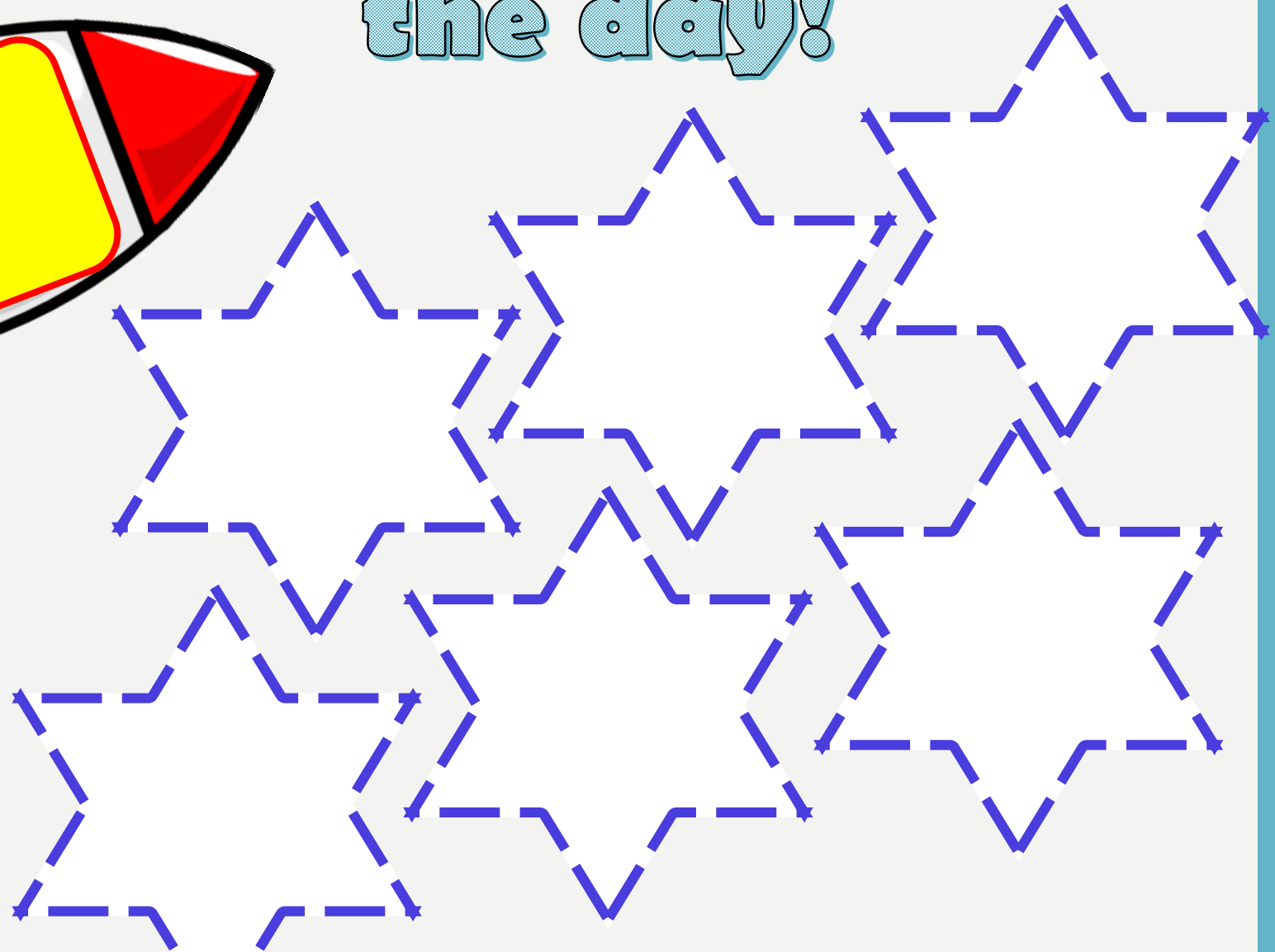
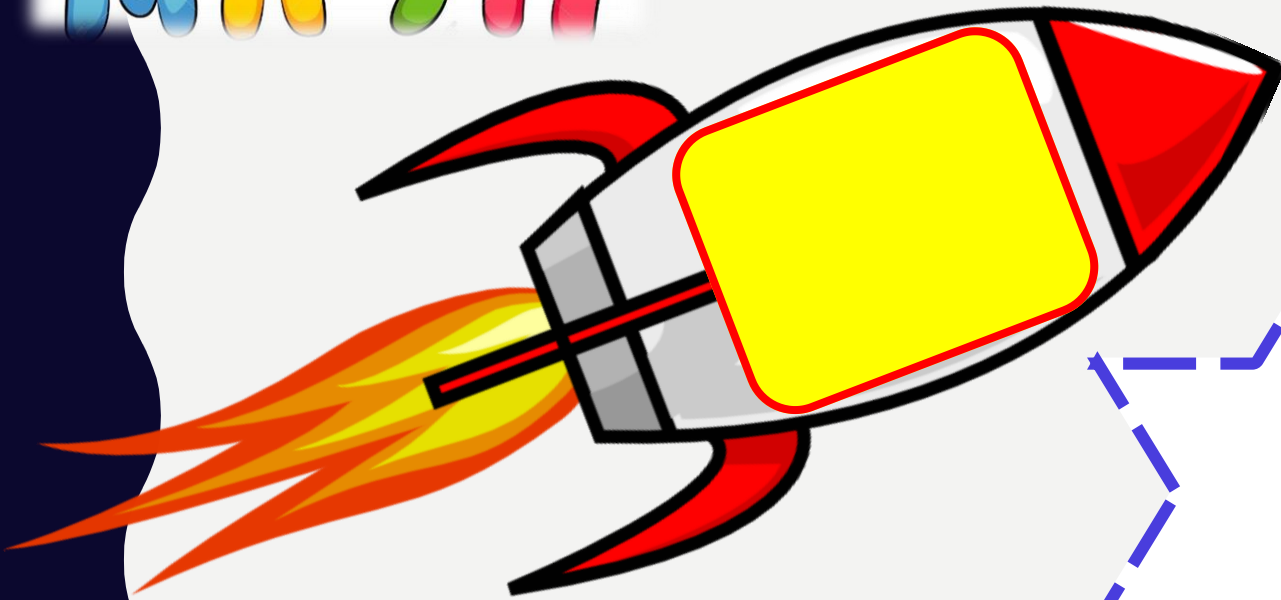




