








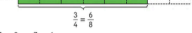
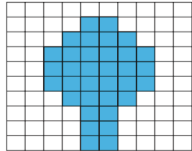
## Progression of Key Concepts in Inspire Maths

Fractions, percentages and decimals (making connections between the units) with reference to the pages in the Teacher's Guide

Inspire Maths 1	Inspire Maths 2	Inspire Maths 3	Inspire Maths 4	Inspire Maths 5	Inspire Maths 6
<p>The foundations of fractions are laid in Inspire Maths 1 by analyzing parts and whole using the 'part-whole' strategy. This appears throughout IM1A and IM1B.</p> <p>part 3 whole 8 part 5</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- part: TG1A p32</li> <li>- whole: TG1A p32</li> </ul>	<p><b>Fractions: TG2B Unit 12 p56</b></p> <p><b>Key concepts:</b> Understanding fractions by using shapes to represent one whole with denominators up to 12 and write fractions with denominators up to 12 from given shapes.</p> <p>- Using model drawing as a concept to represent fraction contexts:</p> <p>The model shows a whole with 5 equal parts.</p> <p>2 parts are red and 3 parts are yellow. What fraction of the whole is red? Number of red parts = 2 Number of parts altogether = 5 The fraction of the whole in red is <math>\frac{2}{5}</math>. The fraction of the whole in yellow is <math>\frac{3}{5}</math>. <math>\frac{2}{5}</math> and <math>\frac{3}{5}</math> make 1 whole.</p> <p>2 parts + 3 parts = 5 parts or 1 whole</p> <p>- Compare and order two or more fractions with the same denominator using rectangular strips or model drawings of the same size:</p>	<p><b>Fractions: TG3B Unit 14 p116</b></p> <p>- Numerator and denominator:</p> <p><math>\frac{2}{3}</math> ← numerator ← denominator</p> <p>In the fraction <math>\frac{2}{3}</math>, 2 is the numerator, and 3 is the denominator.</p> <p>- Understanding equivalent fractions using a fraction strip (paper) to show equal parts and write equivalent parts of a given fraction with the help of a model drawing:</p> <p>Look at these fraction strips.</p> <p>One whole 1 out of 2 equal parts = <math>\frac{1}{2}</math> 2 out of 4 equal parts = <math>\frac{2}{4}</math> 4 out of 8 equal parts = <math>\frac{4}{8}</math></p> <p>The fractions <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math> and <math>\frac{4}{8}</math> have different numerators and denominators. <math>\frac{1}{2}</math> is equal to <math>\frac{2}{4}</math>. <math>\frac{1}{2}</math> is also equal to <math>\frac{4}{8}</math>. <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math> and <math>\frac{4}{8}</math> are equivalent fractions.</p> <p>- Write equivalent fractions of a given fraction using the multiplying/dividing factor technique expressing in its simplest form.</p>	<p><b>Fractions: TG4A Unit 5 p 137</b></p> <p>- Express, interpret, read, draw and mark mixed numbers on a number line and as region models (translating pictorial representations of mixed numbers to symbolic and vice versa).</p> <p>- Express, interpret, read, draw and mark improper fractions on a number line and as region models (translating pictorial representations of improper fractions to symbolic and vice versa):</p> <p>Ruby has some pieces of ribbon.</p> <p>A <math>\frac{1}{3}</math> m B <math>\frac{2}{3}</math> m C <math>\frac{3}{3}</math> m or 1 m D <math>\frac{4}{3}</math> m or <math>1\frac{1}{3}</math> m</p> <p><math>\frac{1}{3}</math> = 1 third <math>\frac{2}{3}</math> = 2 thirds <math>\frac{3}{3}</math> = 3 thirds <math>\frac{4}{3}</math> = 4 thirds</p> <p>Look at piece D. It is <math>1\frac{1}{3}</math> m long. There are 4 thirds in <math>1\frac{1}{3}</math>. <math>1\frac{1}{3} = \frac{4}{3} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}</math></p> <p>Improper fractions</p> <p><math>\frac{3}{3}</math>, <math>\frac{4}{3}</math> and <math>\frac{5}{3}</math> are equal to or greater than 1. They are called improper fractions.