

Progression in mathematical language: fractions

Y2	National Curriculum vocabulary expectations	National Curriculum content domain
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
3.0	The _____ is split into ___ equal parts. Each part is one _____ . The whole is divided into ___ equal parts and we have ___ of them.	

Progression in mathematical language: fractions

Y3	National Curriculum vocabulary expectations	National Curriculum content domain
	NCETM additional language support (sentence stems)	NCETM general statements / additional phrases
3.1	<p>If _____ is the whole, then _____ is part of the whole.</p> <p>The whole has been divided into ___ equal / unequal parts.</p> <p>The parts are equal. I know this because the number of _____ in each part is the same.</p> <p>The parts are unequal. I know this because the number of _____ in each part is not the same.</p>	<p>A part is always smaller than the whole.</p> <p>Equal-sized parts do not have to look the same.</p> <p>Different parts of the same-sized whole can be directly compared based on their size.</p> <p>As the whole increases in size and the size of the selected part remains the same, each part becomes smaller in relation to the whole.</p>

Progression in mathematical language: fractions

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3.2	<p>The whole has been divided into ___ equal parts. ___ parts of the whole has been shaded.</p> <p>The denominator is ___ because the whole is divided into ___ equal parts.</p> <p>The whole has been divided into ___ equal parts. Each equal part is one-_____ of the whole.</p> <p>OR</p> <p>One of these parts is highlighted. This part is one- _____ of the whole.</p> <p>OR</p> <p>One part is one- _____ of the whole.</p> <p>If one- _____ is a part, then the whole is _____ times as much. Take _____ parts and put them together to make one whole.</p>	<p>The numerator is one because one part is shaded.</p> <p>When the whole is the same, the greater the number of equal parts, the smaller each equal part is.</p> <p>When the whole is the same, the smaller the number of equal parts, the bigger each equal part is.</p> <p>When comparing unit fractions, the greater the denominator, the smaller the fraction.</p> <p>When comparing unit fractions, the smaller the denominator, the greater (or bigger) the fraction.</p> <p>When we compare fractions, the whole has to be the same.</p>
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3.3 I have ___ one- _____; I have ___ - _____ .
I have ___ one-tenths; I have ___ -tenths.

There are ___ equal parts in the whole. There are ___ parts shaded. ___ is shaded.
The whole has been divided into ___ equal parts. ___ of the parts are shaded; that is ___ of the whole.

We have split our whole into ___ equal parts, so our unit fraction is ___ .

_____ is _____ lot of $\frac{1}{\quad}$

_____ is _____ lots of $\frac{1}{\quad}$

I know that ___ is less than ___ ...

...so _____ is less than $\frac{1}{\quad}$

The whole is divided into ___ equal parts and we have ___ of them.

When the numerator and denominator are the same the fraction is equivalent to one whole.

When the numerator and denominator are the same the fraction has a value of one.

When we compare fractions with the same denominator, the greater the numerator, the greater the fraction.

When comparing fractions, the whole has to be the same.

When comparing unit fractions, the greater the denominator, the smaller the fraction.

Progression in mathematical language: fractions

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3.3 ctd	<p>_____ is ____ lot of _____</p> <p>_____ is ____ lots of _____</p> <p>I know that _____ is greater than _____ ...</p> <p>...so I know that ____ lots of _____ is greater than ____ lots of _____</p>	

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Y3

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vocabulary expectations

National Curriculum
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NCETM
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NCETM
general statements / additional phrases

3.4

_____ is _____ lot of _____

_____ is _____ lots of _____

I know that _____ + _____ = _____

...so, I know that _____ + _____ = _____

_____ is _____ lot of _____

_____ is _____ lots of _____

I know that _____ - _____ = _____

...so, I know that _____ - _____ = _____

When adding fractions with the same denominators, just add the numerators.

When subtracting fractions with the same denominators just subtract the numerators.

