

Independent Recap

Fractions

Year 3

Arithmetic

1. 11×6

2. $320 + 586$

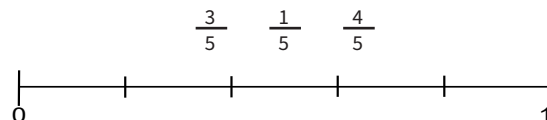
3. $879 - 457$

4. $35 \div 5$

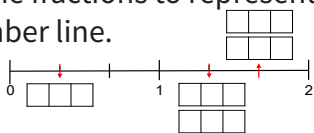
Practice: Fractions on a Number Line

5. Recap: Explain what $\frac{1}{5}$ means.The whole is split into equal parts. $\frac{1}{5}$ means part out of equal parts.

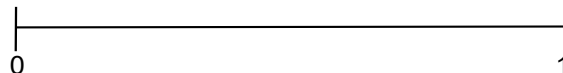
6. Show the fractions on the number line.



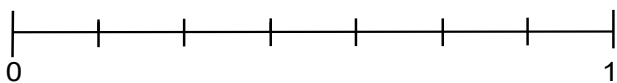
7. Colour the fractions to represent the fractions on the number line.



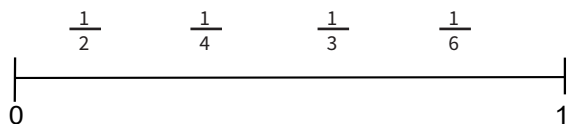
8. Divide the number line into quarters and label.



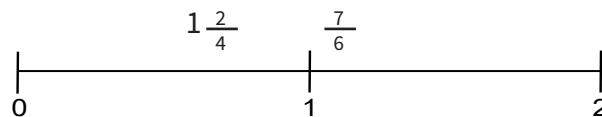
9. Label the number line.

10. Are **equal parts** important in fractions?

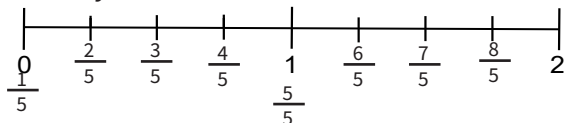
11. Place the fractions on the number line.



12. Place these fractions on the number line.



13. Why is this incorrect?



Challenge

14. I start at $1\frac{1}{3}$ and count up $\frac{2}{3}$ each time. Will I land on 4?You might want
to talk to an adult

Spot the mistake

Answers

Q no.	Question	Answer
1	11×6	66
2	$320 + 586$	906
3	$879 - 457$	422
4	$35 \div 5$	7
5	Explain what $\frac{1}{5}$ means.	The whole is split into 5 equal parts. $\frac{1}{5}$ means one part out of 5 equal parts.
6	Show the fractions on the number line.	$\frac{1}{5}$ on the first divide after 0, $\frac{3}{5}$ on the third divide, $\frac{4}{5}$ on the fourth divide.
7	Colour the fractions to represent the fractions on the number line.	$\frac{1}{3}$ coloured in, 1 full square and $\frac{1}{3}$ coloured in, 1 full square and $\frac{2}{3}$ coloured in.
8	Divide the number line into quarters and label.	Number line divided into four equal parts with quarters labelled appropriately.
9	Label the number line.	Number line labelled in sevenths.
10	Are equal parts important in fractions?	When something is divided or split into equal parts, this is a fraction. Fractions are always equal parts of a whole, therefore 'equal parts' are important in fractions.
11	Place the fractions on the number line	$\frac{1}{2}$ in the middle, $\frac{1}{4}$ half way between $\frac{1}{2}$ and 0, $\frac{1}{3}$ a third of the way through the number line and $\frac{1}{6}$ half way between $\frac{1}{3}$ and 0.
12	Place these fractions on the number line	$1 \frac{2}{4}$ half way between 1 and 2, $\frac{7}{6}$ $\frac{1}{6}$ of the way between 1 and 2.
13	Why is this incorrect?	The pupil misidentified the fraction the number line has been divided into. They have also started counting fractions on the 0, instead of starting on the next marker on the number line.
14	I start at $1 \frac{1}{3}$ and count up $\frac{2}{3}$ each time. Will I land on 4?	Yes. $1 \frac{1}{3}$, 2 , $2 \frac{2}{3}$, $3 \frac{1}{3}$, 4