</p>	<p><b>Fractions (1): TG5A Unit 3 p116</b></p> <p>- Identifying and differentiating like and unlike fractions:</p> <p>a Jack had <math>\frac{2}{5}</math> of a biscuit. Ella had <math>\frac{3}{5}</math> of a biscuit.</p> <p><math>\frac{2}{5}</math> and <math>\frac{3}{5}</math> are like fractions. They have the same denominator, 5.</p> <p>b Peter had <math>\frac{2}{3}</math> of a pizza. Ruby had <math>\frac{3}{4}</math> of a pizza.</p> <p><math>\frac{2}{3}</math> and <math>\frac{3}{4}</math> are unlike fractions. They have different denominators, 3 and 4.</p> <p>- Adding unlike fractions by making a systematic list of the multiples of the denominator and by drawing a model:</p> <p>Bottle A contained <math>\frac{3}{4}</math> l of milk. Tai poured <math>\frac{1}{4}</math> l of it into Bottle B. How much milk was left in Bottle A? <math>\frac{3}{4} - \frac{1}{4} = ?</math></p> <p>Subtract <math>\frac{1}{4}</math> l from <math>\frac{3}{4}</math> l of milk. To subtract, convert <math>\frac{3}{4}</math> and <math>\frac{1}{4}</math> to like fractions first.</p> <p>Multiples of 4: 4, 8, 12, 16, ... Multiples of 6: 6, 12, 18, 24, ... 12 is the lowest common multiple of 4 and 6.</p> <p>All 12 is the lowest common multiple. I draw a model with 12 units.</p> <p><math>\frac{3}{4} = \frac{9}{12}</math> <math>\frac{1}{4} = \frac{3}{12}</math> <math>\frac{9}{12} - \frac{3}{12} = \frac{6}{12}</math> <math>= \frac{1}{2}</math> l</p> <p><math>\frac{1}{2}</math> l of milk was left in Bottle A.</p> <p>- Subtracting unlike fractions by making a systematic list of the multiples of the denominator and by drawing a model</p>	<p><b>Fractions: TG6A Unit 4 p106</b></p> <p>- Four operations with fractions</p> <p>- Dividing by a proper fraction: dividing a whole number by a proper fraction, dividing a proper fraction by a proper fraction</p> <p>Farha cut a rectangular paper strip into a number of pieces. Each piece was <math>\frac{1}{2}</math> of the paper strip. How many pieces did Farha cut the paper strip into? Number of pieces = <math>1 \div \frac{1}{2}</math></p> <p>1 <math>\div \frac{1}{2}</math> means this: "How many halves are there in 1 whole?"</p> <p>The model above shows that there are 2 halves in 1 whole. So <math>1 \div \frac{1}{2} = 2</math> Farha cut the rectangular paper strip into 2 pieces.</p> <p>- Word problems</p> <p><b>Ratio: TG6A Unit 5 p145</b></p> <p>- Ratio and fraction: write and express ratio by comparing and analyzing parts and wholes (values):</p> <p>Omar has 9 pencils. Millie has 15 pencils.</p> <p>We can show the number of pencils both children have by using a model.</p> <p>We can also arrange the model in another way.</p> <p>The ratio of the number of Omar's pencils to the number of Millie's pencils is 3 : 5. The ratio of the number of Millie's pencils to the number of Omar's pencils is 5 : 3.</p>


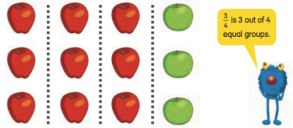



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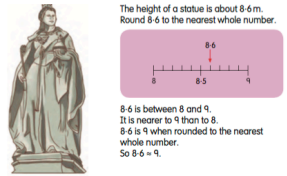
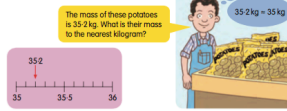
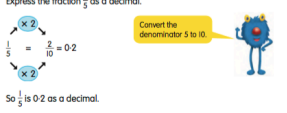
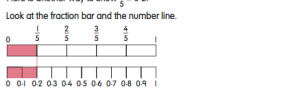
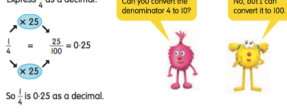
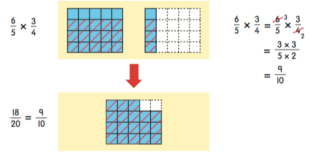
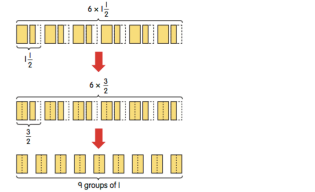
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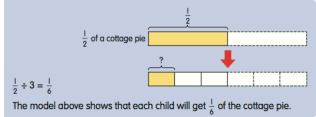
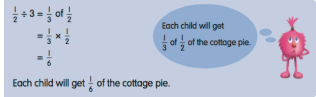
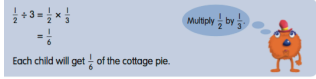
Inspire Maths 1	Inspire Maths 2	Inspire Maths 3	Inspire Maths 4	Inspire Maths 5	Inspire Maths 6																																										
