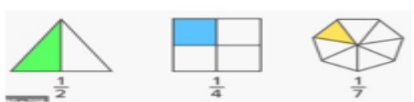

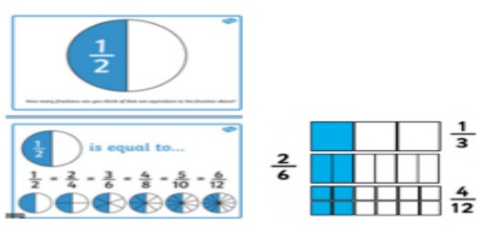
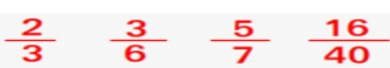


Key vocabulary

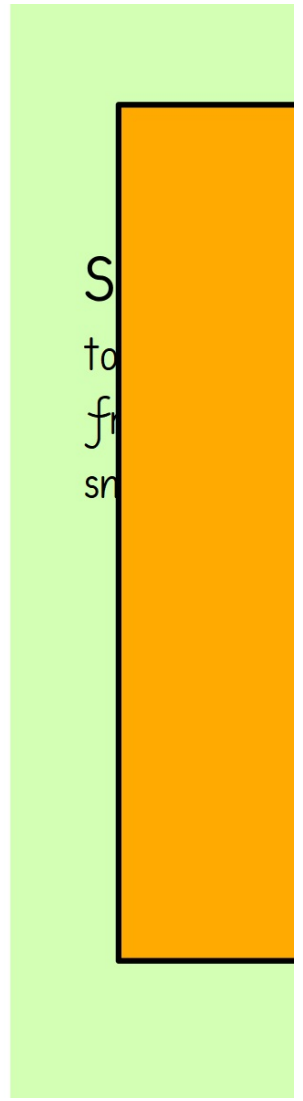
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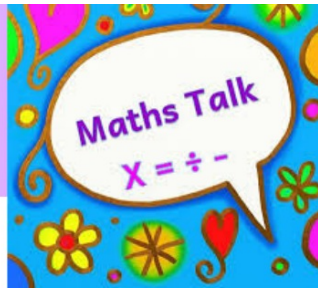
one digit
per box

Our Learning Journey

- Step 1 Equivalent fractions and simplifying
- Step 2 Equivalent fractions on a number line
- Step 3 Compare and order (denominator)
- Step 4 Compare and order (numerator)
- Step 5 Add and subtract simple fractions
- Step 6 Add and subtract any two fractions
- Step 7 Add mixed numbers
- Step 8 Subtract mixed numbers

Definition	Picture/example
<p>the top part of a fraction. This is how many 'parts' of the whole you have. of the parts MUST be the same size.</p> <p>the bottom part of a fraction. This is how many 'parts' make one whole. of the parts MUST be the same size.</p>	 <p>There are 4 parts in one whole pizza. We have 3 parts.</p>
A fraction where the numerator is 1 .	
A fraction where the numerator is greater than 1.	
Fractions that are equal . They have different numerators and denominators but represent the same value.	
A fraction where the numerator is less than the denominator.	
A fraction where the numerator is more than the denominator. This means you will have more than one whole.	
A number made up of a whole number and a proper fraction.	





Key questions

- What are the common factors of _____ and _____?
- Why is it better to identify the greatest possible number that both the numerator and denominator can be divided by?
- Does the simplified fraction have the same value?
- Do the numerator and denominator have any more common factors?
- How can you tell if a fraction is in its simplest form?
- When simplifying a mixed number, why does the integer not change?

Recap

hback 4

Year 6 | Week 8 | Day 1

23 = 5,589 so $242 \times 23 = \square$

$$\begin{array}{r} 5566 \\ \hline \end{array}$$

ores 24,500 points playing a game.

ey scores 650 points fewer than Ron?

is the total of their points?

$$\begin{array}{r} 300 \\ 850 \\ \hline 350 \end{array}$$

common multiple of 10 and 15?

$$300$$

many degrees are in two full turns?

$$\begin{array}{r} 49 \text{ C} \\ 24850 \\ \hline 650 \end{array}$$

$$\begin{array}{r} 4 \\ 24800 \\ \hline 650 \end{array}$$

$$\begin{array}{r} 23850 \\ \hline \end{array}$$

Challenge:

1. $6,000 + 1,000$

$$7000$$

2. 624 rounded to the nearest 10.

$$620$$

3. $\pounds 3.64 + \pounds 2.31$

$$2.$$

4. $18 \div 3$

$$6$$

5. $\frac{4}{7} + \frac{2}{7} =$

$$\frac{6}{7}$$

6. $3 \times 2 \times 1$

Recap

Flashback 4 Year 6 | Week 8 | Day 1

1) $243 \times 23 = 5,589$ so $242 \times 23 =$ 5,566 **C**

2) Ron scores 24,500 points playing a game. Whitney scores 650 points fewer than Ron. What is the total of their points? **48,350**

3) Is 25 a common multiple of 10 and 15? **No**

4) How many degrees are in two full turns? **720°**

White Rose Maths

Challenge:

1. $6,000 + 1,000 = 7,000$

2. 624 rounded to the nearest 10. **620**

3. $\pounds 3.64 + \pounds 2.31 = \pounds 5.95$

4. $18 \div 3 = 6$

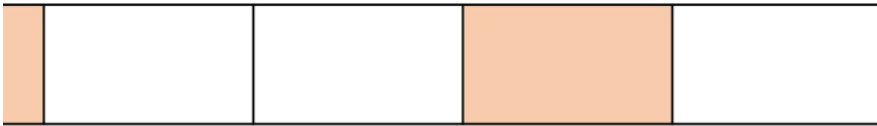
5. $\frac{4}{7} + \frac{2}{7} = \frac{\boxed{6}}{\boxed{7}}$

6. $3 \times 2 \times 1 = 6$

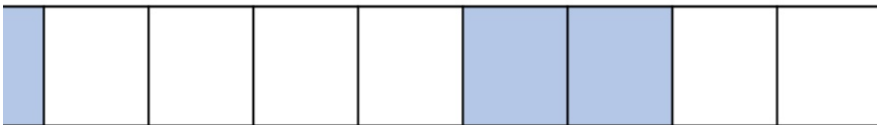
Assessment

Find the common factors of 12 and 18

What fraction of the bar is shaded orange?



What fraction of the bar is shaded blue?



Do you notice?



