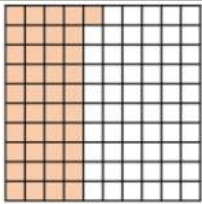
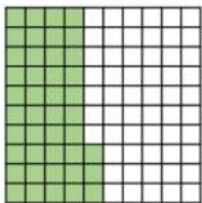
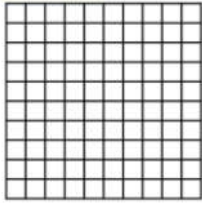


Pasteur and Cylinders

L.O. Understand percentages as fractions and decimals. Pasteur Cylinders Remember to/that:	What I think	What my teacher thinks
Percentages are shown using the % symbol.		
'Per cent' means 'out of 100'.		
1% is $\frac{1}{100}$ of a whole.		
Use a place value grid to help understand the value of each digit.		
Refer to examples in the teaching.		
Do me first. $12 \times \square = 72$ $\square \times 4 = 48$ $12 \times \square = 60$		

Complete the table.

Pictorial	Percentage	Fraction	Decimal
	41 parts per hundred 41%	41 out of 100 $\frac{41}{100}$	41 hundredths 0.41
			
	7 parts per hundred 7%		

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

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

10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

When you have completed these, have a go at the extension tasks.

Curie Pyramids

Descartes Spheres

L.O. Understand percentages as fractions and decimals. Curie Pyramids Descartes Spheres Remember to/that:	What I think	What my teacher thinks
Percentages are shown using the % symbol.	☐	☐
'Per cent' means 'out of 100'.	☐	☐
1% is $\frac{1}{100}$ of a whole.	☐	☐
Use a place value grid to help understand the value of each digit.	☐	☐
Refer to examples in the teaching.	☐	☐
Do me first. $12 \times \square = 144$ $\square \times 4 = 480$ $12 \times \square = 600$		

Record the fractions as decimals and percentages.

$$\frac{120}{300} \quad \frac{320}{400} \quad \frac{20}{200} \quad \frac{12}{50}$$

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

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

10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

When you have completed these, have a go at the extension tasks.

Verne Cubes
De Gaulle Cuboids

L.O. Understand percentages as fractions and decimals. Verne Cubes De Gaulle Cuboids Remember to/that:	What I think	What my teacher thinks
Percentages are shown using the % symbol.	☐	☐
'Per cent' means 'out of 100'.	☐	☐
1% is $\frac{1}{100}$ of a whole.	☐	☐
Use a place value grid to help understand the value of each digit.	☐	☐
Refer to examples in the teaching.	☐	☐
Do me first. $12 \times \square = 14.4$ $\square \times 4 = 4.8$ $12 \times \square = 6$		

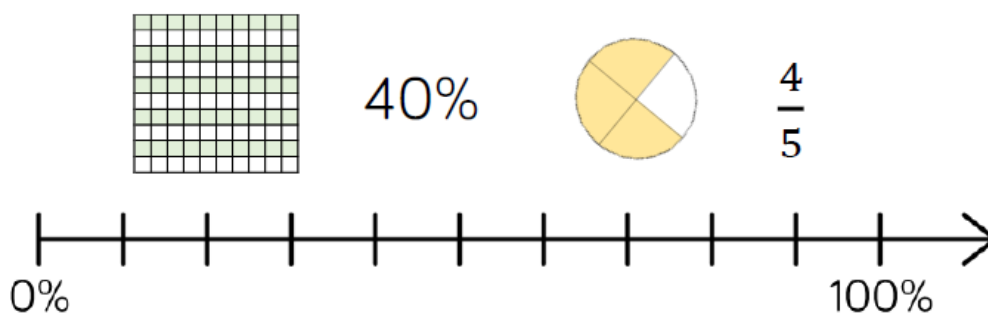
Record the fractions as decimals and percentages.

$$\frac{120}{300} \quad \frac{320}{400} \quad \frac{20}{200} \quad \frac{12}{50}$$

Alex has read 93 pages of her book. Her book has 300 pages.
What proportion of her book has she read? Give your answer as a percentage and a decimal.

$$\frac{93}{300} = \frac{?}{100} = \text{_____ \%} = \text{_____}$$

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



When you have completed these, have a go at the extension tasks.

Extension tasks.

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?

Hint – draw a bar model...

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 $\frac{1}{2}$

Three children have each read 360 pages of their own book.

Ron's book has 500 pages.

Dora's book has 400 pages.

Eva's book has 600 pages.

What fraction of their books have they each read?

What percentage of their books have they read?

How much of their books have they each read as a decimal?

Who has read the most of their book?

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?