	<p>- Compare and order two or more fractions with different denominators using rectangular strips or model drawings of the same size.</p> <p>Mrs Hill has 3 cakes, all the same size. She cuts each cake into 8 equal parts. Jack eats <math>\frac{3}{8}</math> of a cake, Tai eats <math>\frac{5}{8}</math> of a cake and Miya eats <math>\frac{2}{8}</math> of a cake.</p> <p>Who eats the most? Who eats the least?</p> <p>Jack </p> <p>Tai </p> <p>Miya </p> <p><math>\frac{5}{8}</math> is greater than <math>\frac{3}{8}</math>. Tai eats more than Jack.</p> <p><math>\frac{8}{8}</math> is greater than <math>\frac{3}{8}</math>. Miya eats more than Tai.</p> <p><math>\frac{3}{8}</math> is smaller than <math>\frac{5}{8}</math> and <math>\frac{2}{8}</math>. Jack eats less than Tai and Miya.</p> <p>Miya eats the most. Jack eats the least.</p> <p>- Adding and subtracting like fractions.</p> <p>- Solving word problems by recalling and applying 'part-whole' and 'adding on' concepts in addition of two fractions using model drawing. Recalling and applying 'part-whole' and 'taking away' concepts in subtraction of fractions using model drawing.</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- fractions: TG2B p56</li> <li>- equal part: TG2B p56</li> <li>- unequal: TG2B p56</li> <li>- whole: TG2B p57</li> <li>- fractional parts: TG2B p61</li> <li>- fractions (one-half to one-twelfth):</li> </ul>	<p>- Comparing fractions using the equivalent fraction method:</p> <p>Ruby had <math>\frac{1}{2}</math> of a pie. </p> <p>Peter had <math>\frac{3}{4}</math> of an identical pie. </p> <p>Omar had <math>\frac{1}{4}</math> of another identical pie. </p> <p><math>\frac{3}{4}</math> is an improper fraction. <math>\frac{3}{4} = 4</math> thirds <math>= 3</math> thirds + 1 third <math>= \frac{3}{3} + \frac{1}{3}</math> <math>= 1 + \frac{1}{3}</math> <math>= 1\frac{1}{3}</math></p> <p>Peter had a bigger portion than Ruby. <math>\frac{3}{4}</math> is greater than <math>\frac{1}{2}</math>.</p> <p>Omar had a smaller portion than Ruby. <math>\frac{1}{4}</math> is smaller than <math>\frac{1}{2}</math>.</p> <p>- Adding related fractions (the related fractions are changed to like fractions first).</p> <p>- Subtracting related fractions (the related fractions are changed to like fractions first).</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- numerator: TG3B p116</li> <li>- denominator: TG3B p116</li> <li>- equivalent fraction: TG3B p117</li> <li>- simplest form: TG3B p122</li> <li>- portion: TG3B p123</li> <li>- common denominator: TG3B p126</li> <li>- common numerator: TG3B p127</li> <li>- express: TG3B p129</li> </ul>	<p>- Conversion of fractions relating improper fractions to mixed numbers and converting between the two by separating an improper fraction into a whole and part of a whole, or by division, or by multiplication:</p> <p>Change <math>\frac{4}{3}</math> to a mixed number.</p> <p><math>\frac{4}{3}</math> is an improper fraction. <math>\frac{4}{3} = 4</math> thirds <math>= 3</math> thirds + 1 third <math>= \frac{3}{3} + \frac{1}{3}</math> <math>= 1 + \frac{1}{3}</math> <math>= 1\frac{1}{3}</math></p> <p>- Adding and subtracting fractions: add two or three related fractions, subtract two related fractions, subtract a fraction from a whole number:</p> <p>Anna and Sarah have an apple each. Anna eats <math>\frac{2}{8}</math> of her apple and Sarah eats <math>\frac{3}{8}</math> of her apple. What fraction of apples do they eat altogether?</p> <p>Anna </p> <p>Sarah </p> <p><math>\frac{2}{8} + \frac{3}{8} = \frac{5}{8}</math></p> <p>They eat <math>\frac{5}{8}</math> apples altogether.