Mathematician of the day!



NAILED IT!

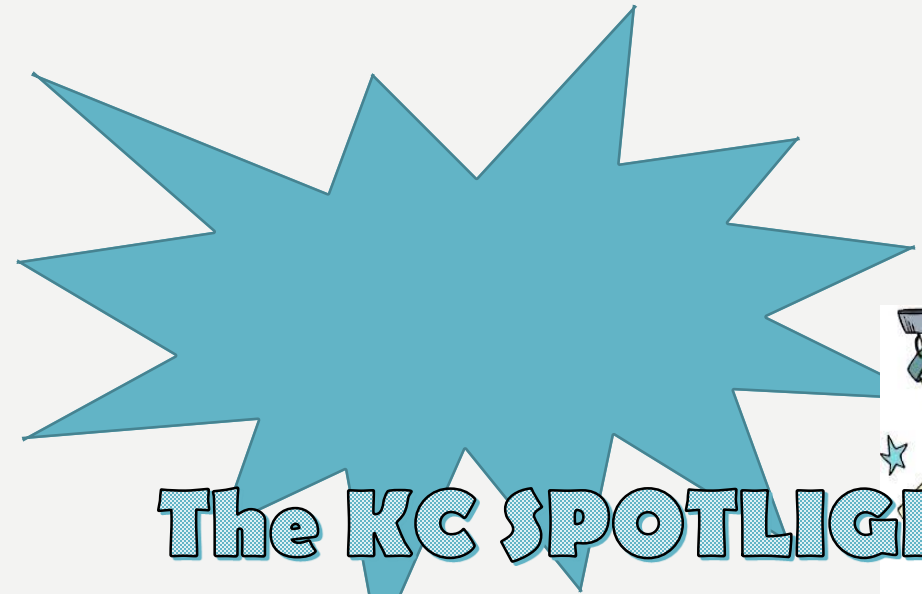
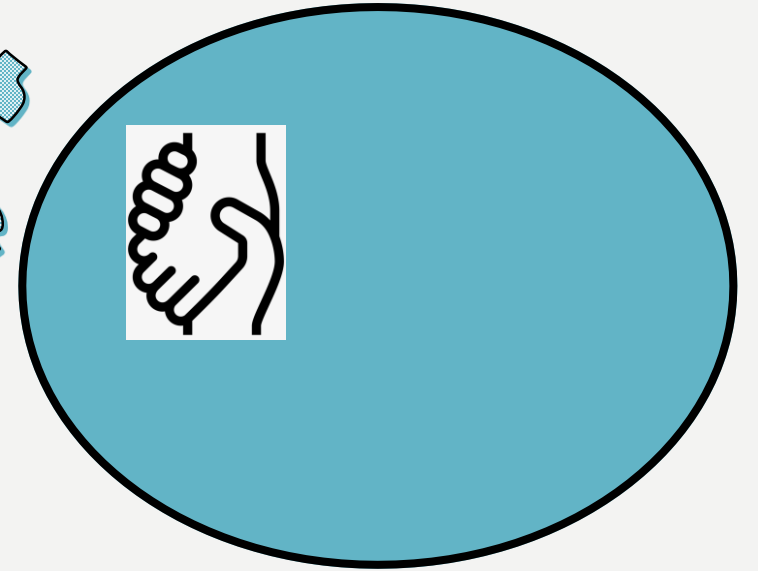


Presentation watch...