Challenge:

3. Tick the fractions that are shown in their simplest form.

$$\frac{9}{13}$$

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

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

$$\frac{8}{14}$$

$$\frac{12}{20}$$

$$\frac{13}{17}$$

$$\frac{4}{9}$$

$$\frac{3}{12}$$



I think both $\frac{64}{84}$ and $\frac{12}{60}$ will both need to be divided by 4 to be simplified because the numbers all share a common factor of 4.

Is she correct? Convince me.

Assessment

1) Find the common factors of 12 and 18

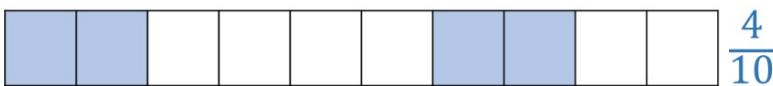
Factors of 12: 1, 2, 3, 4, 6, 12

Factors of 18: 1, 2, 3, 6, 9, 18

2) What fraction of the bar is shaded orange?



3) What fraction of the bar is shaded blue?



4) What do you notice? The same amount of the bar is shaded
The fractions are equivalent

6. Addison is incorrect because $\frac{64}{84}$ has a highest common factor of 4 and can be simplified to $\frac{16}{21}$ but $\frac{12}{60}$ has a highest common factor of 12 and can be simplified to $\frac{1}{5}$. Addison's statement is incorrect because you cannot simplify two fractions by finding the highest common factor of all four numbers as one of the fractions may have a different highest common factor.



Challenge:

3. Tick the fractions that are shown in their simplest form.

$\frac{9}{13}$

$\frac{2}{5}$

$\frac{6}{9}$

$\frac{8}{14}$

$\frac{12}{20}$

$\frac{13}{17}$

$\frac{4}{9}$

$\frac{3}{12}$

$\frac{5}{10}$



I think both $\frac{64}{84}$ and $\frac{12}{60}$ will both need to be divided by 4 to be simplified because the numbers all share a common factor of 4.

Is she correct? Convince me.

I do

What do you notice about these fractions?

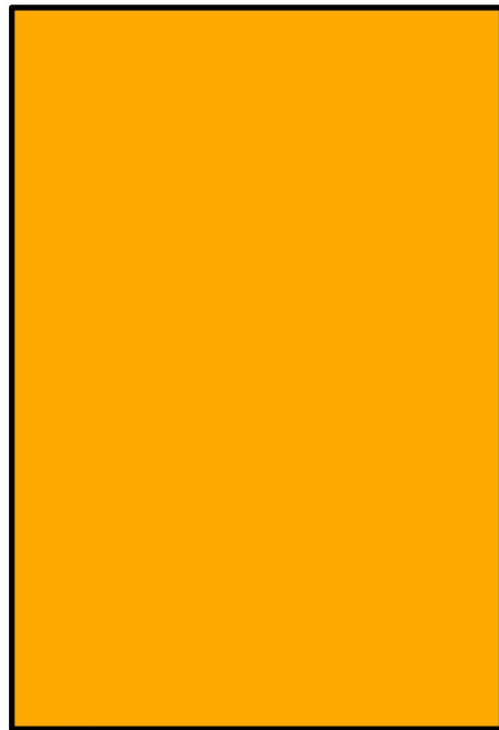
$$\frac{12}{48}$$

$$\frac{2}{8}$$

$$\frac{1}{4}$$

$$\frac{6}{24}$$

These fractions are all

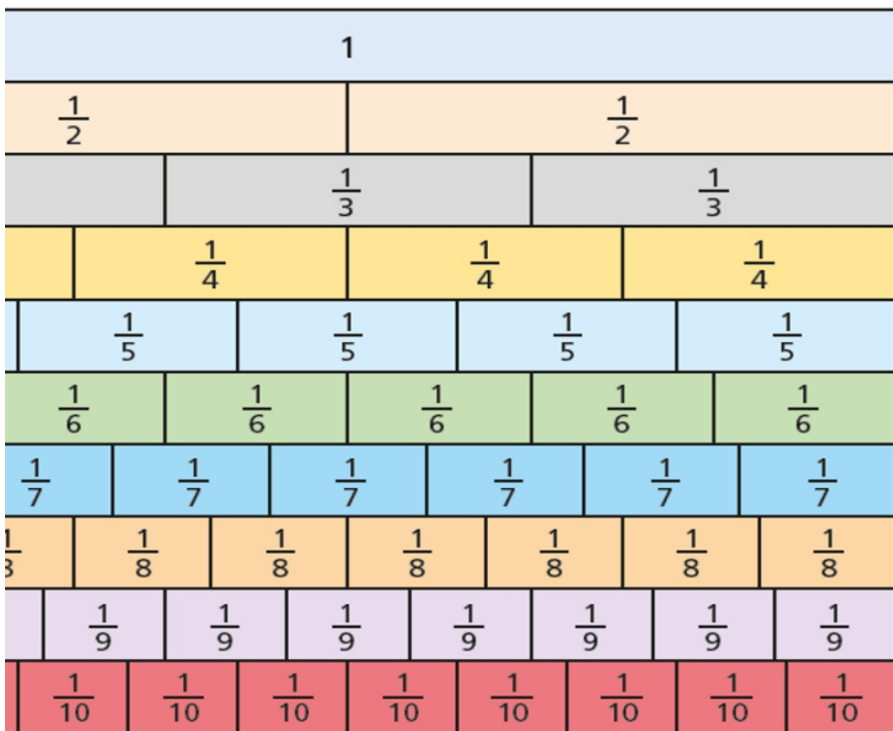


We do

$\frac{3}{9}$ is equivalent to



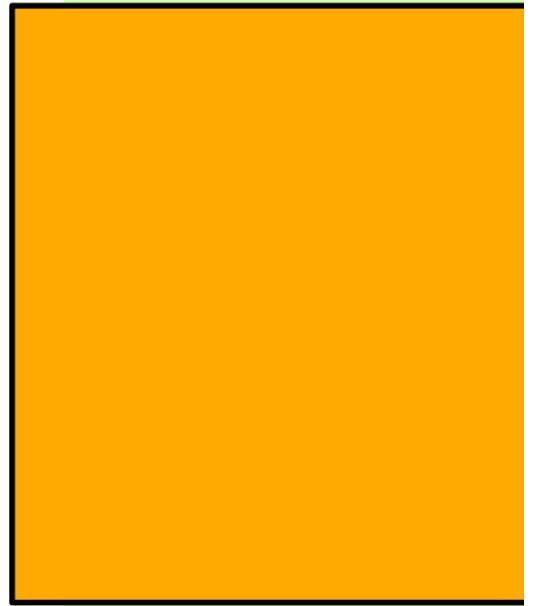
action wait to simplify



$$\frac{6}{10}$$

$$\frac{5}{7}$$

You do



I do

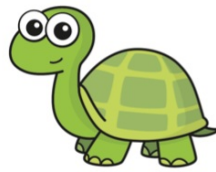
$$\frac{1}{4} = \frac{\square}{8} = \frac{3}{\square} = \frac{\square}{20} = \frac{\square}{\square}$$