</p> <p>Find the sum of <math>\frac{3}{4}</math> and <math>\frac{5}{8}</math>.</p> <p><math>\frac{3}{4} = \frac{6}{8}</math></p> <p><math>\frac{6}{8} + \frac{5}{8} = \frac{11}{8}</math></p> <p><math>\frac{11}{8} = 1\frac{3}{8}</math></p> <p>Always write mixed number and fraction covers in its simplest form.</p>	<p>- Fractions and division: a whole number when divided by another whole number can result in a whole number with or without a remainder, a proper fraction or a mixed number:</p> <p>2 identical pizzas are shared equally among 3 pupils. What fraction of a pizza will each pupil get?</p> <p><math>2 \div 3 = \frac{2}{3}</math></p> <p>Each pupil will get <math>\frac{2}{3}</math> of a pizza.</p> <p>- Converting fractions to decimals: converting tenths, hundredths and thousandths, converting using long division, converting improper fractions and mixed numbers</p> <p>Express <math>\frac{2}{5}</math> as a decimal.</p> <p><math>\frac{2}{5} = \frac{2 \times 2}{5 \times 2} = \frac{4}{10} = 0.4</math></p> <p>Express <math>\frac{9}{20}</math> as a decimal.</p> <p><math>\frac{9}{20} = \frac{9 \times 5}{20 \times 5} = \frac{45}{100} = 0.45</math></p> <p>Express <math>\frac{1}{8}</math> as a decimal.</p> <p><math>\frac{1}{8} = \frac{1 \times 125}{8 \times 125} = \frac{125}{1000} = 0.125</math></p> <p>8 is a factor of 1000. <math>8 \times 125 = 1000</math></p> <p>By converting <math>\frac{1}{8}</math> to <math>\frac{125}{1000}</math>, we can express the fraction as a decimal easily.</p> <p>- Adding mixed numbers with or without regrouping</p>	<p>- Comparing ratios:</p> <p>Mr Smith made five mixtures of orange and pineapple juice using different amounts of juice. He recorded them in a table.</p> <table border="1"> <thead> <tr> <th>Mixture</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Amount of orange juice (ml)</td> <td>300</td> <td>450</td> <td>600</td> <td>750</td> <td>900</td> </tr> <tr> <td>Amount of pineapple juice (ml)</td> <td>200</td> <td>300</td> <td>400</td> <td>500</td> <td>600</td> </tr> </tbody> </table> <p>Find the ratio of the amount of orange juice to the amount of pineapple juice in each mixture.</p> <table border="1"> <thead> <tr> <th>Mixture</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Amount of orange juice:</td> <td>3:2</td> <td>3:2</td> <td>3:2</td> <td>3:2</td> <td>3:2</td> </tr> <tr> <td>Amount of pineapple juice</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>What can you say about the ratios? We say that the ratio of the amount of orange juice used to the amount of pineapple juice used is the <b>same</b> in each mixture.</p> <p>We can also say that the amount of orange juice used and the amount of pineapple juice used are in a <b>fixed ratio</b>.</p> <p>- Word problems (2)</p> <p><b>Percentage: TG6A Unit 6 p197</b></p> <p>- Finding percentages: express a fraction or a decimal as a percentage and vice versa, analyze the parts and whole to express the percentage giving the number of parts:</p> <p>Let's recall.</p>  <p>The big square is divided into 100 equal parts. 34 parts are shaded. The shaded parts can be expressed in the following ways:</p> <table border="1"> <thead> <tr> <th>As a Fraction</th> <th>As a Decimal</th> <th>As a Percentage</th> </tr> </thead> <tbody> <tr> <td><math>\frac{34}{100}</math></td> <td>0.34</td> <td>34%</td> </tr> </tbody> </table> <p>- Word problems (1) - Word problems (2)</p>	Mixture	A	B	C	D	E	Amount of orange juice (ml)	300	450	600	750	900	Amount of pineapple juice (ml)	200	300	400	500	600	Mixture	A	B	C	D	E	Amount of orange juice:	3:2	3:2	3:2	3:2	3:2	Amount of pineapple juice						As a Fraction	As a Decimal	As a Percentage	$\frac{34}{100}$	0.34	34%