Non-negotiables

Silky's Circle



The KC SPOTLIGHT



RECALL

F	D	P
$\frac{1}{10}$		
$\frac{1}{5}$		
$\frac{1}{4}$		

F	D	P
$\frac{3}{10}$		
$\frac{4}{5}$		
$\frac{3}{4}$		

RECALL

F	D	P
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%

F	D	P
$\frac{3}{10}$	0.3	30%
$\frac{4}{5}$	0.8	80%
$\frac{3}{4}$	0.75	75%

L.O. -TO FIND EQUIVALENT FRACTIONS, DECIMALS AND PERCENTAGES

SOME WILL EVEN: Identify equivalence of ALL FDP and use to problem solve.

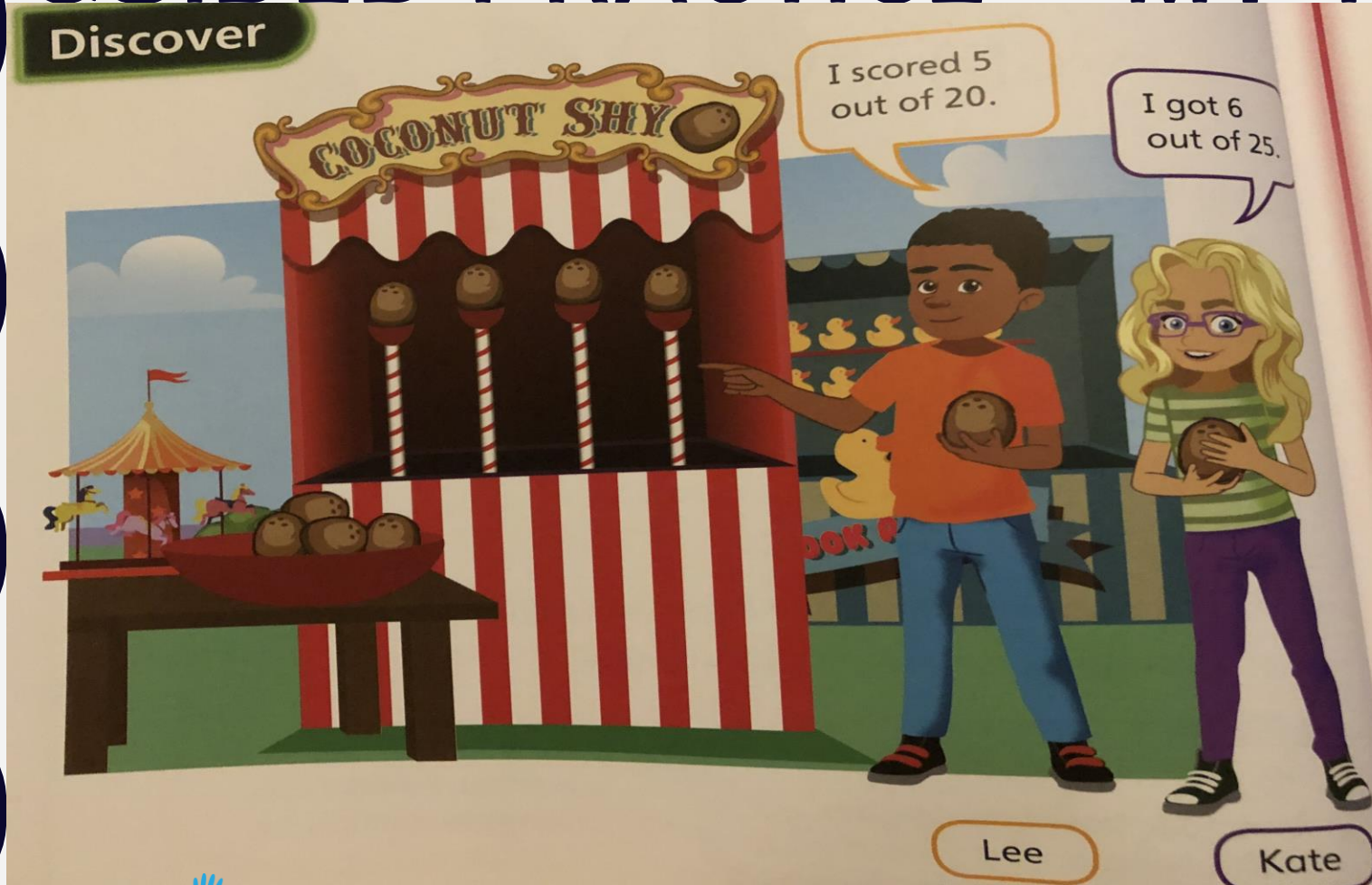
SOME WILL: Identify equivalence of unit FDP.
(whole, half, quarters, tenths, fifths)