We do

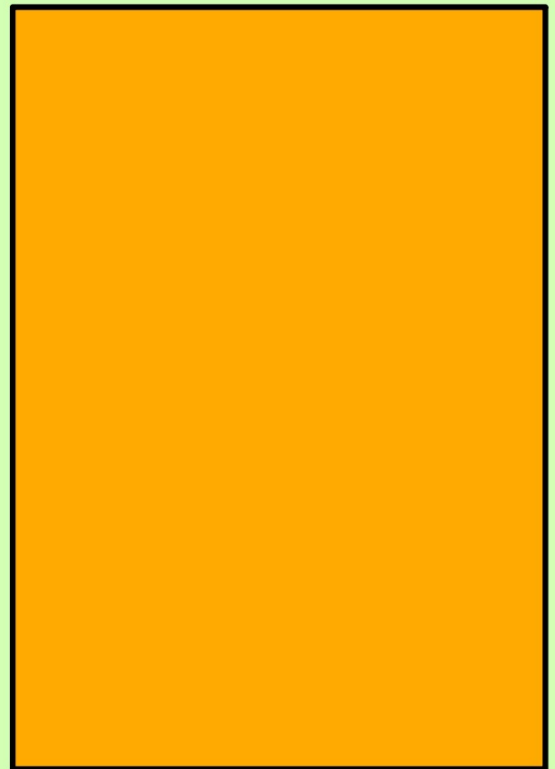
Tiny has been asked to simplify

$$\frac{35}{40}$$



$$\frac{35}{40} = \frac{7}{10}$$

Is Tiny correct?



You do

Simplify the fractions.

a) $\frac{4}{12}$ $\frac{4}{16}$ $\frac{4}{20}$

b) $\frac{8}{12}$ $\frac{8}{16}$ $\frac{8}{20}$

03.11.25

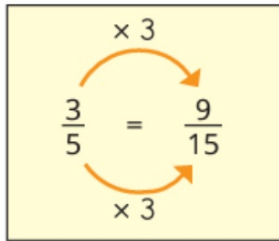
LO: To understand equivalent fractions and simplifying.

Examples of equivalent fractions:

$\frac{7}{8}$	$\frac{42}{48}$	$\frac{2}{6}$	$\frac{1}{2}$	$\frac{8}{10}$	$\frac{16}{48}$
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Examples of equivalent fractions.

Method to find equivalent fractions.



Method to complete the equivalent fractions.

$\frac{4}{5} = \frac{20}{\square}$
 $\frac{\square}{7} = \frac{9}{21}$
 $\frac{4}{7} = \frac{\square}{21}$

to write the fractions in their simplest form

a) $\frac{12}{20} = \frac{\square}{5}$
 b) $\frac{16}{24} = \frac{2}{\square}$
 c) $\frac{\square}{30} = \frac{\square}{\square}$
 d) $\frac{\square}{40} = \frac{\square}{\square}$

e)

f)

4) Mo is simplifying $2\frac{4}{10}$



To simplify $2\frac{4}{10}$, keep the whole number the same and simplify the fraction.

$2\frac{4}{10} = 2\frac{2}{5}$

Use Mo's method to simplify the mixed numbers.

$3\frac{4}{10}$

$4\frac{12}{20}$

$6\frac{16}{30}$

$2\frac{16}{40}$

5) Tom and Aisha are simplifying an improper fraction.

Tom

Aisha

$\frac{36}{8} = 4\frac{4}{8} = 4\frac{1}{2}$

$\frac{36}{8} = \frac{9}{2} = 4\frac{1}{2}$

Whose method do you prefer?

6)



Tiny is simplifying $4\frac{12}{16}$

$4\frac{12}{16} = 1\frac{3}{4}$

Explain Tiny's mistake.

Plenary

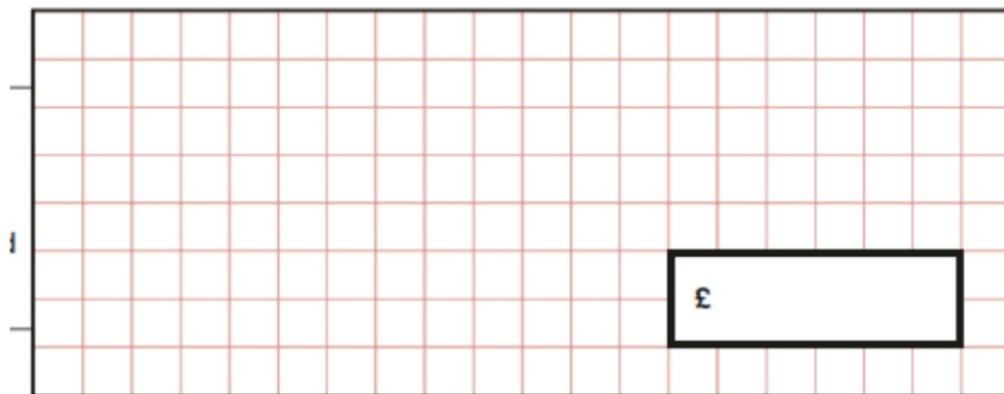
Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.



How much money did Lara have to start with?





2 marks

Reflection

1. Paul is simplifying fractions but he has spilt paint over his work.

A.  = 

B.  = 

C. $\frac{1}{\text{[blue splat]}}$ = $\frac{12}{\text{[green splat]}}$

D. $\frac{24}{\text{[black splat]}}$ = $\frac{\text{[cyan splat]}}{4}$

E. $\frac{18}{\text{[green splat]}}$ = $\frac{\text{[yellow splat]}}{4}$

F. $\frac{3}{\text{[red splat]}}$ = $\frac{9}{\text{[yellow-green splat]}}$

Investigate what the missing numbers could be.

How would you go about solving this question?
What steps would you use?