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	<p>TG2B p61</p> <ul style="list-style-type: none"> <li>- fraction story: TG2B p67</li> <li>- like fractions: TG2B p74</li> </ul>		<p><b>- Fractions of a set:</b></p> <p>1 There are 4 apples. 3 out of the 4 apples are red.</p>  <p>How many of the apples are red? Give your answer as a fraction. <math>\frac{3}{4}</math> of the apples are red.</p> <p>Here is a set of 12 apples. The set of apples is divided into 4 equal groups. 3 out of the 4 groups of apples are red.</p>  <p><math>\frac{3}{4}</math> is 3 out of 4 equal groups.</p> <p>How many of the apples are red? Give your answer as a fraction. <math>\frac{3}{4}</math> of the apples are red.</p> <p><b>- Word problems</b></p> <p><b>Decimals (1): TG4B Unit 9 p6</b></p> <p><b>- Understanding tenths:</b></p>   <p>Each whole is divided into ten equal parts. Each part is <math>\frac{1}{10}</math> (one-tenth). We write <math>\frac{1}{10}</math> as 0.1 as a decimal.</p> <p>0.1 ↓ decimal point We read 0.1 as zero point one. Its value is 1 tenth.</p> <p>0.1 is 1 tenth written as a decimal.</p> <p>In the same way, I write <math>\frac{2}{10}</math> as 0.2 and <math>\frac{4}{10}</math> as 0.4.</p> <p>Two parts is <math>\frac{2}{10}</math> (two-tenths). We write <math>\frac{2}{10}</math> as 0.2 as a decimal.</p> <p><b>- Understanding hundredths</b></p> <p><b>- Understanding thousandths</b></p> <p><b>- Comparing and ordering decimals</b></p>	<p><b>- Subtracting mixed numbers with or without regrouping</b></p> <p>1 Tai bought <math>2\frac{3}{4}</math> m of material. He cut <math>1\frac{1}{8}</math> m to make a bag. How much material did he have left?</p> <p>To subtract, change <math>\frac{3}{4}</math> and <math>\frac{1}{8}</math> to like fractions first.</p>  $2\frac{3}{4} - 1\frac{1}{8} = 2\frac{6}{8} - 1\frac{1}{8}$ $= 1\frac{5}{8} \text{ m}$ <p>Tai had <math>1\frac{5}{8}</math> m of material left.</p> <p><b>- Word problems</b></p> <p><b>Fractions (2): TG5A Unit 4 p168</b></p> <p><b>- Product of proper fractions:</b> multiplying two fractions is the same as finding the fractional part of another fraction; conceptualizing the meaning of multiplying two proper fractions with concrete representation; use of the cancellation (simplification) method to compute the product of two proper fractions; exploring and comparing the product of two whole numbers and the product of two proper fractions</p> <p>Ella draws a rectangle and colours <math>\frac{2}{3}</math> of it blue.</p> <p>She then draws red stripes over <math>\frac{1}{2}</math> of the coloured parts.</p> $\frac{2}{3} \text{ of } \frac{1}{2} = \frac{2}{3} \times \frac{1}{2}$ $= \frac{2 \times 1}{3 \times 2}$ $= \frac{2}{6}$ $= \frac{1}{3}$ <p>Jack draws an identical rectangle and colours <math>\frac{3}{4}</math> of it blue.</p> <p>He then draws red stripes over <math>\frac{2}{3}</math> of the coloured parts.</p> $\frac{3}{4} \text{ of } \frac{2}{3} = \frac{3}{4} \times \frac{2}{3}$ $= \frac{3 \times 2}{4 \times 3}$ $= \frac{6}{12}$ $= \frac{1}{2}$	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- unitary method: TG6A p175</li> </ul>

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Fractions, percentages and decimals (making connections between the units) with reference to the pages in the Teacher's Guide					
