

FRACTIONS, DECIMALS AND PERCENTAGES

SECTION 1 Fractions

SECTION 2 Fractions and whole numbers

SECTION 3 Decimals

SECTION 4 Common fractions and decimals

SECTION 5 Percentages

SECTION 6 Equivalent fractions

FRACTIONS, DECIMALS
AND PERCENTAGES

6 hours

## TEACHING OBJECTIVES

- Use fraction notation, including simple mixed numbers, and vocabulary including numerator and denominator.
- Recognise simple equivalent fractions, including tenths and hundredths.
- Change a simple improper fraction into a mixed number.
- Change a simple mixed number into an improper fraction.
- Use decimal notation for tenths and hundredths, and know what each digit represents in numbers with up to two decimal places.
- Calculate simple fractions of quantities and measurements.
- Begin to understand percentage as the number of parts per 100.
- Calculate simple percentages.
- Solve problems involving fractions and percentages.

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SECTION 1 Fractions
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SECTION 2 Fractions and whole numbers

SECTION 3 Decimals

SECTION 4 Common fractions and decimals

SECTION 5 Percentages

SECTION 6 Equivalent fractions

## HOMEWORK

- Section 5 Star Challenge 5 consolidates equivalent fractions.
- Section 3 Star Challenge 3 reinforces fraction/decimal equivalents.
- Practise finding simple fractions and percentages of quantities.

Checklist for pupils

## Fractions

You will:

- find fractions of shapes
- order fractions on a number line
- find pairs of fractions that add up to 1


## Fractions and whole numbers

You will:

- write fractions using words and numbers
- know how many halves, thirds, quarters, there are in mixed numbers


## Decimals

You will:

- use decimal notation for tenths and hundredths
- learn equivalent fractions and decimals


## Common fractions and decimals

You will:

- learn the most common equivalent fractions and decimals
- work out halves, quarters and three quarters of amounts
- practise halving and doubling fractions


## Percentages

You will:

- work with percentages
- know common fractions as percentages


## Equivalent fractions

You will:

- know fractions that are equivalent to $\frac{1}{2}, \frac{1}{3}$ and $\frac{1}{4}$


## SECTION 1: FRACTIONS

## DIRECT TEACHING POINTS

- Quickly revise the language and ideas of fractions. Most pupils will be familiar with fractions as parts of a whole. Demonstrate and emphasise the idea of 'equal parts'. Pupils should recognise what are and what are not, for example, thirds. Discuss exercise 1 with pupils. You may want to use an OHT.
- Extend work on number lines to include fractions. This should be followed up by asking pupils to estimate the position of fractions on a number line as part of interactive mental/oral work. This introduces the idea of ordering fractions.
- Explain how to find a fraction of a quantity. Give pupils practice both mentally and through written questions. This work is followed up in Section 4.
- Pupils should recognise pairs of fractions whose sum is 1 . They should link visual pictures, with mental calculations and written statements.
- Most of the exercises can be used to consolidate mental work including finding halves and quarters.
- Star Challenge 1 can be used to introduce equivalent fractions. This is followed up in Section 6 .

fraction numerator denominator
half quarter third fifth tenth
hundredth


## 1 <br> Equal sized shapes

1 If a shape is divided into three parts of equal area, it is divided into thirds.

For each shape, say whether it is divided into thirds (YES) or not (NO).
A


B

(D)


E


2 Each of these shapes has been divided into four parts.

Three of the shapes have been divided into quarters.

Which shape has NOT been divided into quarters?

C

D


Fractions

## 2 Shaded fractions


L


Complete this table:

| Shape | A | B | C | D | E | F | G | H | I | J | K | L |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Shaded <br> fraction | $\frac{1}{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Unshaded <br> fraction |  |  |  |  |  |  |  |  |  |  |  |  |

## Fractions

3 Adding up to one


Complete these statements:
$1 \quad \frac{2}{3}+\frac{1}{3}=$
$2 \frac{3}{5}+\quad=$

| 3 | $\frac{5}{7}$ | + |  |
| :--- | :--- | :--- | :--- |

$4 \quad \frac{7}{8}$
$+$
$=$
1
$5 \quad \frac{3}{10}$
$+$
$=$
1

## 4 Related fractions

1 I shaded one quarter of a circle. What fraction was unshaded?
2 Tim drank three-quarters of his drink. What fraction is left?
3 Ann ate one third of her sweets. What fraction is left?
4 I spent $\frac{3}{8}$ of my pocket money. What fraction do I have left?
$5 \frac{4}{5}$ of the crowd support the home team.
What fraction support the away team?