04.1 1.25

LI: To understand
equivalent fractions on a

Underline your
date and LI

one digit
per box

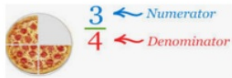


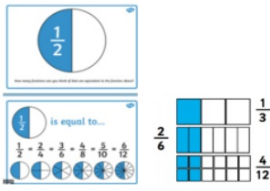


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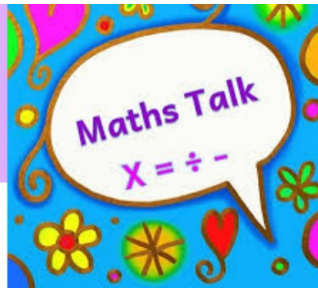
Key vocabulary

numerator, denominator, unit fraction,
non-unit fraction, equivalent fractions,
proper fractions, improper fractions,
mixed numbers, simplify

Key vocabulary

Key word	Definition	Picture/example
Numerator	The top part of a fraction. This is how many 'parts' of the whole you have. All of the parts MUST be the same size.	 <p>There are 4 parts in one whole pizza. We have 3 parts.</p>
Denominator	The bottom part of a fraction. This is how many 'parts' make one whole. All of the parts MUST be the same size.	
Unit fraction	A fraction where the numerator is 1 .	
Non-unit fraction	A fraction where the numerator is greater than 1 .	
Equivalent fractions	Fractions that are equal . They have different numerators and denominators but represent the same value. Using a fraction wall (see below) can be useful for finding equivalent fractions.	
Proper fractions	A fraction where the numerator is less than the denominator.	$\frac{2}{3}$ $\frac{3}{6}$ $\frac{5}{7}$ $\frac{16}{40}$
Improper fractions (im proper, not in proper)	A fraction where the numerator is more than the denominator. This means you will have more than one whole.	
Mixed numbers	A number made up of a whole number and a proper fraction.	

Simplify:
to find the equivalent fraction with the smallest denominator



Key questions

- How many intervals are there on the number line? What is each interval worth?
- What equivalent fractions have you found?
- Is this fraction in its simplest form? How do you know?
- Can you divide the number line into more intervals to place the fractions more accurately?
- How will you place one sixteenth on a number line that is counting in eighths?
- Which fraction was the easiest/hardest to label? Why?

Starter/Recap



Flashback 4

Year 6 | Week 8 | Day 2

XII

- 1) Simplify $\frac{4}{12}$
- 2) Calculate $45 \times (100 - 23)$
- 3) $84 \div 2 + 84 \div 2 =$
- 4) Is a 45° angle acute or obtuse?



Challenge:

1. + 1,000 = 8,000
2. 6,437 rounded to the nearest 10.
3. £4.37 + £1.99
4. \div 8 = 6
5. $\frac{\square}{9} + \frac{3}{\square} = \frac{\square}{\square}$
6. $4 \times 6 \times 2$

Starter/Recap

Flashback 4

Year 6 | Week 8 | Day 2

XII

- 1) Simplify $\frac{4}{12} \frac{1}{3}$
- 2) Calculate $45 \times (100 - 23)$ **3,465**
- 3) $84 \div 2 + 84 \div 2 =$ **84**
- 4) Is a 45° angle acute or obtuse? **acute**

White
Rose
Maths

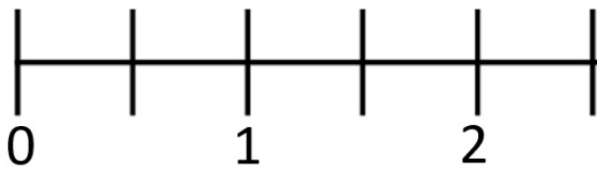


Challenge:

1. $\boxed{7,000} + 1,000 = 8,000$
2. 6,437 rounded to the nearest 10. **6,440**
3. $\pounds 4.37 + \pounds 1.99 = \pounds 6.36$
4. $\boxed{48} \div 8 = 6$
5. $\frac{\boxed{4}}{9} + \frac{3}{\boxed{9}} = \frac{\boxed{7}}{\boxed{9}}$
6. $4 \times 6 \times 2 = 48$

Assessment

1) Complete the number line.



2) a) 3 ones + 3 ones + 3 ones + 3 ones =

b) 3 fifths + 3 fifths + 3 fifths + 3 fifths =

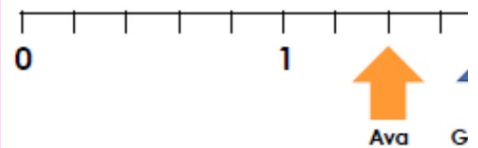
$$c) \frac{3}{5} + \frac{3}{5} + \frac{3}{5} + \frac{3}{5} =$$

Write your answer as a mixed number.

Challenge:



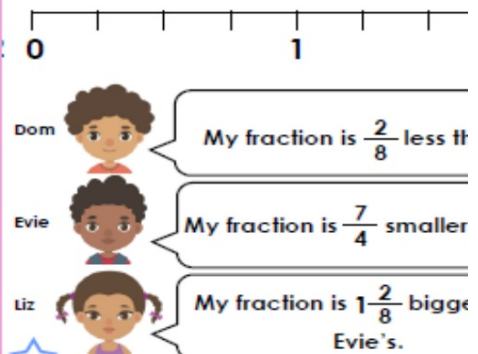
5b. Two children have been asked to place $1\frac{8}{10}$ on the number line.



Who is correct?

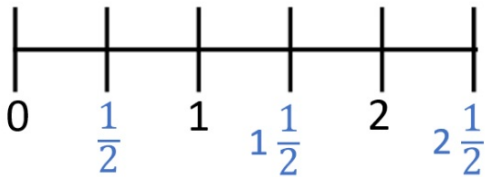
Explain your answer.

6b. Label each of the children's fractions on the number line.



Assessment

1) Complete the number line.



2) a) 3 ones + 3 ones + 3 ones + 3 ones = 12 ones

b) 3 fifths + 3 fifths + 3 fifths + 3 fifths = 12 fifths

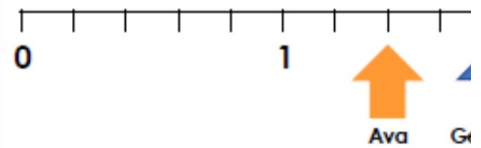
$$c) \frac{3}{5} + \frac{3}{5} + \frac{3}{5} + \frac{3}{5} = \frac{12}{5}$$

Write your answer as a mixed number $2\frac{2}{5}$



Challenge:

5b. Two children have been asked to place $1\frac{8}{10}$ on the number line.



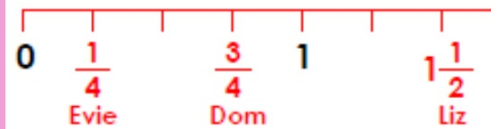
Who is correct?

Explain your answer.