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			<p>- Rounding decimals to the: nearest whole number nearest tenth nearest hundredth:</p>  <p>The height of a statue is about 8.6 m. Round 8.6 to the nearest whole number.</p> <p>8.6 is between 8 and 9. It is nearer to 9 than to 8. 8.6 is 9 when rounded to the nearest whole number. So <math>8.6 = 9</math>.</p>  <p>The mass of these potatoes is 35.2 kg. What is their mass to the nearest kilogram?</p> <p>35.2 is between 35 and 36. It is nearer to 35 than to 36. 35.2 is 35 when rounded to the nearest whole number. So <math>35.2 = 35</math>. The mass of potatoes to the nearest kilogram is 35 kg.</p> <p>- Fractions and decimals: expressing a fraction (whose denominator is a factor of 10 or 100) as a decimal and express a decimal as a fraction in its simplest form:</p> <p>Express the fraction <math>\frac{1}{5}</math> as a decimal.</p>  <p>So <math>\frac{1}{5}</math> is 0.2 as a decimal.</p> <p>Here is another way to show <math>\frac{1}{5} = 0.2</math>. Look at the fraction bar and the number line.</p>  <p>Express <math>\frac{1}{4}</math> as a decimal. Can you convert the denominator 4 to 10? No, but I can convert it to 100.</p>  <p>So <math>\frac{1}{4}</math> is 0.25 as a decimal.</p>	<p>- Word problems (1)</p> <p>- Product of an improper fraction and a proper or improper fraction:</p> <p>Find the product of <math>\frac{6}{5}</math> and <math>\frac{3}{4}</math>.</p>  <p><math>\frac{6}{5} \times \frac{3}{4} = \frac{6 \times 3}{5 \times 4} = \frac{18}{20} = \frac{9}{10}</math></p> <p><math>\frac{18}{20} = \frac{9}{10}</math></p> <p>- Product of a mixed number and a whole number:</p> <p>There are 6 children in the Walker family. Each child is given <math>\frac{1}{2}</math> sandwiches. How many sandwiches did they get altogether?</p>  <p><math>6 \times \frac{1}{2} = 3</math></p> <p>- Word problems (2)</p> <p>- Dividing a fraction by a whole number:</p>	

Progression of Key Concepts in Inspire Maths					
Fractions, percentages and decimals (making connections between the units) with reference to the pages in the Teacher's Guide					
Inspire Maths 1	Inspire Maths 2	Inspire Maths 3	Inspire Maths 4	Inspire Maths 5	Inspire Maths 6
			<p><b><u>Decimals (2): TG4B Unit 10 p77</u></b></p> <p>- Refer to addition and subtraction progression document</p> <p>- Refer to multiplication and division progression document</p> <p><b><u>Key vocabulary</u></b></p> <p>- mixed number: TG4A p137                      - simplify: TG4A p141                      - cancellation: TG4A p141                      - improper fraction: TG4A p142                      - conversion: TG4A p146</p>	<p>Half of a cottage pie is shared equally among 3 children. What fraction of the cottage pie will each child get?</p> <p><b>Method 1</b></p>  <p><b>Method 2</b></p>  <p><b>Method 3</b></p>  <p>- Word problems (3)</p> <p><b><u>Decimals: TG5B Unit 7 p2 p28</u></b></p> <p>- Converting fractions to decimals: converting tenths and hundredths, converting thousandths</p> <p>- Using a calculator</p> <p>- Word problems</p> <p><b><u>Decimals: TG5B Unit 7 p6</u></b></p> <p>Refer to multiplication and division progression document</p> <p><b><u>Measurement: TG5B Unit 8 p53</u></b></p> <p>- Converting a measurement from a larger unit to a smaller unit</p> <p>- Converting a measurement from a smaller unit to a larger unit</p>	

Progression of Key Concepts in Inspire Maths					
Fractions, percentages and decimals (making connections between the units) with reference to the pages in the Teacher's Guide					
Inspire Maths 1	Inspire Maths 2	Inspire Maths 3	Inspire Maths 4	Inspire Maths 5	Inspire Maths 6
				<p><b>Percentage: TG5B Unit 10 p108</b></p> <ul style="list-style-type: none"> <li>- Per cent</li> <li>- Converting more fractions to percentages</li> <li>- Percentage of a quantity</li> <li>- Word problems</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- unlike fractions: TG5A p116</li> <li>- proper fractions: TG5A p116</li> <li>- per cent: TG5B p108</li> </ul>	