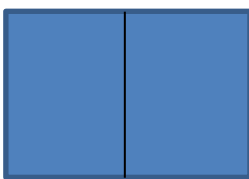


End of Year 6 – Partitioning

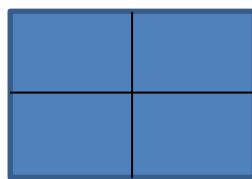
- Students understand that fractions can be a fraction of a whole number ($\frac{3}{5}$) or of a collection e.g. $\frac{3}{5}$ of 15.
- Students can create their own fraction diagrams and fraction/decimal number lines accurately.
- Students recognise that the higher the number of the denominator, the smaller the parts of the whole. Therefore $\frac{3}{8}$ is a larger fraction than $\frac{3}{12}$.
- Students can make, record, sequence and name fractions and decimals.
- Students can use the appropriate mathematical language to describe fractions and decimals.
- Recognise the equivalence of some fractions and decimals e.g. $\frac{1}{4} = 0.25$

What does it look like in classrooms?

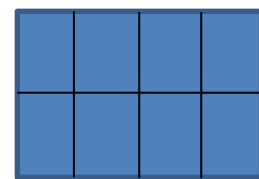
- Regular plotting and ordering of fractions and/or decimals on number lines.
- Clear naming of fractions e.g. **fif-th**, **six-th**, **twenty-th**, and opportunities to make, name, record, represent, sequence and count fractions.
- Continually reiterating that any work with fractions can only take place if we have established 3 things:
 - Know what the whole is – am I finding three quarters of 1 or of a collection of 8?
 - Know the number of parts – how many parts am I partitioning the whole into?
 - Know the parts are equal
- Using paper to model various fractional parts through folding activities. If students can create halves, thirds and fifths they can then combine these with each other to create any fractional representation



1 of 2 equal parts



1 of 4 equal parts



1 of 8 equal parts

- Counting forwards and backwards in place value parts e.g. 3.1, 3.2, 3.3, 3.4
- Rename in as many different ways as possible
e.g. 4.23 is 4 ones, 2 tenths, 3 hundredths/ 42 tenths, 3 hundredths/4 ones, 23 hundredths/ 423 hundredths