5b. Georgia is correct because:

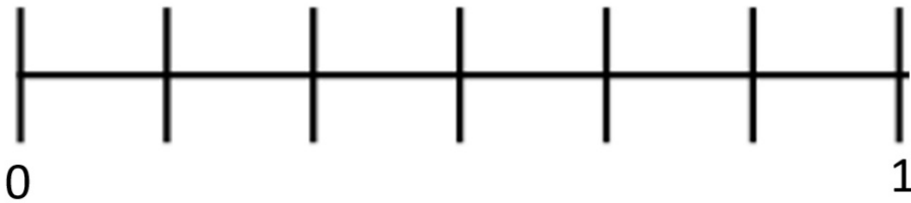
$$1\frac{8}{10} = \frac{18}{10} = \frac{9}{5}$$

6b.



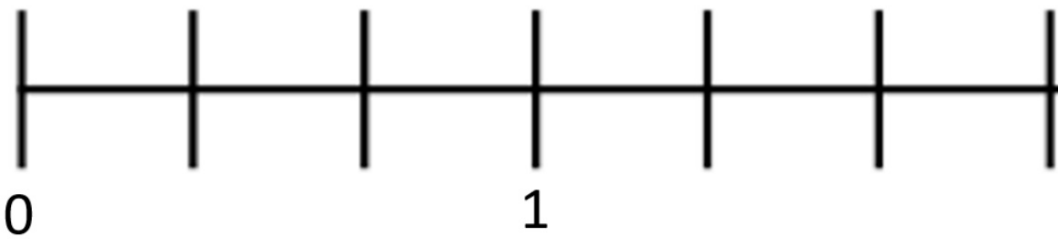
I do

Label each interval on the number line



We do

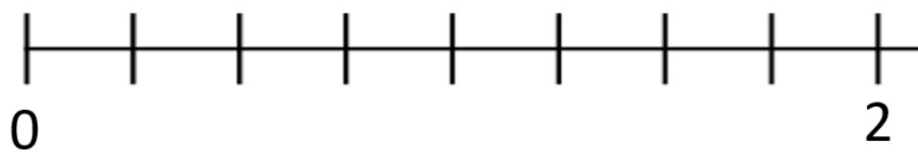
Label each interval on the number line



You do

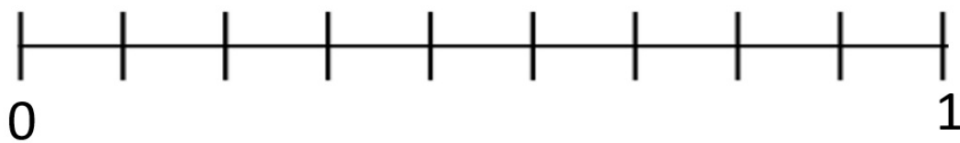
Label each interval on the number line

Have a think



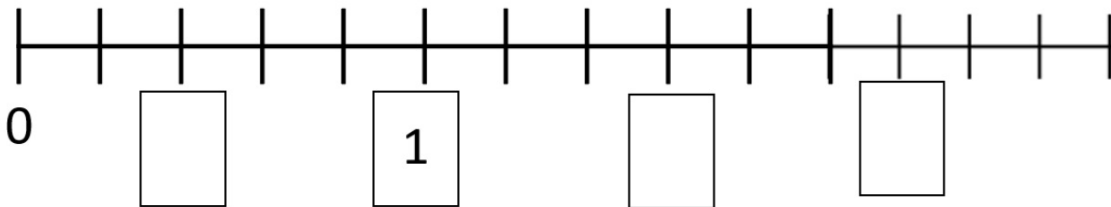
I do

Where would this representation go on the number line?



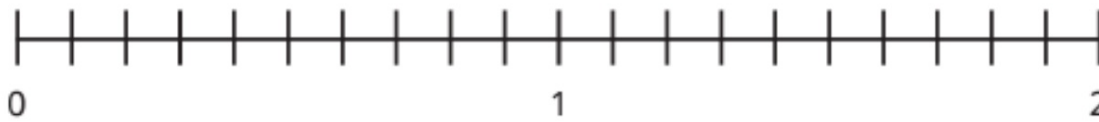
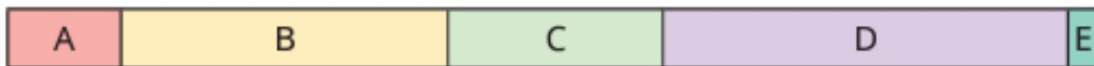
Fill in the missing boxes.

We do



You do

A bar model has been drawn above the number line.



What is the value of each section of the bar model?

Write each answer in its simplest form.

A large orange rectangular area is provided for writing the answers to the questions.

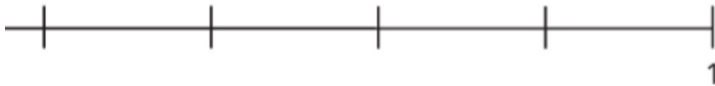
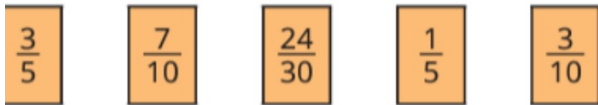
04.11.25 LO: To understand equivalent fractions on a number line.

fractions on the number line.

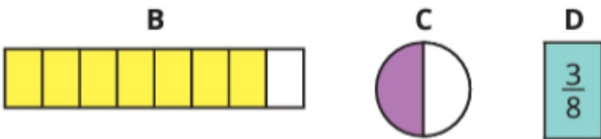


What is the difference between the greatest and smallest fraction?

fractions on the number line.



Place B, C and D on the number line.



4)

Rosie is counting back in tenths.



She starts at $2\frac{1}{10}$ and counts back 7 tenths.

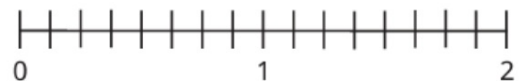
What number does Rosie end on?

Show this on a number line.

Simplify the fraction.

5)

How many ways can you show a difference of one quarter on the number line?



Plenary

Here are four fraction cards.

$$\frac{\square}{4}$$

$$\frac{5}{8}$$

$$\frac{6}{12}$$

$$\frac{7}{16}$$

Use any three of the cards to make this correct.

$$\square < \square < \square$$

1 mark

Write the two missing values to make these equivalent fractions correct.

$$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$$

1 mark

1 mark

Reflection

2. Percy, Paris and India are running in a race. They must run around the track twice.

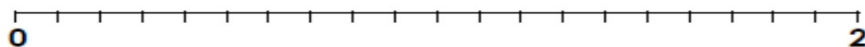


Use the clues below to plot their current distances on the number line.

