

# Varied Fluency

## Step 1: What is a Fraction?

### National Curriculum Objectives:

Mathematics Year 4: (4F2) [Recognise and show, using diagrams, families of common equivalent fractions](#)

### Differentiation:

**Developing** Questions to support recognising and naming unit fractions up to and including twelfths; using objects, shapes and number lines which include scales.

**Expected** Questions to support recognising and naming unit and non unit fractions up to and including twelfths; using objects, shapes and number lines with some indication of scale.

**Greater Depth** Questions to support recognising and naming unit and non unit fractions up to and including twelfths; using mixed objects, mixed shapes and blank number lines.

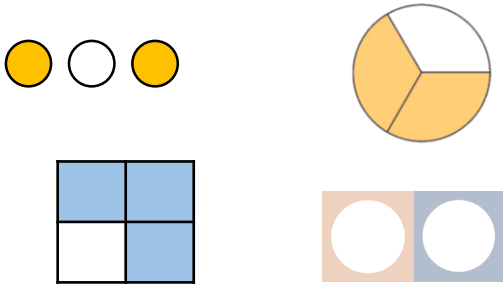
More [Year 4 Fractions](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

# What is a Fraction?

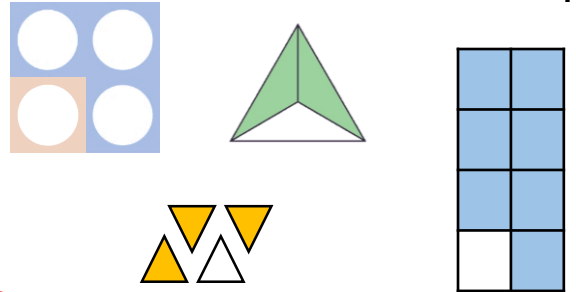
# What is a Fraction?

1a. Circle fractions that represent  $\frac{1}{3}$ .



VF

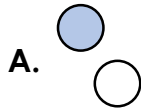
1b. Circle the fractions that represent  $\frac{1}{4}$ .



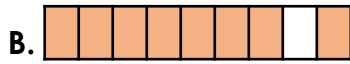
VF

2a. Match the fraction to the correct representation.

$$\frac{1}{11}$$



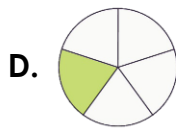
$$\frac{1}{5}$$



$$\frac{1}{9}$$



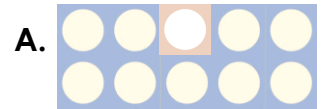
$$\frac{1}{2}$$



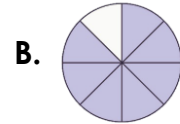
VF

2b. Match the fraction to the correct representation.

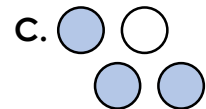
$$\frac{1}{6}$$



$$\frac{1}{4}$$



$$\frac{1}{8}$$



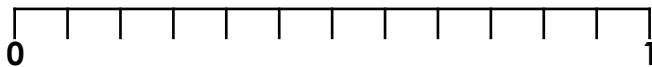
$$\frac{1}{10}$$



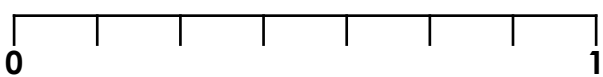
VF

3a. Place the following fractions on the number line below.

$$\frac{1}{12}$$



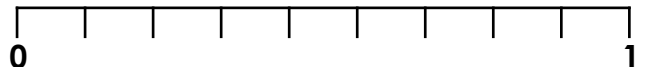
$$\frac{1}{7}$$



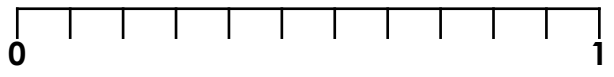
VF

3b. Place the following fractions on the number line below.

$$\frac{1}{9}$$



$$\frac{1}{11}$$



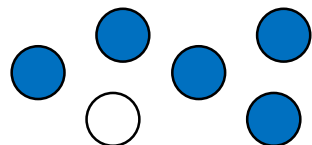
VF

4a. True or false? The fraction below is  $\frac{1}{9}$ .



VF

4b. True or false? The fraction below is  $\frac{1}{3}$ .

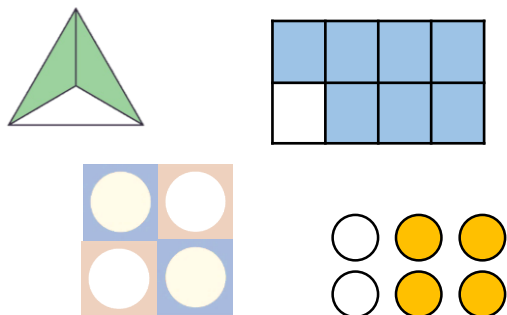


VF

# What is a Fraction?

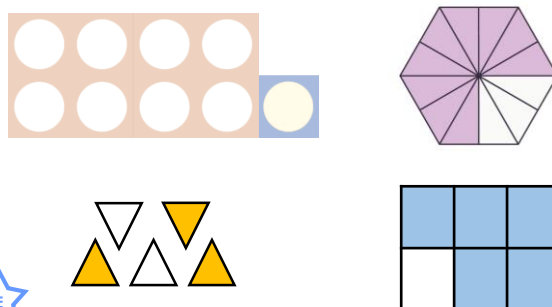
# What is a Fraction?

