



St John Fisher RC Primary School

Year 4 Maths Knowledge Organiser

Summer One - Block One – Fractions

Objectives	Teacher
Convert mixed numbers to improper fractions	
Convert improper fractions to mixed numbers	
Equivalent fractions on a number line	

Convert mixed numbers to improper fractions	Convert improper fractions to mixed numbers	Equivalent fractions on a number line
<p>The integer in the mixed number is <u>2</u>. This is equivalent to <u>12</u> sixths. There are <u>3</u> more sixths. <u>12</u> sixths + <u>3</u> sixths = <u>15</u> sixths so the improper fraction is <u>$\frac{15}{6}$</u></p>	<p>There are <u>2</u> groups of 3 thirds. There is <u>1</u> third remaining. As a mixed number, this is <u>$2\frac{1}{3}$</u></p>	<p>$\frac{1}{3} = \frac{4}{12}$ $\frac{8}{12} = \frac{2}{3}$</p>

Key Vocabulary

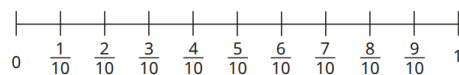
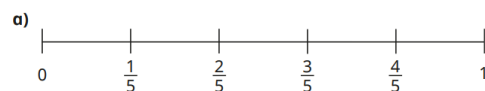
Fraction	A part of a whole, expressed as a number over another (e.g., 1/2)
Numerator	The top number in a fraction that tells how many parts are being considered
Denominator	The bottom number in a fraction that indicates how many equal parts the whole is divided into
Equivalent fractions	Different fractions that represent the same value (e.g., 1/2 and 2/4 are equivalent).
Improper fractions	A fraction where the numerator is larger than the denominator
Mixed number	A whole number combined with a fraction
Simplifying fractions	The process of reducing a fraction to its simplest form
Common Denominator	A shared multiple of the denominators of two or more fractions, used to compare or add fractions

Sentence Stems

Each whole is worth _____ All the wholes are worth _____ Adding the fractional part means that altogether there are _____	There are _____ in 1 whole. There are _____ groups of _____ and _____ remaining I know that _____ is equivalent to _____ because ...
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Assessment (Self-Assessment)

Use the number lines to complete the equivalent fractions.



$\frac{1}{5} = \frac{\square}{10}$ $\frac{\square}{5} = \frac{4}{10}$ $\frac{3}{5} = \frac{\square}{10}$ $\frac{4}{\square} = \frac{8}{\square}$


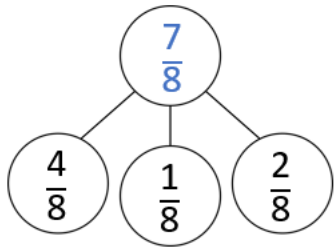
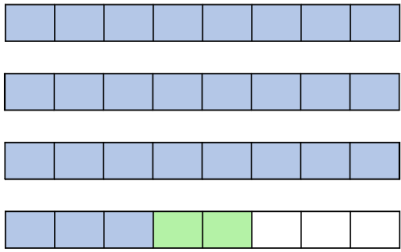


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Objectives	Teacher
Add two or more fractions	
Add fractions and mixed numbers	

Add two or more fractions	Add fractions and mixed numbers
$\frac{4}{8} + \frac{1}{8} + \frac{2}{8} = \frac{7}{8}$  	$3\frac{3}{8} + \frac{2}{8} = 3\frac{5}{8}$ 

Key Vocabulary	
Fraction	A part of a whole, expressed as a number over another (e.g., 1/2)
Numerator	The top number in a fraction that tells how many parts are being considered
Denominator	The bottom number in a fraction that indicates how many equal parts the whole is divided into
Equivalent fractions	Different fractions that represent the same value (e.g., 1/2 and 2/4 are equivalent).
Improper fractions	A fraction where the numerator is larger than the denominator
Mixed number	A whole number combined with a fraction
Simplifying fractions	The process of reducing a fraction to its simplest form
Common Denominator	A shared multiple of the denominators of two or more fractions, used to compare or add fractions

Sentence Stems	
When the denominators are the same, to add the fractions add the _____	If the denominators are the same, to add the fractions I need to add the _____
	I can partition _____ into _____ and _____

Assessment (Self-Assessment)



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Summer One - Block One – Fractions

Objectives	Teacher
Subtract two fractions	
Subtract from whole numbers	
Subtract from mixed numbers	

Subtract two fractions	Subtract from whole numbers	Subtract from mixed numbers
$\frac{9}{10} - \frac{2}{10} = \frac{7}{10}$	$2 - \frac{5}{8} = 1\frac{3}{8}$	$3\frac{2}{6} - 2 = 1\frac{2}{6}$

Key Vocabulary	
Fraction	A part of a whole, expressed as a number over another (e.g., 1/2)
Numerator	The top number in a fraction that tells how many parts are being considered
Denominator	The bottom number in a fraction that indicates how many equal parts the whole is divided into
Equivalent fractions	Different fractions that represent the same value (e.g., 1/2 and 2/4 are equivalent).
Improper fractions	A fraction where the numerator is larger than the denominator
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Sentence Stems	
If the denominators are the same, to subtract the fractions I need to subtract the _____	If the denominators are the same, to subtract the fractions I need to subtract the _____
_____ minus _____ is equal to _____	When I subtract a whole number from a mixed number, the _____ stays the same

Assessment (Self-Assessment)