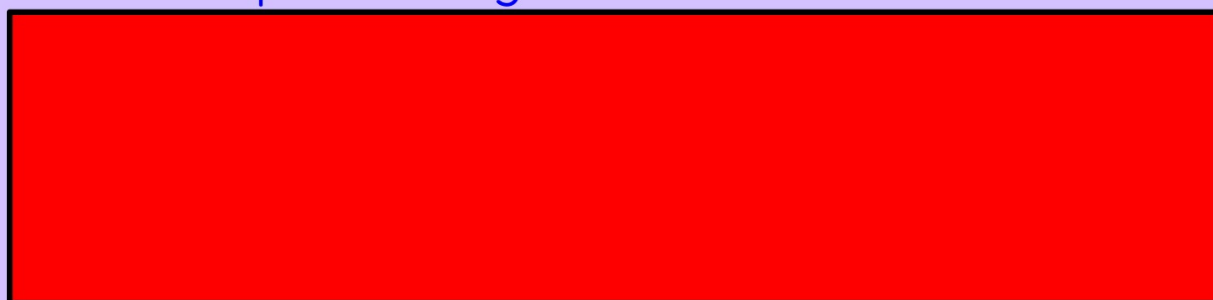
Percy has already run around the track once. He has more than $\frac{9}{15}$ left to run.

The distance that Paris has run is less than $1\frac{2}{5}$, but more than $\frac{15}{25}$.

India is currently in third position. The distance that she has run is less than $\frac{6}{20}$.



How would you go about solving this question?
What steps would you use?



05.1 1.25

LI: To be able to compare and order fractions using the denominator.

Underline your date and LI

one digit per box

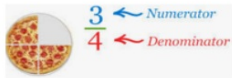


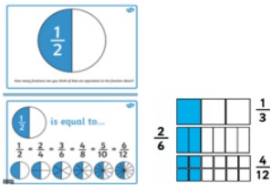


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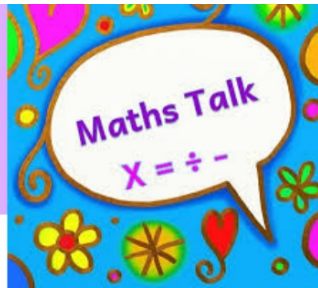
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Key word	Definition	Picture/example
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Denominator	The bottom part of a fraction. This is how many 'parts' make one whole. All of the parts MUST be the same size.	
Unit fraction	A fraction where the numerator is 1 .	
Non-unit fraction	A fraction where the numerator is greater than 1 .	
Equivalent fractions	Fractions that are equal . They have different numerators and denominators but represent the same value. Using a fraction wall (see below) can be useful for finding equivalent fractions.	
Proper fractions	A fraction where the numerator is less than the denominator.	$\frac{2}{3}$ $\frac{3}{6}$ $\frac{5}{7}$ $\frac{16}{40}$
Improper fractions (im proper, not in proper)	A fraction where the numerator is more than the denominator. This means you will have more than one whole.	
Mixed numbers	A number made up of a whole number and a proper fraction.	

Simplify:
to find the equivalent fraction with the smallest denominator



Key questions

- How could you use a number line or a bar model to help you compare the fractions?
- If the denominators are the same, how do you compare the fractions?
- Is one denominator a multiple of the other?
- If one denominator is not a multiple of the other, what do you need to do to be able to compare the fractions?
- How is comparing mixed numbers different from comparing proper fractions? How is it similar?

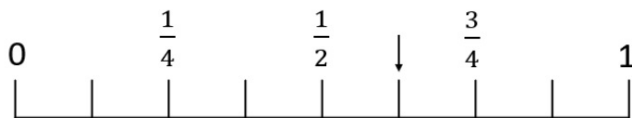
Starter/Recap

Flashback 4

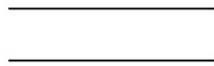
Year 6 | Week 8 | Day 3

XXVII

- 1) What fraction is the arrow pointing to?



- 2) Mentally solve 98×5
- 3) Calculate 37×18
- 4) Are these lines parallel or perpendicular?



Challenge:

- $\square - 1,000 = \square$
- \square rounded to the nearest 10 = 6,380
- $\pounds 3.79 + \pounds 4.87$
- $6 < \square \div 9 < 10$
- $\frac{\square}{\square} + \frac{\square}{\square} = \frac{11}{12}$
- $7 \times 8 \times 3$

Starter/Recap



Flashback 4

Year 6 | Week 8 | Day 3

XXVII

- 1) What fraction is the arrow pointing to?



- 2) Mentally solve 98×5 **490**
- 3) Calculate 37×18 **666**
- 4) Are these lines parallel or perpendicular?

_____ parallel



Challenge:

- $\boxed{4,000} - 1,000 = \boxed{5,000}$
- $\boxed{6,378}$ rounded to the nearest 10 = 6,380 *
- $\text{£}3.79 + \text{£}4.87 = \text{£}8.66$
- $6 < \boxed{63} \div 9 < 10$ *
- $\frac{\boxed{7}}{\boxed{12}} + \frac{\boxed{4}}{\boxed{12}} = \frac{11}{12}$ *
- $7 \times 8 \times 3 = 168$

Assessment

1) Complete the equivalent fraction.

$$\frac{2}{5} = \frac{\square}{20}$$

2) a) Write the first 7 multiples of 7

b) Write the first 7 multiples of 4

c) What is the first common multiple of 4 and 7?

3) Write $\frac{14}{5}$ as a mixed number.



Challenge:

10b. True or false? When the fractions below are simplified, they are shown in ascending order.

$$\frac{6}{8} < \frac{48}{64} < \frac{30}{40}$$

11b. Find the missing digits to complete the statements below.

A. $\frac{9}{\square} > \frac{4}{5}$

B. $\frac{\square}{5} < \frac{1}{3}$

C. $\frac{10}{\square} = \frac{5}{6}$

Assessment

1) Complete the equivalent fraction.

$$\frac{2}{5} = \frac{8}{20}$$

$\xrightarrow{\times 4}$

2) a) Write the first 7 multiples of 7
7, 14, 21, 28, 35, 42, 49

b) Write the first 7 multiples of 4
4, 8, 12, 16, 20, 24, 28

c) What is the first common multiple of 4 and 7? 28

3) Write $\frac{14}{5}$ as a mixed number. $2\frac{4}{5}$



Challenge:

10b. True or false? When the fractions below are simplified, they are shown in ascending order.