5 Number lines


1 Is $\frac{1}{8}$ bigger or smaller than $\frac{1}{9}$ ?
2 Is $\frac{1}{6}$ bigger or smaller than $\frac{1}{5}$ ?
3 Is $\frac{2}{7}$ bigger or smaller than $\frac{1}{5}$ ?
4 Is $\frac{2}{3}$ bigger or smaller than $\frac{3}{4}$ ?
5 Is $\frac{7}{9}$ bigger or smaller than $\frac{7}{8}$ ?
6 Is $\frac{3}{10}$ bigger or smaller than $\frac{1}{3}$ ?
$\begin{array}{llllllll}7 & \frac{2}{7} & \frac{3}{5} & \frac{1}{10} & \frac{5}{9} & \frac{3}{8} & \frac{6}{10} & \frac{2}{3}\end{array}$
Circle each fraction here that is smaller than $\frac{1}{2}$.

8 Which four fractions in the diagram are equal to $\frac{1}{2}$ ?

9 Which two fractions in the diagram are equal to $\frac{2}{3}$ ?

## Fractions

How many squares do I shade?


Complete the following:
1 Shade $\frac{1}{4}$


2 Shade $\frac{3}{4}$


3 Shade $\frac{1}{5}$ of the rectangle.


> 1 out of every 5 squares.

Shade $\frac{3}{5}$ of this rectangle.

|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |
|  |  |  |  |  |

5 Shade $\frac{3}{8}$ of this rectangle.


6 Shade $\frac{3}{4}$

7 Shade $\frac{2}{3}$

8 Shade $\frac{5}{6}$

|  |  |  |  |
| :--- | :--- | :--- | :--- |
|  |  |  |  |
|  |  |  |  |

## SECTION 2: FRACTIONS AND WHOLE NUMBERS

## DIRECT TEACHING POINTS

- Make sure that pupils can use the language associated with fractions. Pay attention to the spelling of words, for example, fifth, eighths, half, halves.
- Focus some mental work on division and the interpretation of remainders as fractions.
- Demonstrate the links between complements of 1 in Section 1 exercise 3 and the extension to complements of other whole numbers as in exercise 6 in this section. This can be followed up with mental work.
- Use number lines to demonstrate the relative positions of mixed numbers. Pupils need experience of fractions greater than 1 and their positions within the number system.

half quarter third fifth tenth
hundredth improper fraction
mixed number


## Fractions and whole numbers

1 Putting fractions into words

1 Complete each statement: 2 Draw lines to match words and fractions.

$$
\begin{array}{rr}
\text { three quarters } & = \\
\text { five eighths } & = \\
\ldots \ldots \ldots \\
\text { one seventh } & = \\
\ldots \ldots \ldots \\
\ldots \ldots \ldots \ldots \ldots \ldots & = \\
\ldots \ldots \ldots \ldots \ldots & = \\
\frac{1}{10} \\
\ldots \ldots \ldots \ldots
\end{array}
$$

one and $a$ half $=$

| one third | $\frac{2}{5}$ |
| ---: | ---: |
| two fifths | $1 \frac{1}{4}$ |
| five sixths | $2 \frac{3}{4}$ |
| one and a quarter | $\frac{1}{3}$ |
| one and three tenths | $1 \frac{3}{10}$ |
| two and three quarters | $2 \frac{1}{3}$ |
| two and a third | $\frac{5}{6}$ |



3 Halves and quarters


# Fractions and whole numbers 

4 Changing whole numbers into improper fractions

$$
\begin{aligned}
& \quad \begin{array}{l}
\text { i } \\
\text { improper } \\
\text { whole } \\
\text { number fraction }
\end{array} \\
& \text { In } 2 \text { whole ones there are } 4 \text { halves. }
\end{aligned}
$$

$15=\frac{}{2}$
$4 \quad 2=\frac{3}{3}$
$7 \quad 1=\frac{}{4}$
$27=\frac{}{2}$
$5 \quad 4=\frac{}{3}$
$8 \quad 3=\frac{\cdots}{4}$
$3 \quad 1=\frac{\cdots}{3}$
$6 \quad 3=\frac{\ldots}{3}$
$9 \quad 4=\frac{\cdots}{4}$

## $2 \frac{1}{3}=\frac{7}{3}$ <br> $\uparrow$ 个 mixed improper number fraction






In $2 \frac{1}{3}$ there are 7 thirds.

