

Discussion Problems

Step 4: Fractions Greater than 1

National Curriculum Objectives:

Mathematics Year 4: (4F2) [Recognise and show, using diagrams, families of common equivalent fractions](#)

About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 4 Fractions](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Fractions Greater than 1

1. Fraser, Dalia, Anderson and Julia have been sharing food at their party. They can't remember how many whole plates of food they started with, but they can remember the fraction that they each ate.



Fraser

I ate more than one whole plate but less than two and a half plates.

I had between $\frac{5}{6}$ of a plate and one and a half plates.



Dalia



Julia

I ate the least amount of food, but I still ate more than a whole plate.

I ate more food than Julia, but less food than Fraser. I ate at least one full plate and a sixth.



Anderson

Investigate the fraction of plates of food that each child could have eaten.

DP

2. Use the digit cards to create different fractions and sort them into the boxes below. You can use each number card more than once.

Fractions less than one

Fractions equal to a whole
number greater than 1

Fractions greater than one

12

4

8

10

16

15

9

6

7

30

17

11

18

3

Investigate the different fractions that can be made and sort them correctly.

DP

Fractions Greater than 1

1. Fraser, Dalia, Anderson and Julia have been sharing food at their party. They can't remember how many whole plates of food they started with, but they can remember the fraction that they each ate.



Fraser

I ate more than one whole plate but less than two and a half plates.

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Dalia



Julia

I ate the least amount of food, but I still ate more than a whole plate.

I ate more food than Julia, but less food than Fraser. I ate at least one full plate and a sixth.



Anderson

Investigate the fraction of plates of food that each child could have eaten.

Various answers, for example: Fraser: $1\frac{5}{6}$ plates; Dalia: $\frac{9}{6}$ of a plate; Julia: $\frac{8}{6}$ of a plate; Anderson: $\frac{10}{6}$ of a plate.

DP

2. Use the digit cards to create different fractions and sort them into the boxes below. You can use each number card more than once.

Fractions less than one

$$\frac{12}{30} \quad \frac{7}{17}$$

Fractions equal to a whole number greater than 1

$$\frac{8}{4} \quad \frac{6}{3}$$

Fractions greater than one

$$\frac{16}{10} \quad \frac{15}{9} \quad \frac{18}{11}$$

12

4

8

10

16

15

9

6

7

30

17

11

18

3

Investigate the different fractions that can be made and sort them correctly.

Various answers, some examples are shown in the boxes above.

DP