MOST WILL: Use understanding of place value to help convert.

ALL WILL: Use number lines and 100 square to help find equivalents.

GUIDED PRACTICE – MY TURN

Discover



- 1) Write Lee's score and Kate's score as fractions. Who was more accurate at Coconut Shy?
- 2) Write a fraction that can be found between both scores?

help

Convert your fractions into LCM to help you compare.



Kate says she was better at Coconut shy because her percentage success was better. Is she right? Prove it!

GUIDED PRACTICE – YOUR TURN



- 1) Write Lee's score and Kate's score as fractions. Who was more accurate at Coconut Shy?
- 2) Write a fraction that can be found between both scores?

help

Convert your fractions into LCM to help you compare.



Kate says she was much better at Coconut shy this time . Using her percentage success, is she right? Prove it!

Fraction	$\frac{1}{2}$		$\frac{1}{10}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{10}$			$\frac{4}{5}$		$\frac{3}{4}$	$\frac{1}{8}$
Percentage	50%	25%					70%	1%		60%		

Extra rocket challenge:- Can you add in a decimals row?



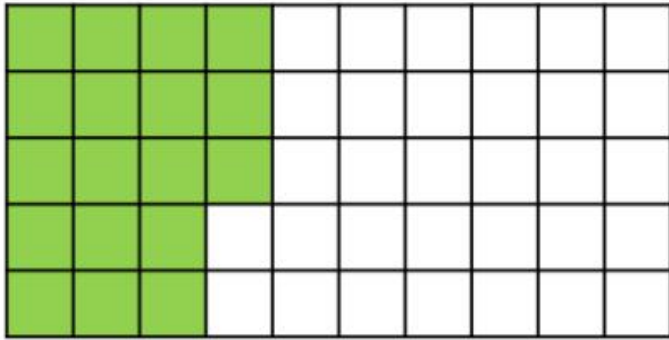
Find the matching pairs of fractions and percentages.

$\frac{1}{4}$	1%	$\frac{1}{2}$	10%	$\frac{1}{5}$	20%	$\frac{3}{4}$
75%	$\frac{1}{100}$	25%	$\frac{1}{10}$	50%	$\frac{1}{8}$	12.5%



DIVE DEEPER 1

1)



Amir thinks that 18% of the grid has been shaded.

Dora thinks that 36% of the grid has been shaded.

Who do you agree with?

Explain your reasoning.

2)

Which of these are equivalent to 60%?

$$\frac{60}{100}$$

$$\frac{6}{100}$$

0.06

$$\frac{3}{5}$$

$$\frac{3}{50}$$

0.6

3)

Amir says 0.3 is less than 12% because 3 is less than 12

Explain why Amir is wrong.

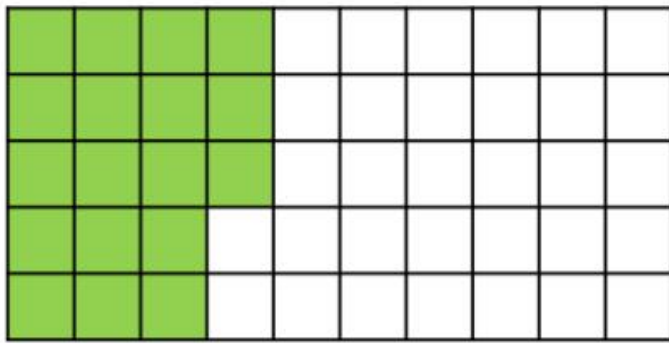
4)

In a Maths test, Tommy answered 62% of the questions correctly.

Rosie answered $\frac{3}{5}$ of the questions correctly.

Who answered more questions correctly?

Explain your answer.



Amir thinks that 18% of the grid has been shaded.

Dora thinks that 36% of the grid has been shaded.

Who do you agree with?

Explain your reasoning.