Complete:
Example
Change $1 \frac{4}{5}$ into an improper fraction:
$1 \quad 1 \frac{1}{2}=\frac{\cdots}{2}$
$47 \frac{1}{2}=\frac{\cdots \cdots}{2}$
$7 \quad 5 \frac{2}{3}=\frac{\cdots \cdots}{3}$

2 $3 \frac{1}{2}=\frac{\cdots}{2}$
$5 \quad 1 \frac{2}{3}=\frac{\cdots}{3}$
$84 \frac{1}{2}=\frac{\cdots \cdots}{2}$
$35 \frac{1}{2}=\frac{\cdots \cdots}{2}$
$6 \quad 2 \frac{1}{3}=\frac{\cdots}{3}$
$9 \quad 2 \frac{3}{4}=\frac{\cdots \cdots}{4}$


## Fractions and whole numbers

## Complete these statements:




$$
\begin{array}{ll}
\text { 19-20 correct } & 2 \text { stars } \\
18 \text { correct } & 1 \text { star }
\end{array}
$$

$7 \ldots \ldots$ thirds $=1 \frac{1}{3}$
8

9

$$
=2 \frac{1}{3}
$$

$$
=3 \frac{2}{3}
$$



| 10 | fifths $=1$ | 14 | $\frac{\cdots}{5}=2 \frac{1}{5}$ | 18 | tenths $=2 \frac{1}{10}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | $\frac{\cdots \cdots}{5}=1 \frac{2}{5}$ | 15 | fifths $=3 \frac{2}{5}$ | 19 | $\cdots=3 \frac{4}{10}$ |
| 12 | fifths $=1 \frac{4}{5}$ | 16 | tenths $=1$ | 20 | $\frac{1}{10}=1 \frac{7}{10}$ |
| 13 | $\frac{\cdots}{5}=2$ | 17 | $\frac{\cdots \cdots}{10}=1 \frac{3}{10}$ |  | 10 |

- Build on pupils' understanding of decimals in the context of money and measures.
- Extend place value to decimals. Use place value cards, introduced in Unit 2, to support this work.
- Use number lines to help pupils order decimals. You need to link this work to reading scales and dials. Make sure that numbers greater than 1 are included.
- Consolidate recall of common fraction and decimal equivalents. Halves, quarters, tenths and hundredths need to be committed to memory,
- Demonstrate how to calculate simple fractions of numbers and quantities, including measurements and amounts of money. Section 4 exercises provide mental practice. This work is extended in Unit 13.
- Star Challenge 4 introduces counting on in 'decimal steps'. You can extend this to counting back.

decimal place value
tenth hundredth


## Decimals

## Tenths as fractions and

decimals

Write as
$1 \frac{1}{10}=$
decimals:
$2 \frac{3}{10}=$
$34 \frac{9}{10}=$
4 $1 \frac{4}{10}=$
5 six tenths =

Write as
$70.4=\ldots \ldots$
$81.3=$
........
tens units tenths

TU.t
$0.6=\frac{6}{10}=$ six tenths
$2.7=2 \frac{7}{10}=$ two and seven tenths

6 three and one tenth $=$
$1110.1=$
$120.2=$

## 2

Tenths and hundredths as
fractions and decimals

## tens $\quad$ hundredths

TU.th
$0.6=\frac{6}{10}=6$ tenths
$0.03=\frac{3}{100}=3$ hundredths
$0.65=\frac{65}{100}=65$ hundredths
$5.01=5 \frac{1}{100}=5$ and 1 hundredth
$2.74=2 \frac{74}{100}=2$ and 74 hundredths
Write as decimals:
$1 \frac{5}{100}=$
$41 \frac{9}{100}=$
$2 \frac{71}{100}=$
5 one hundredth =
$7 \frac{6}{10}=$
$33 \frac{19}{100}=$
65 and 7 hundredths $=$
$8 \frac{9}{100}=$
$92 \frac{3}{10}=$

Write as fractions:

| 10 | 0.05 | 13 | 0.08 | = | 16 | 0.3 | $=$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 1.36 | 14 | 6.14 | = | 17 | 6.04 | $=$ |
| 12 | 4.95 | 15 | 7.06 | $=$ | 18 | 6.4 | $=$ |

Decimals

3
Number lines


Label the numbers that the arrows point to:


Estimate the numbers that the arrows point to:


## Decimals


0.1 has the same value as $\frac{1}{10}$
0.08 has the same value as $\frac{8}{100}$
0.85 has the same value as $\frac{85}{100}$

