*Use this sheet **WHEN** you have completed the main worksheet and challenge sheet. Remember, this work is designed to be harder than the main work for the day.*

Some may not appear too difficult, but you will need to explain your reasoning clearly.
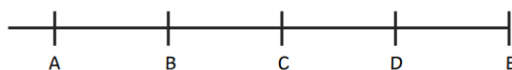
1. A blank number line is shown.

    a) Use the clues to work out where each shape should go on the number line.

    I am equivalent to $\frac{5}{5}$. ☐

    My numerator is 8. ☐

    My numerator is 6. ☐

    I am equivalent to $\frac{2}{5}$. ☐

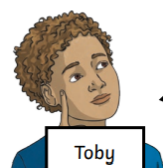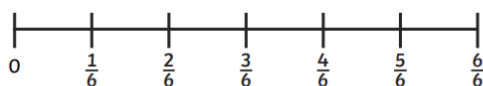   A   B   C   D   E

    b) This shape doesn't have a clue.

    Write a clue for it so that it'll go in the empty space on the number line.

    _____

2. Two children discuss equivalent fractions when counting forwards from 0 on a number line.

    0   $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ $\frac{6}{6}$

    Toby: If I make 2 jumps on the number line, I will be equivalent to a fraction in the thirds.

    Samira: If I make 4 jumps on the number line, I will be equivalent to a fraction in the thirds.

    Who do you agree with? Show and explain your answer with reasoning.

3. ## What fraction is **not** highlighted on the number line?

    0   1

    A $\frac{2}{6}$

    B $\frac{2}{8}$

    C $\frac{3}{12}$

    D $\frac{1}{4}$