



Phase 1: Fractions with identified "worry point" if not achieved during the progress.				
Must achieve during first six months	Must achieve during first year	Must achieve during second year	Progress outcome by end of year 3	Maths Aotearoa
	 Recognise and repre- sent in different ways, halves and quarters of sets and regions 	 Recognise relationships between fractions (half = 2 quarters). Find a half, quarter or third of a set by recognising groups and patterns rather than sharing by ones. 	 I know that: Fractions show parts of a whole in a region, a measurement or a set of objects, The same amount (e.g a half or a quarter) can be shown by equivalent fractions. I know how to: Recognise, read, write and order halves, thirds, quarters, fifths, sixths and eighths Find a unit fraction of a whole (region, measurement or set of objects) Add unit fractions with like denominators 	Book 1a: Unit 4 Book 1b: Unit 3 Book 2a: Unit 4 Unit 9
Phase 2: Fractions with identified "worry points" if not achieved during progress				
Must achieve during year 4	Must achi	eve during year 5	Progress outcome by end of year 6	
 Represent common fractions, including those greater than 1, on a number line 	 Compare fractions with a benchmark fraction and put them in order Convert between benchmark fractions, decimals and percentages (1/2 = 50% = 0.5) Represent decimals, fractions and percentages using both discrete and continuous models 		 I know that Fractions are numbers and can describe a measure, a proportional relationship, or an action on another number. Fractions express ways of sharing that may be different from those in tikanga and matauranga Maori. Decimals are a set of fractions that have powers of 10 as their denominators and can be written as numbers using a decimal point. A percentage is the number of 100th in a whole. I know how to Recognise, read, write, represent, compare, order and convert between fractions, decimals (to 3 decimal places) and percentages. Find equivalent fractions for halves, thirds, quarters, sixths and eighths, and represent fractions in their simplest form Find a fraction or a percentage of whole numbers 	Book 2b: Unit 4 Book 3a: Unit 3 Unit 4 Unit 11 Book 3b: Unit 3 Unit 4 Unit 11

Phase 3 Fractions			
Progress Outcomes by end of year 8			
 I know: Division can result in a remainder expresed as a whole number, fraction, or decimal On a number line, fractions and decimals occur between whole numbers I know how to: Recognise, read, write, represent, compare, order and convert between fractions, decimals and percentages Add and subtract decimals to 3 decimal places Add and subtract fractions with the same denominator Multiply fractions and decimals by whole numbers Represent fractions in their simplest form 	Book 4a: Unit 2 Unit 8 Book 4b: Unit 2 Unit 8		
Phase 4 Fractions			
Progress Outcomes by the end of year 10			
I know that: Decimals can be terminating, repeating and infinite, or non repeating and infinite (irrational numbers) There are an infinite number of fractions between any two numbers on a number line Multiplying a fraction by an equivalent form of 1 (e.g. 3/3) results in an equivalent fraction. Dividing by a divisor less than 1 gives a result bigger than the dividend I know how to: • Add and subtract fractions with unlike denominators by using equivalent fractions. • Multiply and divide two fractions or two decimals • Find fractions or preentages of a number • Compare fractions that arise from division as sharing (e.g sharing 2 among 5 versus sharing 3 among 7) • Simplify fractions using the highest common factor To increase your knowledge and understanding of fractions, decimals and percentages through the context of teaching and learning experiences there is a teacher handbook available from the online store at wilkieway.co.nz Cost \$45.00 Charlotte	Handbook Series: Decimals and centages TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD TRESOURCE CD		