Fractions Decimals
Fractions Decimals
Fractions Decimals

| $1 \frac{2}{10}$ | $=\ldots \ldots$ |
| :--- | :--- |
| $2 \frac{21}{100}$ | $=\ldots \ldots$ |
| $3 \ldots \ldots$ | $=0.16$ |
| $4 \frac{9}{10}$ | $=\ldots \ldots$ |
| $5 \ldots \ldots$ | $=0.05$ |


| $6 \ldots \ldots$ | $=0.7$ |
| :--- | :--- |
| $7 \ldots \ldots$ | $=0.07$ |
| $8 \frac{35}{100}$ | $=\ldots \ldots$ |
| $9 \ldots \ldots$ | $=0.06$ |
| $10 \ldots \ldots$ | $=0.38$ |


| $11 \frac{4}{100}$ | $=\ldots \ldots$ |
| :--- | :--- |
| $12 \frac{5}{10}$ | $=\ldots \ldots$ |
| $13 \ldots \ldots$ | $=0.99$ |
| $14 \frac{8}{100}$ | $=\ldots \ldots$ |
| $15 \ldots \ldots$ | $=0.15$ |

Put in the next THREE terms in each sequence:


| 1 | 5.1 | 5.2 | 5.3 |
| :--- | :--- | :--- | :--- |
| 2 | 2.63 | 2.64 | 2.65 |
| 3 | 4.24 | 4.26 | 4.28 |
| 4 | 6.2 | 6.4 | 6.6 |
| 5 | 3.5 | 4.0 | 4.5 |
| 6 | 2.41 | 2.42 | 2.43 |
| 7 | 4.96 | 4.95 | 4.94 |
| 8 | 3.2 | 3.4 | 3.6 |

## Common fractions and decimals

## 1 <br> Halves, quarters and three quarters of amounts of money


$1 \frac{1}{2}$ of $£ 8=\ldots \ldots \ldots$
$7 \frac{1}{4}$ of $£ 120=$
$2 \frac{1}{4}$ of $£ 8=$
$8 \frac{3}{4}$ of $£ 120=$
$3 \quad \frac{3}{4}$ of $£ 8=\ldots \ldots \ldots$
$9 \quad \frac{3}{4}$ of $£ 100=$
$10 \frac{1}{2}$ of $£ 10=$
$=\ldots$
$11 \frac{1}{4}$ of $£ 10=$
$12 \frac{3}{4}$ of $£ 10=$

$4 \frac{1}{4}$ of $£ 40=$.. $\qquad$
-
$5 \frac{1}{4}$ of $£ 60=\ldots \ldots \ldots$ $\qquad$
$13 \frac{1}{4}$ of $12 p=$
$14 \frac{3}{4}$ of $12 p=$
$15 \frac{3}{4}$ of $80 p=$
$16 \frac{1}{4}$ of $£ 1=$
$17 \frac{1}{4}$ of $84 p=$
$18 \frac{3}{4}$ of $84 p=$

## Three quarter problems

1 There are 60 minutes in an hour.
How many minutes are there in a quarter of an hour?
How many minutes are there in three quarters of an hour?
2 There are 8 pints in a gallon.
How many pints are there in $\frac{3}{4}$ of a gallon?


3 Bob's petrol tank holds 40 litres. Today it is $\frac{3}{4}$ full.
How many litres of petrol are there in it today?
4 How many pence are there in $\frac{3}{4}$ of a pound?

## Common fractions and decimals

Complete: $13.5=$
5

$$
=9 \frac{1}{2}
$$

$0.5=\frac{1}{2}$
2
5.5
$=$
$6 \quad 10.5$
$=$
$2.5=2 \frac{1}{2}$
38.5
$=$
7
$=6 \frac{1}{2}$
$7.5=7 \frac{1}{2}$
Halves, quarters and three quarters



Complete
17
4.75
$=$
23
$=7 \frac{3}{4}$

$$
\begin{aligned}
& 0.75=\frac{3}{4} \\
& 1.75=1 \frac{3}{4} \\
& 8.75=8 \frac{3}{4}
\end{aligned}
$$

| 20 | 3.75 | $=\ldots \ldots \ldots$ | 26 | 1.25 | $=\ldots \ldots \ldots$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 21 | $\ldots \ldots \ldots$ | $=6 \frac{3}{4}$ | 27 | $\ldots \ldots \ldots$ | $=3 \frac{1}{2}$ |
| 22 | 5.75 | $=\ldots \ldots \ldots$ | 28 | 9.75 | $=\ldots \ldots \ldots$ |



For each fraction shown, find the decimal which has the same value:

$3^{\frac{3}{4}}$ 7.5


Fraction: Decimal:


## Common fractions and decimals

More halves, quarters and three quarters

All correct 1 star

1 A new pair of trainers costs $£ 40$. Sarah's aunt gives her half of this. How much does she give her?

2 Adi needs $£ 80$ to buy a bike. He has saved a quarter of this. How much does he still need?

3 Billy waits three quarters of an hour for the bus.
How many minutes does Billy wait?

4 Fred has a car.
A full petrol tank holds 36 litres. His tank is only one quarter full.
(a) How much petrol is in the tank?
(b) Fred fills the tank.

