## NUMBERS AND THE NUMBER SYSTEM

## Pupils should be taught to:

Use fraction notation; recognise and use the equivalence of fractions and decimals (continued)

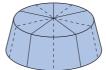
## As outcomes, Year 7 pupils should, for example:

## Simplify fractions by cancellation and recognise equivalent fractions.

Understand how equivalent fractions can be shown in diagrammatic form, with shapes sectioned into equal parts.



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



Find equivalent fractions by multiplying or dividing the numerator and denominator by the same number.

For example, recognise that because

$$3 \times 5 = 15$$

$$8 \times 5 = 40$$

it follows that  $3\!\%$  is equivalent to  $15\!/_{\! 40}.$ 



Know that if the numerator and the denominator have no common factors, the fraction is expressed in its lowest terms.

Answer questions such as:

• Cancel these fractions to their simplest form by looking for highest common factors:

- Find two other fractions equivalent to 4/5.
- Show that  $^{12}/_{18}$  is equivalent to % or % or %.
- Find the unknown numerator or denominator in:

 $\frac{1}{4} = \frac{1}{48}$   $\frac{7}{12} = \frac{35}{12}$   $\frac{36}{24} = \frac{1}{16}$ 

Link to finding the highest common factor (pages 54-5).

Continue to convert improper fractions to mixed numbers and vice versa: for example, change  $^{34}$ 6 to  $^{41}$ 4, and  $^{57}$ 112 to  $^{67}$ 112.

Answer questions such as:

- Convert 36/5 to a mixed number.
- Which fraction is greater, 4<sup>4</sup>/<sub>7</sub> or <sup>29</sup>/<sub>7</sub>?
- How many fifths are there in 71/5?
- The fraction <sup>7</sup>/<sub>14</sub> has three digits, 7, 1 and 4. It is equal to ½. Find all the three-digit fractions that are equal to ½. Explain how you know you have found them all.
- Find all the three-digit fractions that are equal to 1/3. And 1/4...
- There is only one three-digit fraction that is equal to 1½.
  What is it?
- Find all the three-digit fractions that are equal to 21/2, 31/2, 41/2...

See Y456 examples (pages 22-3).