Dora is correct

because $\frac{18}{50} = \frac{36}{100}$

Which of these are equivalent to 60%?

$$\frac{60}{100}$$

$$\frac{6}{100}$$

0.06

$$\frac{3}{5}$$

$$\frac{3}{50}$$

0.6

Amir says 0.3 is less than 12% because 3 is less than 12

Explain why Amir is wrong.

Amir is wrong because 0.3 is equivalent to 30%

In a Maths test, Tommy answered 62% of the questions correctly.

Rosie answered $\frac{3}{5}$ of the questions correctly.

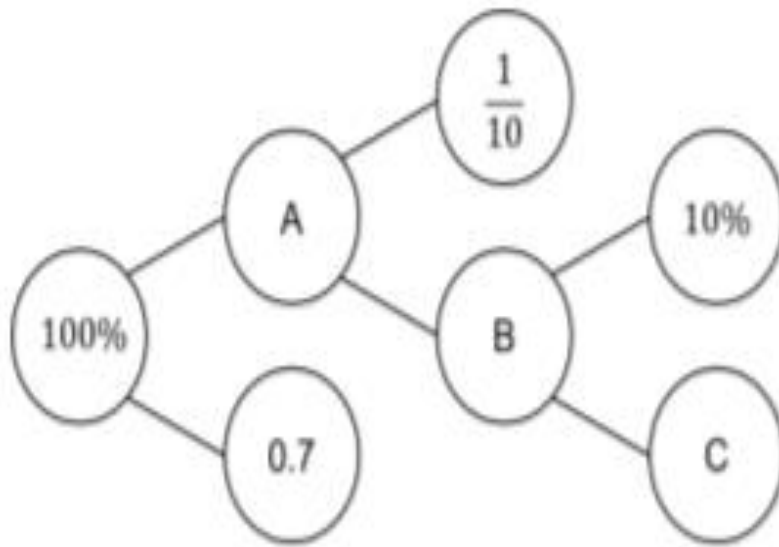
Who answered more questions correctly?

Explain your answer.

Tommy answered more questions correctly because $\frac{3}{5}$ as a percentage is 60% and this is less than 62%



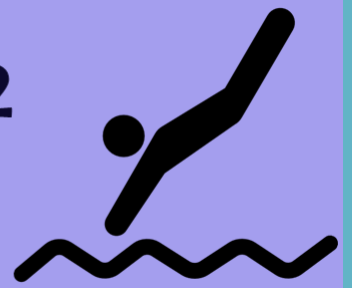
Complete the part-whole model.
How many different ways can you
complete it?



Can you create your own version with
different values?

5)

DIVE DEEPER 2

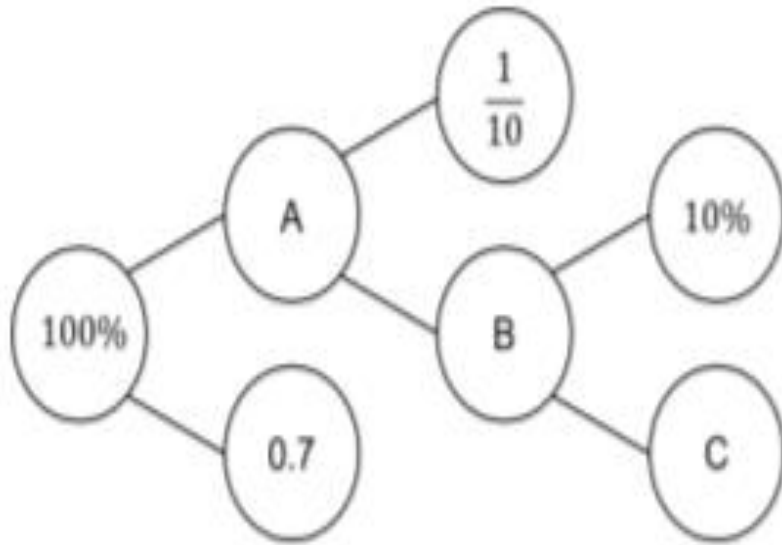


How many different fractions can you
make using the digit cards?



How many of the fractions can you
convert into decimals and percentages?

Complete the part-whole model.
How many different ways can you complete it?



A = 0.3, 30% or $\frac{3}{10}$

B = 0.2, 20%, $\frac{2}{10}$ or $\frac{1}{5}$

C = 0.1, 10% or $\frac{1}{10}$

Can you create your own version with different values?



How many different fractions can you make using the digit cards?



How many of the fractions can you convert into decimals and percentages?

Possible answers:

Children make a range of fractions.

They should be able to convert

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

and $\frac{4}{5}$ into decimals and percentages.