How many litres does he put in?

5 My friend lives 800 m from my house. I run half the way there and walk the rest.
How far do I walk?


11 correct 2 stars 8-10 correct 1 star

Complete the following:

$3 \frac{1}{2}$ of $\frac{1}{5}=$
$6 \frac{1}{2}$ of $\frac{1}{8}=$
$\frac{1}{2}$ of $\frac{1}{3}=$
$4 \frac{1}{2}$ of $\frac{1}{6}=$
$7 \frac{1}{2}$ of $\frac{1}{10}=$
$2 \frac{1}{2}$ of $\frac{1}{4}=$
$5 \frac{1}{2}$ of $\frac{1}{7}=$
$8 \frac{1}{2}$ of $\frac{1}{20}=$

Work out: $92 \times \frac{1}{6}=$
$102 \times \frac{1}{8}=$

$112 \times \frac{1}{10}=$

## SECTION 5: PERCENTAGES

DIRECT TEACHING POINTS

- Explain percentage as 'the number of parts per 100'. Make sure that you consider simple examples when the number of items is not 100 as in Star Challenge 8.
- Make sure that pupils can recall simple decimal - fraction equivalents as in exercise 2.
- Pupils need to practise finding simple percentages, for example, $25 \%, 50 \%$, $75 \%$, of numbers and quantities. Introduce some examples that can be done mentally. Unit 13 continues this work.

percentage


## Percentages

## 1 Percentages

Look at these beakers:


Equivalent fractions and percentages

1 What fraction is equivalent to $50 \%$ ?
2 What fraction is equivalent to $25 \%$ ?
3 What percentage is equivalent to $\frac{3}{4}$ ?
4 What percentage is equivalent to 1 ?
5 What percentage is equivalent to $\frac{1}{10}$ ?
$6 \frac{3}{10}$ is three times as big as $\frac{1}{10}$.
What percentage is equivalent to $\frac{3}{10}$ ?
7 What percentage is equivalent to $\frac{6}{10}$ ?
8 What fraction is equivalent to $20 \%$ ?
$940 \%$ is more than $\frac{1}{4}$. True or false?
$1080 \%$ is more than $\frac{3}{4}$. True or false?

## Percentages

3 How much petrol?

Look at this petrol gauge and answer the questions:


1 What are the values of C, D and E? $\qquad$
D = ........... \%
$\mathrm{E}=\ldots \ldots \ldots \ldots$
2 How full is the petrol tank?
Give your answer:
(a) as a fraction
(b) as a percentage

## 4 Football fans

1 At a football match, $70 \%$ of the crowd supported the home team. What percentage of the crowd supported the away team?\%

2 At the match, the hot dog seller sold $95 \%$ of his hot dogs.
What percentage of his hot dogs did he have left?
$380 \%$ of the crowd was male. What percentage of the crowd was female? \%
$430 \%$ of the crowd were children. What percentage of the crowd were adults?

5 At the end of the match, $75 \%$ of the crowd wanted to sack the manager.
What percentage of the crowd did NOT want to sack the manager? \%

6 What fraction of the crowd wanted to sack the manager?

## Percentages

## Favourite sports

100 people were asked to vote for their three favourite sports.

150 (out of 100) voted for tennis.
What fraction of the people voted for tennis?
2 What percentage of the people voted for tennis?
325 people voted for cricket.
What fraction of the people voted for cricket?
4 What percentage of the people voted for cricket?
5 Three quarters ( $\frac{3}{4}$ ) of the people voted for football. What percentage of the people voted for football?

6 How many people voted for football?
7 One fifth ( $\frac{1}{5}$ ) of the people voted for athletics. What percentage of the people voted for athetics?

8 One tenth ( $\frac{1}{10}$ ) of the people voted for rugby. How many people voted for rugby?


Class 7B did a TV survey with 200 pupils in Year 7.

1150 pupils watched the news on TV.
What percentage of the pupils watched the news?
2 What fraction of the pupils watched the news?
3 What fraction of the pupils do not watch the news?
420 pupils like cookery programmes.
What percentage of the pupils liked cookery programmes?