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

$$\frac{6}{8} < \frac{48}{64} < \frac{30}{40}$$

11b. Find the missing digits to complete the statements below.

A. $\frac{\square}{9} > \frac{4}{5}$

B. $\frac{\square}{5} < \frac{1}{3}$

C. $\frac{10}{\square} = \frac{5}{6}$

11b. A = 10; B = 1; C = 12

I do

Write $>$, $<$ or $=$ to compare the fractions

$$\frac{5}{7} \bigcirc \frac{2}{7}$$



We do

Have a think



Write $>$, $<$ or $=$ to compare the fractions

$$\frac{4}{9} \bigcirc \frac{8}{9}$$

$$\frac{7}{10} \bigcirc \frac{3}{10}$$

A large, empty orange rectangular box with a black border, intended for the student's answer to the first two fraction comparison problems.

What's the same and what's different?

What do you notice?

A large, empty orange rectangular box with a black border, intended for the student's answer to the reflection questions.

$$\frac{1}{5} \bigcirc \frac{3}{5}$$

$$\frac{5}{7} \bigcirc \frac{4}{7}$$

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

$$\frac{3}{8} \bigcirc \frac{7}{8}$$

$$\frac{4}{9} \bigcirc \frac{6}{9}$$

You do





Have a think



11 is greater than 2 so $\frac{11}{18}$ is greater than $\frac{2}{3}$

$$\frac{11}{18} > \frac{2}{3}$$

Do you agree with Tiny?

I do



We do

Write $>$, $<$ or $=$ to compare the fractions

$$\frac{2}{5} \bigcirc \frac{7}{15}$$



Write $>$, $<$ or $=$ to compare the fractions

You do

$$\frac{2}{3} \bigcirc \frac{3}{4}$$

$$\frac{4}{5} \bigcirc \frac{3}{4}$$



LI: To be able to compare and order fractions using the denominator.

is comparing $\frac{5}{6}$ and $\frac{3}{4}$ by finding the first common multiple of the denominators.

$$\frac{5}{6} = \frac{10}{12} \quad \frac{3}{4} = \frac{9}{12}$$

$$\frac{10}{12} > \frac{9}{12} \text{ so } \frac{5}{6} > \frac{3}{4}$$

is her method to compare the fractions.

$$\frac{4}{5} \bigcirc \frac{3}{4}$$

$$\frac{3}{5} \bigcirc \frac{4}{7}$$

$$\frac{3}{4} \bigcirc \frac{7}{10}$$

$$2\frac{2}{5} \bigcirc 2\frac{3}{8}$$

Order the fractions in descending order.

$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{7}{12} \quad \frac{3}{4} \quad \frac{1}{12} \quad \frac{11}{12}$$

Order the fractions in ascending order.

$$\frac{3}{5} \quad \frac{11}{20} \quad \frac{1}{5} \quad \frac{2}{5} \quad \frac{3}{5} \quad \frac{7}{20}$$

4)

Tiny compares $\frac{3}{5}$ and $\frac{7}{15}$



$\frac{7}{15}$ is greater because 7 is greater than 3

Is Tiny correct?

Explain your answer.



5)

Use the digit cards to complete the statements.

5

3

$$\frac{\square}{4} > \frac{\square}{6}$$

$$\frac{\square}{4} < \frac{6}{\square}$$

Plenary

Adam says,

0.25 is **smaller** than $\frac{2}{5}$



The numbers in this sequence increase by the same amount each time.

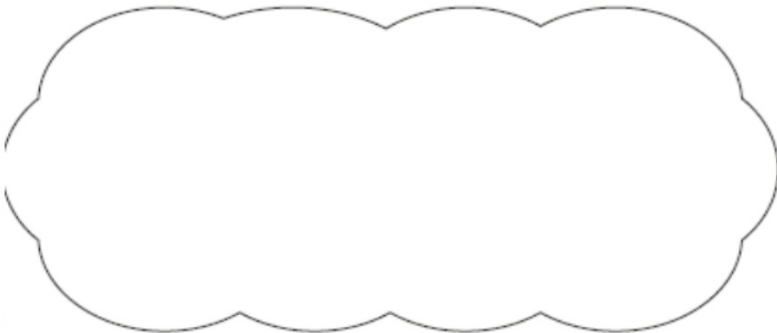
Write the missing numbers.

<input type="text"/>	1	$1\frac{5}{8}$	$2\frac{1}{4}$	<input type="text"/>
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1 mark

1 mark

Explain why he is correct.



Reflection

1. Using the fraction cards below, explore the possible ways to make this statement true.

$$\boxed{\phantom{\frac{1}{2}}} > \boxed{\phantom{\frac{4}{9}}} > \boxed{\phantom{\frac{4}{8}}}$$

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

$$\frac{4}{9}$$

$$\frac{4}{8}$$

$$\frac{2}{7}$$

$$\frac{9}{12}$$

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

$$\frac{1}{3}$$

$$\frac{7}{11}$$

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

$$\frac{11}{13}$$

How would you go about solving this question?
What steps would you use?



06.1 1.25

LI: To be able to compare and order fractions using the numerator.

Underline your date and LI

one digit per box

Our Learning Journey

Step 1 Equivalent fractions and simplifying

Step 2 Equivalent fractions on a number line

Step 3 Compare and order (denominator)

Step 4 Compare and order (numerator)

Step 5 Add and subtract simple fractions

Step 6 Add and subtract any two fractions

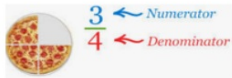
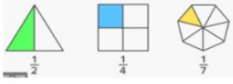

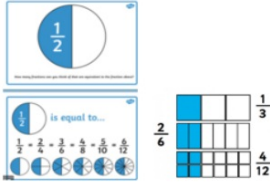


Step 7 Add mixed numbers

Step 8 Subtract mixed numbers

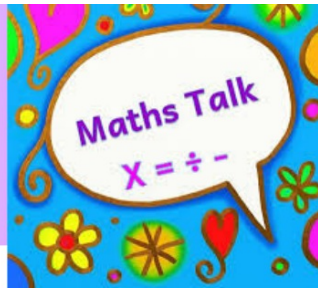
Key vocabulary

numerator, denominator, unit fraction, non-unit fraction, equivalent fractions, proper fractions, improper fractions, mixed numbers, simplify

Key vocabulary

Key word	Definition	Picture/example
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Simplify:
to find the equivalent fraction with the smallest denominator



Key questions

- How can you compare the fractions shown in the bar model?
- Do you need to change one or both numerators? Why?
- Is this fraction closer to 0 or 1?
- Is this fraction greater or less than $\frac{1}{2}$?
- Is it more efficient to find a common numerator or a common denominator?

