



Year 3 Fractions Information Sheet



Year Group	What the National Curriculum Says..	When the main unit is taught..
2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>End of Spring and start of Summer Term (4 weeks) 12% of curriculum time</p>
3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count up and down in tenths; 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 write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators <p>solve problems that involve all of the above</p>	<p>Spring and Summer Term (3 weeks and 2 weeks) 15% of curriculum time</p>
4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places 	<p>Spring Term (4 weeks then 3 weeks on decimals.) 21% of curriculum time</p>

Further Information and Games:

<https://www.bbc.co.uk/bitesize/topics/znbtrmn>

<https://home.oxfordowl.co.uk/maths/primary-fractions/fractions-year-3-age-7-8/>

<https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals>

<https://mathsframe.co.uk/en/resources/category/18/fractions-decimals-and-percentages>

Comparing Fractions

$\frac{1}{4}$ < $\frac{1}{3}$

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

Fractions of Amounts

$\frac{1}{4}$ of 24 = 6

$\frac{1}{3}$ of 72 = 24

$\frac{2}{5}$ of 40 = 16

Add and Subtract Fractions

$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$

$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$