5 What fraction of the pupils liked cookery programmes?
6 What fraction of the pupils did not like cookery programmes?


## SECTION 6: EQUIVALENT

FRACTIONS

DIRECT TEACHING POINTS

- You may want to link Star Challenge 1 in Section 1 to this work on equivalent fractions.
- The focus should be on recognising the patterns in all sets of equivalent fractions. The examples give practice at basic multiplication and division.
- The Star Challenges may provide useful homework activities.

equivalent fractions


## Equivalent fractions

## 1 Simple equivalent fractions

Fractions which are the same size are called equivalent fractions.

The numerator is the top number. The denominator is the bottom number.
$\frac{1}{2}=\frac{2}{4}=\frac{5}{10}=\ldots \quad \begin{gathered}\text { The bottom number is } \\ \text { TWICE the top. }\end{gathered}$
A Make each of these fractions equivalent to $\frac{1}{2}$ :

$\frac{1}{3}=\frac{2}{6}=\frac{5}{15}=\ldots$ The denominator is THREE times the numerator.

B Make each of these fractions equivalent to $\frac{1}{3}$ :

$\frac{1}{4}=\frac{2}{8}=\frac{5}{20}=\ldots$ The denominator is FOUR times the numerator.
C Make each of these fractions equivalent to $\frac{1}{4}$ :



## Equivalent fractions

16 of these are equivalent to a half (including $\frac{1}{2}$ itself). How many can you find?
Put a loop around each half.

0.2


20\% $\frac{25}{50}$ $\frac{50}{100}$ $\frac{5}{10}$
 $\frac{4}{8}$



14-16 correct 2 stars 10-13 correct 1 star

$\frac{2}{5}$ $\frac{10}{20}$

0.5
$\frac{12}{22}$


Fraction search for a quarter


14-16 correct 2 stars 10-13 correct 1 star
16 of these are equivalent to a quarter (including $\frac{1}{4}$ itself). How many can you find?

Put a loop around each quarter.
 $\frac{14}{26}$
0.4

$\frac{2}{8}$



$$
\frac{3}{12}
$$

$$
\frac{5}{20}
$$

25\%


50
200

0.25

## Unit 5 Answers

1 Equal sized shapes
1 A: yes $B$ : yes C: no $D$ : yes $E$ : no 2 C

2 Shaded fractions

| A | B | C | D | E | F | G | H | I | J | K | L |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{1}{2}$ | $\frac{2}{4}=\frac{1}{2}$ | $\frac{3}{4}$ | $\frac{1}{3}$ | $\frac{3}{6}=\frac{1}{2}$ | $\frac{7}{8}$ | $\frac{7}{10}$ | $\frac{2}{5}$ | $\frac{2}{3}$ | $\frac{1}{4}$ | $\frac{3}{8}$ | $\frac{1}{4}$ |
| $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{4}$ | $\frac{2}{3}$ | $\frac{1}{2}$ | $\frac{1}{8}$ | $\frac{3}{10}$ | $\frac{3}{5}$ | $\frac{1}{3}$ | $\frac{3}{4}$ | $\frac{5}{8}$ | $\frac{3}{4}$ |

3 Adding up to one
$1 \frac{2}{3}+\frac{1}{3}=1$
$4 \frac{7}{8}+\frac{1}{8}=1$
$2 \frac{3}{5}+\frac{2}{5}=1$
$5 \frac{3}{10}+\frac{7}{10}=1$
$3 \frac{5}{7}+\frac{2}{7}=1$

## 4 <br> Related fractions

$1 \frac{3}{4}$
$2 \frac{1}{4}$
$3 \frac{2}{3}$
$4 \frac{5}{8}$
$5 \quad \frac{1}{5}$

5 Number lines

| 1 | bigger | 4 | smaller | 7 | $\frac{2}{7}$ | $\frac{3}{5}$ | $\frac{1}{10}$ | $\frac{5}{9}$ | $\frac{3}{8}$ | $\frac{6}{10}$ | $\frac{2}{3}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | smaller | 5 | smaller | 8 | $\frac{2}{4}$ | $\frac{3}{6}$ | $\frac{4}{8}$ | $\frac{5}{10}$ |  |  |  |
| 3 | bigger | 6 | smaller | 9 | $\frac{4}{6}$ | $\frac{6}{9}$ |  |  |  |  |  |

## Unit 5 Answers

## Section 2

Fractions and whole numbers

1 Putting fractions into words


2 Multiples of simple fractions
$\begin{array}{llll}1 & 1 & 1 \frac{1}{3} & 2\end{array}$
$2 \quad 1 \quad 1 \frac{1}{5}$
$1 \frac{3}{5}$