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Y4	National Curriculum vocabulary expectations	National Curriculum content domain
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3.5	<p>There are ___ parts between zero and one. This means we are counting in units of ___ .</p> <p>[Alongside a number line]</p> <p>The line is divided into ___ equal parts. This allows us to count in ___ .</p> <p>Each interval on the line is divided into ___ equal parts. This allows us to count in _____ .</p> <p>The <u>parts</u> are ___ and ___ . The <u>total</u>, or <u>whole</u>, is _____ .</p> <p>Each whole is divided into _____ equal parts. We have ___ of these equal parts. This represents _____ (s).</p> <p>There are ___ groups of ___ - _____ which is _____, and ___ more quarters, so that is ___ - quarters.</p> <p>The denominator is ___ . This means that each whole has been split into ___ equal parts. ___ parts make each whole.</p> <p>The numerator is ___ . This means there are ___ equal parts.</p> <p>It is possible to make ___ full groups of ___ - _____ and there are ___ more _____ .</p>	<p>Quantities made up of both whole numbers and a fractional part can be expressed as mixed numbers.</p>
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3.6	<p>___ lot (s) of ___ is equal to ___ .</p> <p>The whole is divided into ___ equal parts. Each part is ___ of the whole.</p> <p>When ___ are split into ___ parts, there are ___ in each part.</p> <p>Each part is $\frac{1}{\quad}$ of the whole;</p> <p>$\frac{1}{\quad}$ of ___ is ___ .</p> <p>$\frac{1}{\quad}$ of ___ is ___ .</p> <p>___ of ___ = ___ ___ lots of ___ = ___</p>	<p>The numerator of the fraction is multiplied by the whole number and the denominator remains the same.</p> <p>To multiply a fraction and a whole number, we multiply the numerator by the whole number and keep the denominator the same.</p> <p>When a whole number is multiplied by a unit fraction, it makes the whole number smaller.</p> <p>To calculate a fraction of a quantity, find the unit fraction of the quantity. Then multiply the unit fraction by the numerator.</p>
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Y5

National Curriculum
vocabulary expectations

National Curriculum
content domain

NCETM
additional language support (sentence stems)

NCETM
general statements / additional phrases

3.7

The numerator has been scaled up / down by ____ .
The denominator has been scaled up / down by ____ .
These fractions are / are not equivalent.

_____ is equivalent to _____

Sometimes two fractions have the same value. We call these equivalent fractions.

When the numerator and denominator are multiplied or divided by the same number, the value of the fraction remains the same.

A fraction can be simplified when the numerator and denominator have a common factor other than one.

To write a fraction in its simplest form, divide both the numerator and denominator by their highest common factor.

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Y5	National Curriculum vocabulary expectations	National Curriculum content domain
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3.8	___ and ___ are related fractions because the denominator, “___”, is a multiple of the other denominator, “___” .	Related fractions have denominators where one denominator is a multiple of the other. To add or subtract fractions with different denominators, first convert to fractions with a common denominator. We can find a common denominator for two non-related fractions by multiplying their denominators.

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3.9	To divide by ____, we can multiply by ____.	<p>When multiplying unit fractions, multiply the denominators.</p> <p>When multiplying unit fractions, the product is smaller than the fractions being multiplied.</p> <p>To multiply fractions, we can multiply the numerators and multiply the denominators.</p> <p>To divide a fraction by a whole number, we can change it to an equivalent multiplication.</p>
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3.10	<p>____ . ____ is equivalent to ____</p> <p>We know that ____ < ____ , so ____ . ____ < ____</p> <p>OR</p> <p>We know that ____ . ____ < ____ . ____ ,</p> <p>so ____ . ____ < ____</p>	
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3.10
ctd
Each whole has been divided into ___ equal parts.
Each part is one-_____ of the whole.

In order to convert a percentage to a fraction, first convert it to a fraction with a denominator of 100.

To find 50% of a number, halve it.

To find 10% of a number, divide it by ten.

To find 1% of a number, divide it by one hundred.