

# Monday's Maths- 6/07/20

## Percentages

**Circle the fraction and decimal which match the picture.**

$\frac{70}{100}$       0.34  
 0.75       $\frac{3}{4}$   
 $\frac{30}{100}$       0.7

1) By shading whole squares, Dylan had coloured red 65% of a 100 square before it got torn. Which of these torn pieces could have been from Dylan's 100 square? Which could not? Explain your answers fully.



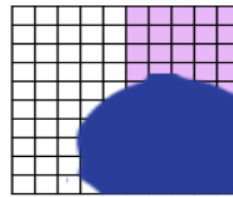
a)      b)      c)      d)

2) At the bake sale, the children made 100 of each item to sell. Complete the table.

|                | Number sold   | Percentage | Number left |
|----------------|---------------|------------|-------------|
| Chocolate buns |               |            | 14          |
| Flapjack       |               | 53%        |             |
| Gingerbread    | 91 out of 100 |            |             |

3) Sticker books have spaces for 100 stickers. Bruno has filled in 71% of his book. Josie has 29 spaces left. Who has the most stickers? Explain your answer.

Oh no! Dexter has spilt ink on his hundred square.



Complete the sentence stems to describe what percentage is shaded.

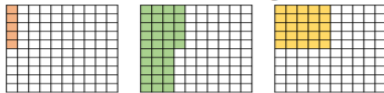
It could be...

It must be...

It can't be...

### Varied Fluency

Complete the sentence stem for each diagram.

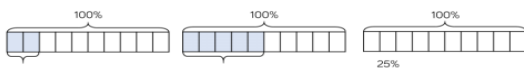


There are \_\_\_ parts per hundred shaded. This is \_\_\_%

Complete the table.

| Pictorial | Parts per hundred               | Percentage |
|-----------|---------------------------------|------------|
|           | There are 51 parts per hundred. |            |
|           |                                 | 75%        |

Complete the bar models.



Mo, Annie and Tommy all did a test with 100 questions. Tommy got 6 fewer questions correct than Mo.

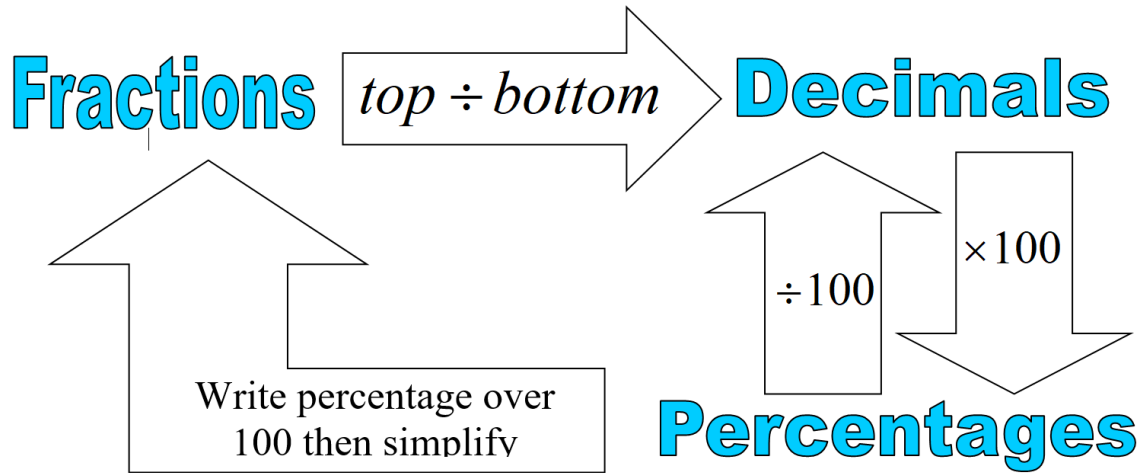
| Name  | Score         | Percentage |
|-------|---------------|------------|
| Mo    | 56 out of 100 |            |
| Annie |               | 65%        |
| Tommy |               |            |

Complete the table.

How many more marks did each child need to score 100%?

Tuesday's Maths- 7/07/20

Percentages as fractions and decimals



|                                        |
|----------------------------------------|
| Change $\frac{5}{8}$ into a percentage |
| Change 0.34 to a percentage            |
| Change 80% into a fraction             |
| Change 0.2 into a fraction             |

1. Convert the following fractions into decimals.

- |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| <b>a</b> $\frac{2}{5}$  | <b>d</b> $\frac{7}{8}$  | <b>g</b> $\frac{1}{16}$ |
| <b>b</b> $\frac{3}{4}$  | <b>e</b> $\frac{7}{20}$ | <b>h</b> $\frac{1}{3}$  |
| <b>c</b> $\frac{9}{10}$ | <b>f</b> $\frac{1}{2}$  | <b>i</b> $\frac{2}{3}$  |

2. Convert the following decimals into percentages

- |               |               |                |
|---------------|---------------|----------------|
| <b>a</b> 0.68 | <b>d</b> 0.7  | <b>g</b> 0.125 |
| <b>b</b> 0.16 | <b>e</b> 0.9  | <b>h</b> 0.175 |
| <b>c</b> 0.06 | <b>f</b> 0.41 | <b>i</b> 0.003 |

3. Convert the following percentages into decimals

- |              |                |               |
|--------------|----------------|---------------|
| <b>a</b> 80% | <b>d</b> 18%   | <b>g</b> 0.3% |
| <b>b</b> 43% | <b>e</b> 94%   | <b>h</b> 6%   |
| <b>c</b> 1%  | <b>f</b> 35.6% | <b>i</b> 100% |

4. Convert these percentages to fractions

4. Convert these percentages to fractions

**a** 50%

**d** 45%

**g** 35%

**b** 90%

**e** 16%

**h** 2%

**c** 25%

**f** 4%

**i** 95%

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5. Convert these decimals to fractions

**a** 0.7

**d** 0.45

**g** 0.01

**b** 0.8

**e** 0.65

**h** 0.05

**c** 0.4

**f** 0.08

**i** 0.12

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Teddy says,



To convert a fraction to a percentage, you just need to put a percent sign next to the numerator.