3 Halves and quarters

| 1 | 3 | 6 | $10 \frac{1}{2}$ | 11 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $1 \frac{1}{4}$ | 7 | $3 \frac{3}{4}$ | 12 | 9 |
| 3 | 7 | 8 | $1 \frac{3}{4}$ | 13 | 7 |
| 4 | $3 \frac{1}{2}$ | 9 | $5 \frac{1}{2}$ | 14 | 14 |
| 5 | $2 \frac{1}{4}$ | 10 | 7 | 15 | 42 |

4 Changing whole numbers into improper fractions

| 1 | $\frac{10}{2}$ | 4 | $\frac{6}{3}$ | 7 | $\frac{4}{4}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | $\frac{14}{2}$ | 5 | $\frac{12}{3}$ | 8 | $\frac{12}{4}$ |
| 3 | $\frac{3}{3}$ | 6 | $\frac{9}{3}$ | 9 | $\frac{16}{4}$ |

5 Changing mixed numbers into improper fractions

| 1 | $\frac{3}{2}$ | 4 | $\frac{15}{2}$ | 7 | $\frac{17}{3}$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $\frac{7}{2}$ | 5 | $\frac{5}{3}$ | 8 | $\frac{9}{2}$ |
| 3 | $\frac{11}{2}$ | 6 | $\frac{7}{3}$ | 9 | $\frac{11}{4}$ |

## Unit 5 Answers

## Fractions and whole numbers

6 Adding up to whole numbers
$1 \frac{7}{12}+\frac{5}{12}=1$
$7 \quad 1 \frac{3}{8}+\frac{5}{8}=2$
$2 \frac{4}{5}+\frac{1}{5}=1$
$82-\frac{1}{4}=1 \frac{3}{4}$
$31 \frac{1}{4}+\frac{3}{4}=2$
$92-1 \frac{1}{3}=\frac{2}{3}$
$41 \frac{1}{3}+\frac{2}{3}=2$
$103-2 \frac{1}{5}=\frac{4}{5}$
$52 \frac{3}{4}+\frac{1}{4}=3$
$113-2 \frac{1}{8}=\frac{7}{8}$
$62 \frac{3}{5}+\frac{2}{5}=3$
$12 \quad 2-1 \frac{2}{3}=\frac{1}{3}$

## Section 3

## Decimals

1 Tenths as fractions and decimals

| 1 | 0.1 |
| :--- | :--- |
| 2 | 0.3 |
| 3 | 4.9 |


| 4 | 1.4 |
| :--- | :--- |
| 5 | 0.6 |
| 6 | 3.1 |

$7 \quad \frac{4}{10}$
$10 \quad \frac{7}{10}$
20.3
$6 \quad 3.1$
$8 \quad 1 \frac{3}{10}$
$11 \quad 10 \frac{1}{10}$
$3 \quad 4.9$
$9 \quad 5 \frac{9}{10}$
$12 \quad \frac{2}{10}$

2 Tenths and hundredths as fractions and decimals

| 1 | 0.05 | 4 | 1.09 | 7 | 0.6 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | 0.71 | 5 | 0.01 | 8 | 0.09 |
| 3 | 3.19 | 6 | 5.07 | 9 | 2.3 |
| 10 | $\frac{5}{100}$ | 13 | $\frac{8}{100}$ | 16 | $\frac{3}{10}$ |
| 11 | $1 \frac{36}{100}$ | 14 | $6 \frac{14}{100}$ | 17 | $6 \frac{4}{100}$ |
| 12 | $4 \frac{95}{100}$ | 15 | $7 \frac{6}{100}$ | 18 | $6 \frac{4}{10}$ |

Accept simplified fractions

## Unit 5 Answers

## Decimals and fractions

continued

3 Number lines

| 1 | 5.1 | 5.2 | 5.3 | 5.4 | 5.6 | 5.7 | 5.8 | 5.9 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | 7.2 | 7.4 | 7.6 | 7.8 | 4 | 10.1 | 10.5 | 10.7 | 10.9 |
| 3 | 3.3 | 3.6 | 3.8 | 4 | 5 | 6.1 | 6.5 | 6.8 |  |

4 Zooming in

| 1 | 7.41 | 7.42 | 7.43 | 7.44 | 7.46 | 7.47 | 7.48 | 7.49 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | 2.51 | 2.53 | 2.55 | 2.57 | 2.59 |  |  |  |
| 3 | 4.62 | 4.65 | 4.67 | 4.7 |  |  |  |  |
| 4 | 10.21 | 10.25 | 10.27 | 10.29 |  |  |  |  |

