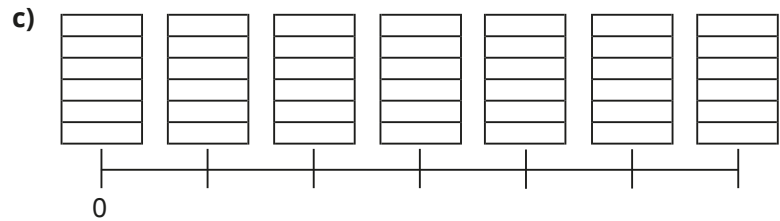
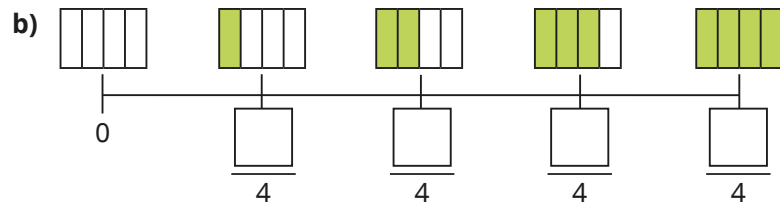
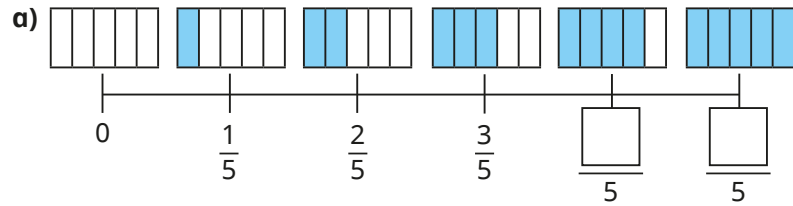
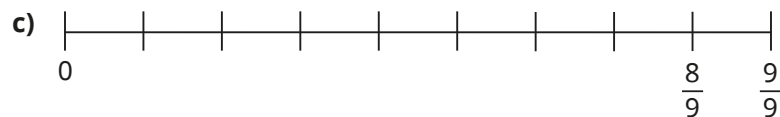
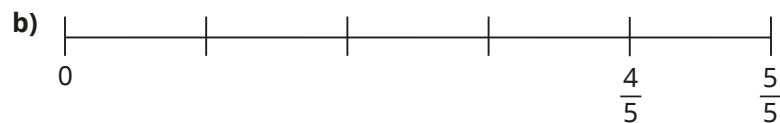
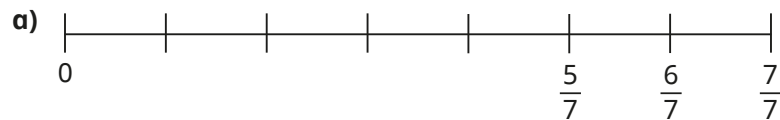


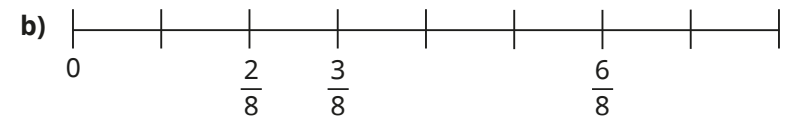
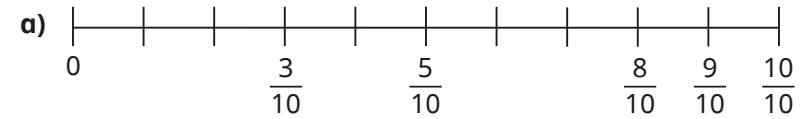
1 Count forwards to complete the number lines.



2 Count backwards to complete the number lines.



3 Complete the number lines.

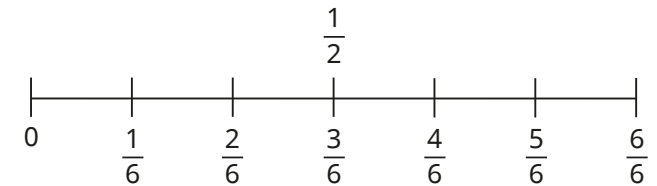


4 Draw a number line counting up in thirds to 1



5 Use the words to complete the sentences.

left right



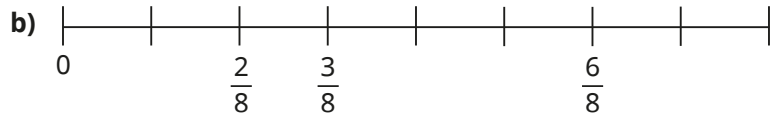
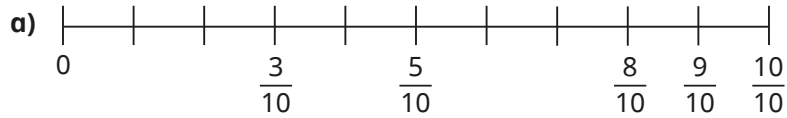
$\frac{1}{6}$ is to the _____ of halfway.

$\frac{5}{6}$ is to the _____ of halfway.

$\frac{4}{6}$ is to the _____ of halfway.

$\frac{2}{6}$ is to the _____ of halfway.

3 Complete the number lines.

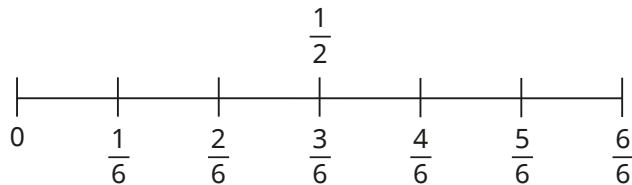


4 Draw a number line counting up in thirds to 1

5 Use the words to complete the sentences.

left

right



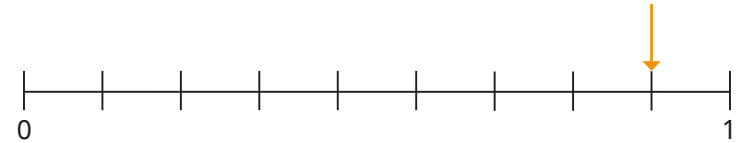
$\frac{1}{6}$ is to the _____ of halfway.

$\frac{5}{6}$ is to the _____ of halfway.

$\frac{4}{6}$ is to the _____ of halfway.

$\frac{2}{6}$ is to the _____ of halfway.

6 Kim and Tommy are working out what fraction the arrow is pointing to.



Tommy

I think that the arrow is pointing to $\frac{9}{10}$



Kim

I think that the arrow is pointing to $\frac{8}{9}$

Who do you agree with?

What mistake do you think the other child has made?

7 Estimate where the fractions belong on the number line.

