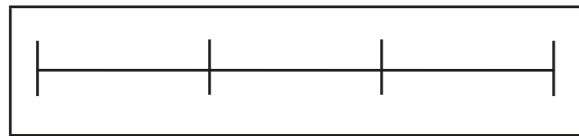
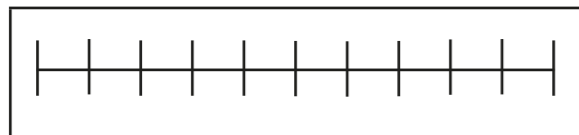


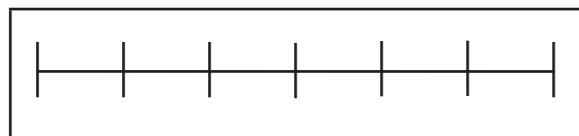
1 Match the number lines to the correct number of parts.



10



6

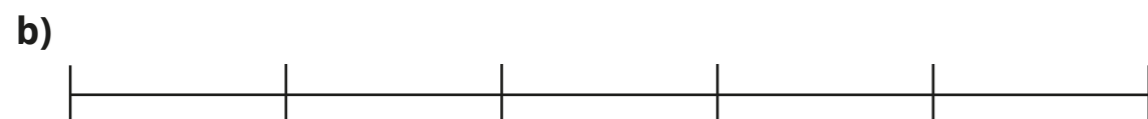


3

2 Complete the sentences.



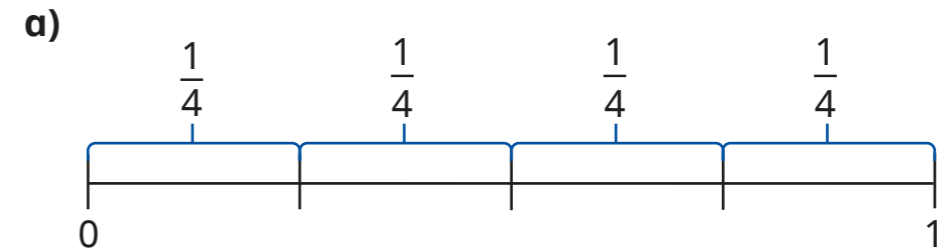
The number line has been split into parts.



The number line has been split into parts.

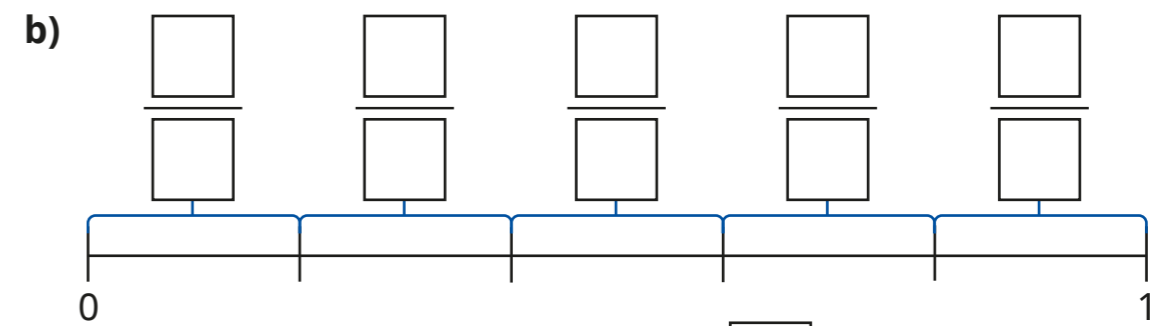
3 Label the number lines to show the fractions.
Complete the sentences.

The first one has been started for you.