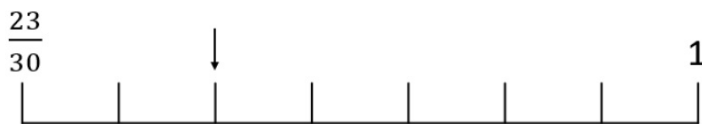
Starter/Recap

Flashback 4

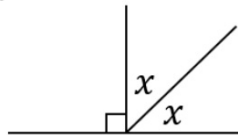
Year 6 | Week 8 | Day 4

CDXXVI

- 1) Position $\frac{5}{6}$ on this number line.



- 2) Estimate the answer to $501 \div 24.9$
- 3) 5,250 pears are packed into boxes of 8
How many pears will be left over?
- 4) What is the value of angle x ?



Challenge:

- Factor pairs of 10.
- 1,000 less than 8,000
- 25, 50, , 100,
- $\frac{1}{2}$ m = cm
- $6,407 + 3,491$
- XCVII =

Starter/Recap



Flashback 4

Year 6 | Week 8 | Day 4

CDXXVI

- 1) Position $\frac{5}{6}$ on this number line.

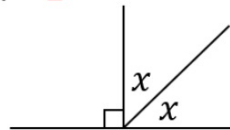


- 2) Estimate the answer to $501 \div 24.9$ $500 \div 25 = 20$

- 3) 5,250 pears are packed into boxes of 8
How many pears will be left over? 2

- 4) What is the value of angle x ?

45°



Challenge:

- Factor pairs of 10.
2, 5 and 10, 1
- 1,000 less than 8,000
7,000
- 25, 50, , 100,
- $\frac{1}{2}$ m = cm
- $6,407 + 3,491 = 9,898$
- XCVII = 97

Assessment

1) What is the first common multiple of 3 and 12?

2) What is the first common multiple of 4 and 9?

3) Write $>$, $<$ or $=$ to compare the fractions

$$\frac{5}{6} \bigcirc \frac{2}{3}$$

4) Is $\frac{7}{12}$ greater than a half?



Challenge:

6b. Are the statements below false?

A. $\frac{12}{30} < \frac{4}{5}$

B. $6 \frac{4}{1}$

C. $\frac{18}{24} < \frac{6}{9}$

D. $5 \frac{2}{3}$

7b. Which fraction is the largest?



B $1 \frac{35}{60}$

C seven ninths

Assessment

1) What is the first common multiple of 3 and 12?

Multiples of 3: 3, 6, 9, **12** 12

2) What is the first common multiple of 4 and 9?

Multiples of 9: 9, 18, 27, **36** 36

3) Write $>$, $<$ or $=$ to compare the fractions

$$\frac{5}{6} \text{ (} > \text{)} \frac{2}{3} \xrightarrow{\times 2} \frac{4}{6}$$

4) Is $\frac{7}{12}$ greater than a half? **Yes**

$12 \div 2 = 6$ 7 is greater than 6



Challenge:

6b. Are the statements below false?

A. $\frac{12}{30} < \frac{4}{5}$ B. $6 \frac{4}{1}$

C. $\frac{18}{24} < \frac{6}{9}$ D. $5 \frac{2}{3}$

6b. **A - True; B - True; C - False; D - True**

7b. **B**

7b. Which fraction is the largest?

A

B $1 \frac{35}{60}$

C **seven ninths**

I do

Write $>$, $<$ or $=$ to compare the fractions

$$\frac{4}{9} \bigcirc \frac{4}{5}$$

$$\frac{2}{3} \bigcirc \frac{2}{7}$$



You do

Put the following fractions in order from greatest to smallest.

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

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

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

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



We do

Write $>$, $<$ or $=$ to compare the fractions

$$\frac{3}{7} \bigcirc \frac{6}{11}$$



You do

Write $>$, $<$ or $=$ to compare the fractions

$$\frac{3}{10} \bigcirc \frac{12}{37}$$

$$\frac{4}{9} \bigcirc \frac{10}{27}$$

$$2\frac{3}{8} \bigcirc 2\frac{1}{5}$$

Is it more efficient to find a common numerator or a common denominator?

Have a think



We do

Which is the greatest fraction?

$$\frac{5}{7}$$

$$\frac{3}{8}$$

$$\frac{2}{9}$$



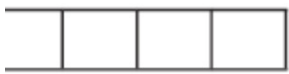
I know $\frac{5}{7}$ is the greatest fraction
without finding a common
numerator or denominator!

Explain why Tiny is correct.



LI: To be able to compare and order fractions using the numerator.

Use $<$, $>$ or $=$ to compare the fractions.



$$\frac{1}{5} \bigcirc \frac{1}{4}$$

$$\frac{3}{5} \bigcirc \frac{3}{4}$$

Complete the sentence.

When the numerators are the same, the _____ the numerator, the _____ the fraction.

Use $<$, $>$ or $=$ to compare the fractions.

$$\frac{4}{7} \bigcirc \frac{4}{5}$$

$$\frac{3}{10} \bigcirc \frac{3}{11}$$

Order each set of fractions in ascending order.

$\frac{3}{11}, \frac{3}{100}, \frac{3}{5}, \frac{3}{2}$	$\frac{2}{8}, \frac{4}{7}, \frac{2}{10}, \frac{8}{12}, \frac{4}{6}$	$2\frac{3}{7}, 2\frac{6}{9}, 2\frac{18}{20}, \frac{20}{7}, 2\frac{3}{10}$
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4)

Brett is comparing $\frac{3}{7}$ and $\frac{6}{11}$

How many different ways can he work this out?

Find a pair of fractions where it would be more efficient to find:

- a common numerator
- a common denominator.

Compare answers with a partner.



5)

What could the missing number be, to make the statement true?

$$\frac{1}{5} > \frac{1}{\square} > \frac{1}{12}$$

Is there more than one answer?

How do you know?



Reflection

1. Work your way through the maze making sure each step is greater than the previous step. What could the missing fraction be?

Start	$1\frac{4}{5}$	$\frac{6}{3}$	$\frac{4}{8}$
	$2\frac{18}{27}$?	$4\frac{8}{16}$
	$2\frac{2}{3}$	$\frac{24}{15}$	$7\frac{2}{10}$

Convert each mixed number into an improper fraction.

Is there more than one possible way to get through the maze?

How would you go about solving this question?
What steps would you use?