Is Teddy correct? Explain your answer.

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At a cinema,  $\frac{4}{10}$  of the audience are adults.

The rest of the audience is made up of boys and girls.

There are twice as many girls as boys.

What percentage of the audience are girls?

## Wednesday's Maths- 8/07/20

### Equivalent fractions, decimals and percentages

#### Varied Fluency

Use a bead string to show me:

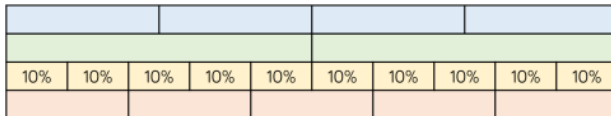
0.25    0.3    0.2    0.5

What are these decimals as a percentage?

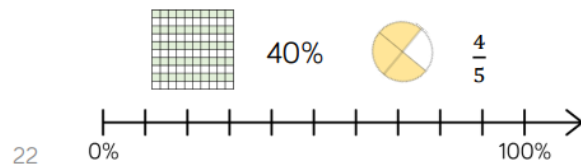
What are they as a fraction? Can you simplify the fraction?

Use the bar model to convert the fractions into a percentages and decimals.

$\frac{1}{2}$      $\frac{1}{4}$      $\frac{3}{10}$      $\frac{1}{5}$



Draw arrows to show the position of each representation on the number line.



Sort the fractions, decimals and percentages into the correct column.

50%                  100%                   $\frac{30}{60}$

Seven tenths                  60%                  0.25

70 hundredths                   $\frac{1}{4}$                   7%

| Less than $\frac{1}{2}$ | Equal to $\frac{1}{2}$ | Greater than $\frac{1}{2}$ |
|-------------------------|------------------------|----------------------------|
|                         |                        |                            |

Jack has £55  
He spends  $\frac{3}{5}$  of his money on a coat and 30% on shoes.  
How much does he have left?

Tommy is playing a maths game.  
Here are his scores at three different levels.

Level A - 440 points out of 550

Level B - 210 points out of 300

Level C - 45 points out of 90

At which level did he have a higher success rate?

15 Circle **three** numbers that add up to 1

$\frac{1}{4}$     0.5    10%     $\frac{7}{10}$     15%    0.2

1 mark

12 Write 0.16 as a fraction



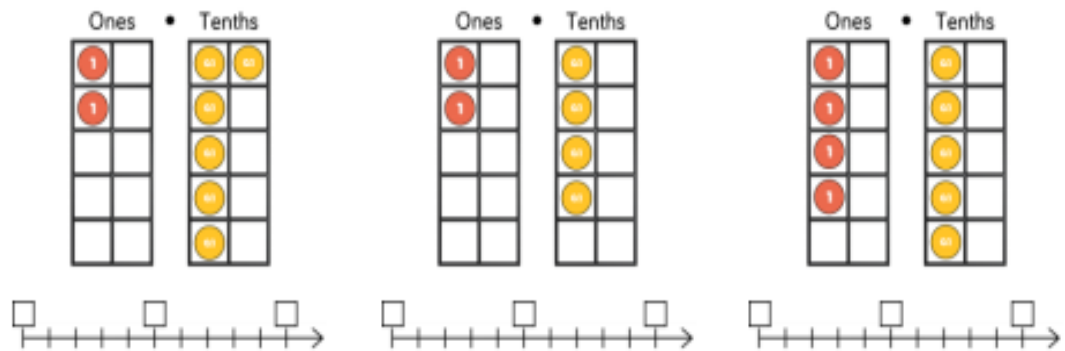
1 mark

Thursday's Maths- 9/07/20

Rounding decimals to the nearest whole number and the nearest tenth

Go through powerpoint first then answer the following questions:

Complete the number lines and round the representations to the nearest whole number:



Use the number lines to round 3.24 to the nearest tenth and the nearest whole number.






Round each number to the nearest tenth and nearest whole number. Use number lines to help you.



Order and compare decimals

## Varied Fluency

Use  $<$ ,  $>$  or  $=$  to make the statements correct.

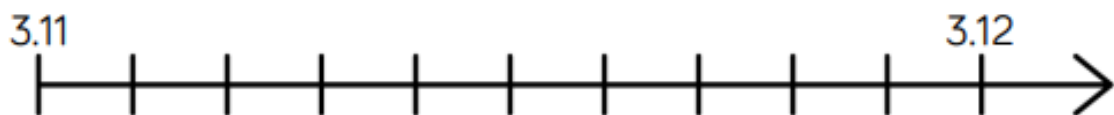
|                                                                                   |   |                                                                                    |
|-----------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------|
|  | ○ |  |
|  | ○ | $13.33 \div 10$                                                                    |

Place the numbers in ascending order on the number line.

3.115

$3 \frac{113}{1000}$

Three and 11 hundredths



Place in descending order.

- 0.123    0.321    0.231    0.103
- 3.2 km    3.21 km    3.212 km    3202 m
- 65.394    65.309    63.999    65.493

16 Check your answers using place value chart.

Alex says,



3.105 is greater than 3.2  
because 105 is greater  
than 2

Do you agree?  
Explain your answer.

Tommy says,

I have put some numbers into  
ascending order:

3.015

$3\frac{51}{1000}$

3.105

$3\frac{51}{100}$



Tommy has missed one number out.  
It should go in the middle of this list.  
What could his number be?  
What can't his number be?

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