## Number: Fractions (including Decimals and Percentages)

|  | COUNTING IN FRACTIONAL STEPS |  |  |  |  |  |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance) | count up and down in tenths. | count up and down in hundredths | Count up and down in thousandths |  |
|  | RECOGNISING FRACTIONS |  |  |  |  |  |
|  | recognise, find and name a half as one of two equal parts of an object, shape or quantity | recognise, find, name and write Practions ${ }^{1} / 3_{3},{ }^{1} / 4^{\prime}{ }^{2} / 4$ and ${ }^{3} / 4$ of a length, shape, set of objects or quantity | recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators | recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears in Equivalence) |  |
|  |  |  | recognise that tenths arise from dividing an object into 10 equal parts and in dividing one - digit numbers or quantities by 10 . |  |  |  |
|  | recognise, find and name a quarter as one of four equal parts of an object, |  | recognise and use fractions as numbers: unit fractions and non-unit fractions |  |  |  |

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|  | COMPARING DECIMALS |  |  |  |  |  |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | compare numbers with the same number of decimal places up to two decimal places | read, write, order and compare numbers with up to three decimal places. | identify the value of each digit in numbers given to three decimal places |
|  | ROUNDING INCLUDING DECIMALS |  |  |  |  |  |
|  |  |  |  | round decimals with one decimal place to the nearest whole number | round decimals with two decimal places to the nearest whole number and to one decimal place | solve problems which require answers to be rounded to specified degrees of accuracy |
|  | EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES) |  |  |  |  |  |
|  |  | write simple <br> fractions e.g. ${ }^{1} / 2$ of 6 <br> $=3$ and recognise the equivalence of $2 / 4$ and $1 / 2$. | recognise and show, using diagrams, equivalent fractions with small denominators | recognise and show, using diagrams, families of common equivalent fractions. | identify, name and write equivalent fractions of a given graction, represented visually, including tenths and hundredths. | use common factors to simplify fractions; use common multiples to express. fractions in the same denomination |
|  |  |  |  | recognise and write decimal equivalents of any number of tenths or hundredths | read and write decimal numbers as fractions (e.g. $0.71={ }^{71} /{ }_{100}$ ) <br> recognise and use thousandths. and relate them to tenths, hundredths and decimal equivalents | associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3_{8}$ ) |

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|  |  |  |  |  |  | and 1000 where the answers are up to three decimal places |
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|  |  |  |  |  |  | associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. ${ }^{3} / 8$ ) |
|  |  |  |  |  |  | use written division methods in cases where the answer has up to two decimal places. |
|  | PROBLEM SOLVING |  |  |  |  |  |
| EYFS | Year1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | solve problems that involve all of the above | 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 | solve problems involving numbers up to three decimal places |  |
|  |  |  |  | solve simple measure and money problems | solve problems which require knowing |  |

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|  |  |  |  | involving fractions and decimals to two decimal places. | percentage and decimal equivalents of ${ }^{1} / 2^{\prime},{ }^{1} /{ }_{4},{ }^{1} / 5_{5},{ }^{2} /{ }_{5},{ }^{4} /{ }_{5}$ and those with a denominator of a multiple of 10 or 25. |
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