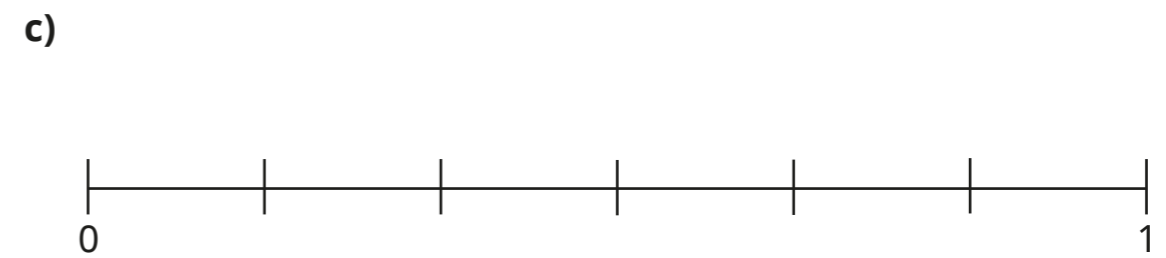
The number line has been split into parts.

The number line is counting up in s.



The number line has been split into parts.

The number line is counting up in s.



The number line has been split into parts.

The number line is counting up in s.

What do you notice?





4 Draw lines to split each number line into the number of parts. Label the fractions shown.

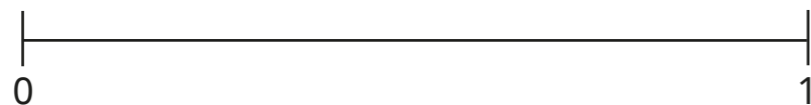
a) 4 parts



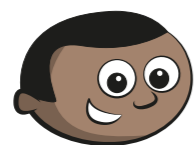
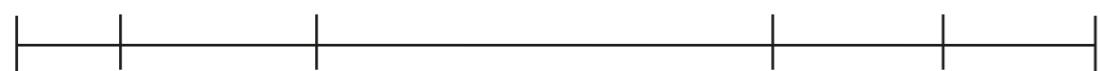
b) 8 parts



c) 3 parts



5 Mo is labelling fractions on a number line.



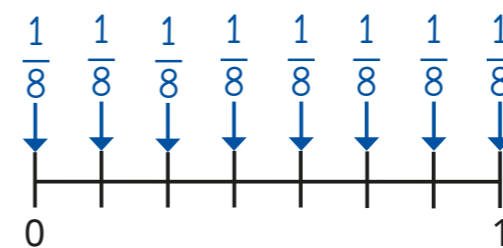
This number line shows fifths.

Do you agree with Mo? _____

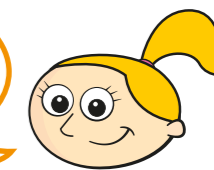
Talk about your answer with a partner.



6 Eva is working out what fraction is shown on the number line.

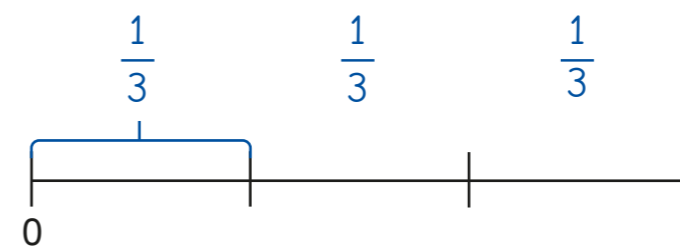
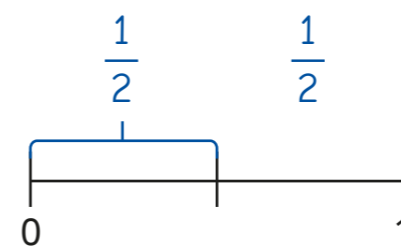


The number line shows eighths.

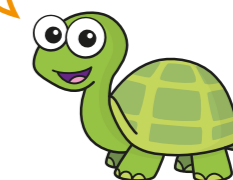


What mistake has Eva made?

7 Tiny has drawn two number lines.



$\frac{1}{3}$ is greater than $\frac{1}{2}$



Do you agree with Tiny? _____

Explain your reasons.

