# Winton Primary School

|   | TO USE FRACTIONS (including decimals, per   | centages, ratio and proportion)  |
|---|---|--|
| Milestone 1   | Milestone 2   | Milestone 3  |
| <ul> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (V1)</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (V1)</li> <li>Count in halves ½, 1, 1½, 2</li> <li>Recognise, find, name and write 1/2, 1/4, 1/3 of a length, shape, set of objects or quantity (V2)</li> <li>Recognise, find, name and write 2/4 and 3/4 of a length, shape, set of objects or quantity (V2)</li> </ul> | <ul> <li>Interpret and write proper fractions to<br/>represent 1 or several parts of a whole that is<br/>divided into equal parts (Y3)</li> <li>Count up and down in tenths e.g. 1/10,<br/>2/10, 3/10 and 0.6, 0/7, 0.8 (Y3)</li> <li>Count up and down in hundredths (Y4)</li> <li>Know that a hundredth is an object divided<br/>by 100 and tenths divided by 10 (Y4)</li> <li>Recognise and use fractions as numbers: unit<br/>fractions and non-unit fractions with small<br/>denominators (Y3)</li> <li>Understand that tenths are objects or<br/>quantities divided into 10 equal parts (Y3)</li> <li>Find fractions of a set of objects e.g. 2/5<br/>or <sup>3</sup>/<sub>4</sub> (Y3)</li> <li>Find unit fractions of quantities using known<br/>division facts (Y3)</li> <li>Understand that tenths are objects or<br/>quantities divided into 10 equal parts (Y3)</li> <li>Find unit fractions of quantities using known<br/>division facts (Y3)</li> <li>Understand that tenths are objects or<br/>quantities divided into 10 equal parts (Y3)</li> <li>Compare and order unit fractions and<br/>fractions with the same denominators.<br/>Reasoning about the location of any fraction<br/>within 1 in the linear number system</li> <li>Reason about the location of mixed numbers in<br/>the linear number system (Y4)</li> <li>Round decimals with one decimal place to the<br/>nearest whole number (Y4)</li> <li>Compare numbers with up to 2 decimal places<br/>(Y4)</li> </ul> | <ul> <li>Compare and order fractions whose denominators are all multiples of<br/>the same number</li> <li>Compare and order fractions, including fractions &gt; 1</li> <li>Convert mixed numbers to improper fractions (V5)</li> <li>Convert improper fractions to mixed numbers (V5)</li> <li>Write mathematical statements &gt; 1 as a mixed number [for example,<br/>2/5 + 4/5 = 6/5 = 1 1/5) (V5)</li> <li>Round decimals with two decimal places to the nearest whole number<br/>and to one decimal place (V5)</li> <li>Recognise the place value of each digit in numbers with up to 2 decimal<br/>places, and compose and decompose numbers with up to 2 decimal<br/>places (v5)</li> <li>Read, write, order and compare numbers with up to three decimal<br/>places (V5)</li> <li>Identify the value of each digit in numbers given to three decimal<br/>places (V6)</li> <li>Recognise the per cent symbol (%) and write as a decimal and fraction<br/>(with the denominator 100) (V5)</li> </ul> |

# In bold - National curriculum objectives for the year group.

In blue - Ready-to-progress criteria identified as the most important conceptual knowledge and understanding that pupils need as they progress to the next year's curriculum.

In bold - National curriculum objectives for the year group.

In blue - Ready-to-progress criteria identified as the most important conceptual knowledge and understanding that pupils need as they progress to the next year's curriculum.

#### Winton Primary School

### Maths curriculum

| Solving problems | fractions<br>for example, 1/2 of<br>6 = 3 | <ul> <li>e.g. 5/7 +1/7 =6/7 (Y3)</li> <li>Subtract fractions with common denominators e.g. 6/8 - 4/8 =2/8 (Y3)</li> <li>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 (Y4)</li> <li>Add and subtract fractions with the same denominator.</li> <li>Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers (Y4)</li> <li>Divide 1- or 2-digit number by 10 identifying the</li> <li>value of the digits in the answer as ones, tenths and hundredths (Y4)</li> <li>Divide 1- or 2-digit number by 100 identifying the</li> <li>value of the digits in the answer as ones, tenths and hundredths (Y4)</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places (Y4)</li> </ul> | <ul> <li>Number (Y5)</li> <li>Subtract fractions with denominators that are multiples of the same number (Y5)</li> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (Y6)</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5)</li> <li>Multiply simple pairs of proper fractions e.g. 1/4 X 1/2 = 1/8 writing the answer in its simplest form (Y6)</li> <li>Divide proper fractions by whole numbers e.g. 1/3 divided by 2 = 1/6 (Y6)</li> <li>Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places (Y6)</li> <li>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25</li> <li>Ratio and proportion</li> <li>Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</li> <li>Find non-unit fractions of quantities.</li> <li>Solve problems involving the relative sizes of two quantities where missing values can be found.</li> <li>Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison (Y6)</li> </ul> |
|------------------|---|--|--|
|------------------|---|--|--|

# In bold - National curriculum objectives for the year group.

In blue - Ready-to-progress criteria identified as the most important conceptual knowledge and understanding that pupils need as they progress to the next year's curriculum.