5a. Circle the unit fractions.



VF

5b. Circle the non unit fractions.

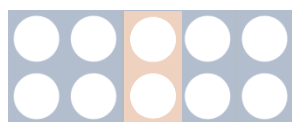


VF

6a. Match the fraction to the correct representation.

$$\frac{2}{6}$$

A.



$$\frac{8}{10}$$

B.



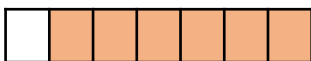
$$\frac{3}{12}$$

C.



$$\frac{1}{7}$$

D.

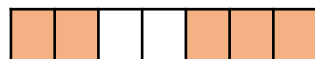


VF

6b. Match the fraction to the correct representation.

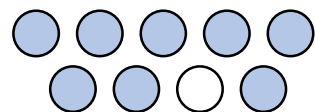
$$\frac{3}{7}$$

A.



$$\frac{5}{8}$$

B.



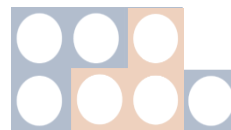
$$\frac{2}{7}$$

C.



$$\frac{1}{9}$$

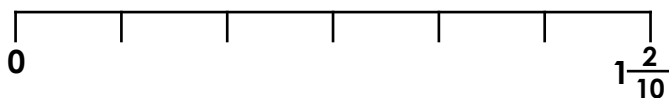
D.



VF

7a. Place the following fractions on the number line below.

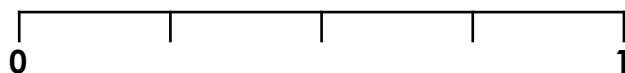
$$\frac{5}{10} \quad \frac{4}{10} \quad \frac{10}{10} \quad \frac{2}{10}$$



VF

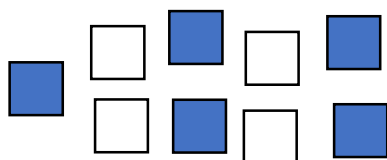
7b. Place the following fractions on the number line below.

$$\frac{4}{8} \quad \frac{5}{8} \quad \frac{7}{8} \quad \frac{2}{8}$$



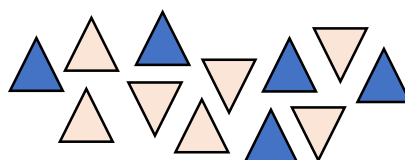
VF

8a. True or false? Four fifths is shown below.



VF

8b. True or false? Seven twelfths is shown below.

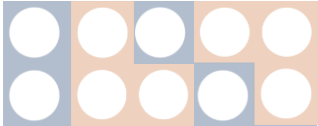




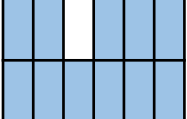
VF

# What is a Fraction?

# What is a Fraction?

9a. Write the fraction shown by each image.

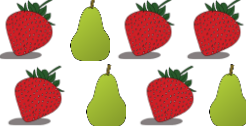
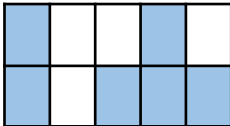
A.  B. 


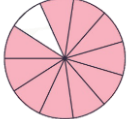
C.  D. 



VF

9b. Write the fraction shown by each image.


A.  B. 

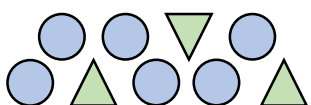
C.  D. 

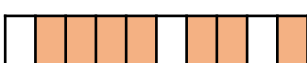


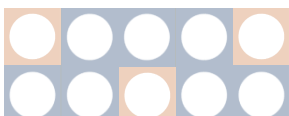
VF

10a. Match the fraction to the correct representation. Which fraction is left?

$\frac{3}{10}$  A. 

$\frac{2}{7}$  B. 

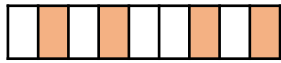
$\frac{3}{9}$  C. 

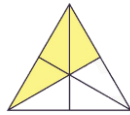
$\frac{5}{11}$  D. 

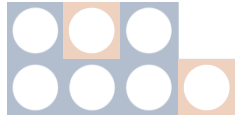


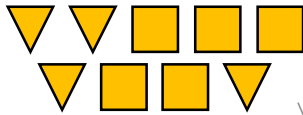
VF

10b. Match the fraction to the correct representation. Which fraction is left?

$\frac{3}{6}$  A. 

$\frac{4}{10}$  B. 

$\frac{5}{9}$  C. 

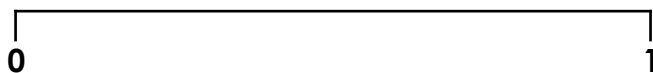
$\frac{2}{7}$  D. 



