

Year 5 – Area 4: Fractions and amounts		2014/2015
Key vocabulary:	Fraction, percentage, amount, improper fraction, top heavy, denominator, numerator, half, quarter, third, fifth, tenth, hundredth, part of, divide, equal, out of 100, cent, pound (£), penny/pence (p),	
National Curric Objectives for this area:	<ul style="list-style-type: none"> • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • add and subtract fractions with the same denominator and multiples of the same number • Express a smaller whole number as a fraction of a larger one (e.g. recognise that 5 out of 8 is $\frac{5}{8}$); find equivalent fractions (e.g. $\frac{7}{10} = \frac{14}{20}$, or $\frac{19}{10} = 1\frac{9}{10}$); relate fractions to their decimal representations • Use a calculator to solve problems, including those involving decimals or fractions (e.g. find $\frac{3}{4}$ of 150g); interpret the display correctly in the context of measurement • Find fractions using division (e.g. $\frac{1}{100}$ of 5kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80) • recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction • Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. • Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people) • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	

Term 1

Term 2

Term 3