VF

11a. Place the following fractions on the number line below.

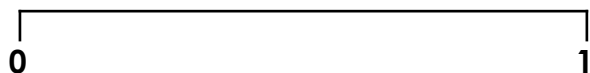
$\frac{11}{12}$     $\frac{6}{12}$     $\frac{1}{12}$     $\frac{4}{12}$



VF

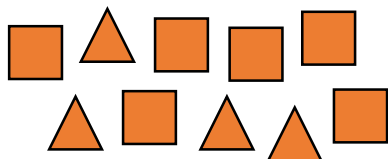
11b. Place the following fractions on the number line below.

$\frac{9}{10}$     $\frac{2}{10}$     $\frac{6}{10}$     $\frac{5}{10}$



VF

12a. True or false? Four tenths is shown below.



VF

12b. True or false? Six elevenths is shown below.



VF

## Varied Fluency What is a Fraction?

### Developing

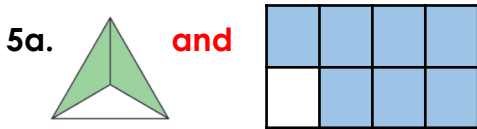


2a.  $A = \frac{1}{2}$ ;  $B = \frac{1}{9}$ ;  $C = \frac{1}{11}$ ;  $D = \frac{1}{5}$

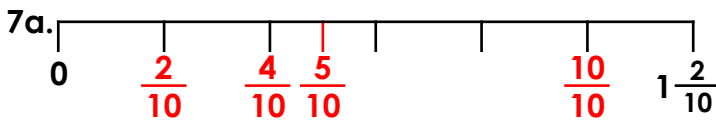
3a. Both fractions should be placed on the first increment of the appropriate number line.

4a. False;  $\frac{1}{11}$ .

### Expected



6a.  $A = \frac{8}{10}$ ;  $B = \frac{3}{12}$ ;  $C = \frac{2}{6}$ ;  $D = \frac{1}{7}$

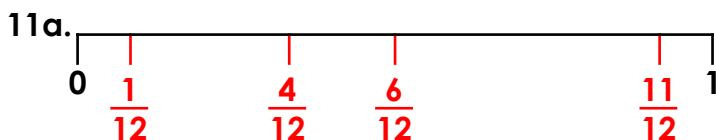


8a. False;  $\frac{4}{9}$ .

### Greater Depth

9a. A is  $\frac{4}{10}$  or  $\frac{6}{10}$ ; B is  $\frac{1}{6}$  or  $\frac{5}{6}$ ; C is  $\frac{3}{12}$  or  $\frac{9}{12}$ ; D is  $\frac{1}{12}$  or  $\frac{11}{12}$

10a.  $A = \frac{2}{7}$ ;  $B = \frac{3}{9}$ ;  $C = \frac{3}{10}$ ;  $D = \frac{3}{10}$ ;  $\frac{5}{11}$  is the remaining fraction.



12a. True

## Varied Fluency What is a Fraction?

### Developing

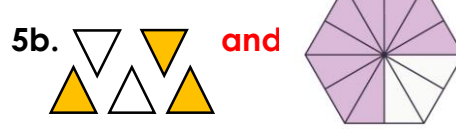


2b.  $A = \frac{1}{10}$ ;  $B = \frac{1}{8}$ ;  $C = \frac{1}{4}$ ;  $D = \frac{1}{6}$

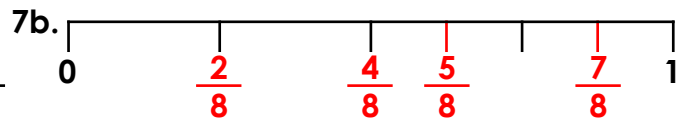
3b. Both fractions should be placed on the first increment of the appropriate number line.

4b. False;  $\frac{1}{6}$ .

### Expected



6b.  $A = \frac{2}{7}$ ;  $B = \frac{1}{9}$ ;  $C = \frac{5}{8}$ ;  $D = \frac{3}{7}$

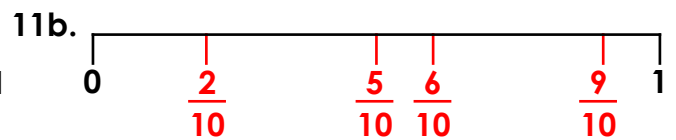


8b. True

### Greater Depth

9b. A is  $\frac{3}{8}$  or  $\frac{5}{8}$ ; B is  $\frac{4}{10}$  or  $\frac{6}{10}$ ; C is  $\frac{1}{7}$  or  $\frac{6}{7}$ ; D is  $\frac{10}{11}$  or  $\frac{1}{11}$

10b.  $A = \frac{5}{9}$ ;  $B = \frac{3}{6}$ ;  $C = \frac{2}{7}$ ;  $D = \frac{5}{9}$ ;  $\frac{4}{10}$  is the remaining fraction.



12b. True