## Section 4

## Common fractions and decimals

1 Halves, quarters and three quarters of amounts of money

| 1 | $£ 4$ | 6 | $£ 60$ | 11 | $£ 2.50$ | 16 | $25 p$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $£ 2$ | 7 | $£ 30$ | 12 | $£ 7.50$ | 17 | $21 p$ |
| 3 | $£ 6$ | 8 | $£ 90$ | 13 | $3 p$ | 18 | $63 p$ |
| 4 | $£ 10$ | 9 | $£ 75$ | 14 | $9 p$ |  |  |
| 5 | $£ 15$ | 10 | $£ 5$ | 15 | $60 p$ |  |  |

2 Three quarter problems
115
45
$3 \quad 30$
26
4 75p

## Unit 5 Answers

```
Common fractions and decimals
```

3 Halves, quarters and three quarters
$13 \frac{1}{2}$
$3 \quad 8 \frac{1}{2}$
59.5
76.5
$25 \frac{1}{2}$
$4 \quad 4 \frac{1}{2}$
$6 \quad 10 \frac{1}{2}$
815.5
$9 \quad 2 \frac{1}{4}$
$117 \frac{1}{4}$
$104 \frac{1}{4}$
$12 \quad 9 \frac{1}{4}$
$13 \quad 1.25$
158.25
$14 \quad 6 \frac{1}{4}$
$16 \quad 14.25$
$17 \quad 4 \frac{3}{4}$
$20 \quad 3 \frac{3}{4}$
$18 \quad 2 \frac{3}{4}$
$21 \quad 6.75$
$23 \quad 7.75$
$26 \quad 1 \frac{1}{4}$
$19 \quad 9 \frac{3}{4}$
$22 \quad 5 \frac{3}{4}$
$24 \quad 10.75$
273.5
$25 \quad 5 \frac{1}{2}$
$28 \quad 9 \frac{3}{4}$

4 Mix and match
$1 \frac{1}{4}=1.25$
$2 \frac{1}{2}=2.5$
$4 \frac{3}{4}=4.75$
$1 \frac{1}{2}=1.5$
$3 \frac{3}{4}=3.75$
$7 \frac{1}{2}=7.5$
$2 \frac{1}{4}=2.25$
$4 \frac{1}{4}=4.25$

## Section $5 \quad$ Percentages

1 Percentages
$A=50 \%$
$B=25 \%$

2 Equivalent fractions and percentages
$1 \frac{1}{2}$
6 30\%
$2 \frac{1}{4}$
7 60\%
$375 \%$
4 100\%
9 T
5 10\%
10 T

## Unit 5 Answers

3 How much petrol?
$1 \mathrm{C}=25 \%$
$D=50 \%$
$\mathrm{E}=75 \%$
2
(a) $\frac{3}{4}$
(b) $75 \%$

## 4 Football fans

1 30\%
4 70\%
$25 \%$
5 25\%
3 20\%
$6 \frac{3}{4}$

## Section 6

## Equivalent fractions

1 Simple equivalent fractions
$\mathbf{A} \frac{10}{\mathbf{2 0}} \frac{5}{\mathbf{1 0}} \frac{25}{\mathbf{5 0}} \frac{\mathbf{7}}{\mathbf{1 4}} \frac{45}{\mathbf{9 0}} \frac{\mathbf{1 8}}{\mathbf{1 8}} \frac{123}{\mathbf{2 4 6}} \frac{\mathbf{4}}{8} \mathbf{3 0}_{60}^{12}$

C


## Unit 5 Answers

Star Challenge answers

1 How many squares do I shade?
1 any 2 squares shaded
2 any 9 squares shaded
3 any 3 squares shaded
4 any 9 squares shaded
5 any 6 squares shaded
6 any 6 squares shaded
7 any 4 squares shaded
8 any 10 squares shaded


2 Thirds, fifths and tenths

| 1 | 1 | 11 | 7 |  |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 1 | $\frac{2}{3}$ | 12 | 9 |
| 3 | 2 | 13 | 10 |  |
| 4 | 3 | $\frac{1}{3}$ | 14 | 11 |
| 5 | $2 \frac{2}{3}$ | 15 | 17 |  |
| 6 | 5 | 16 | 10 |  |
| 7 | 4 | 17 | 13 |  |
| 8 | $\frac{7}{3}$ | 18 | 21 |  |
| 9 | $\frac{11}{3}$ | 19 | 34 |  |
| 10 | 5 | 20 | 17 |  |



3 Matching pairs
10.2
$2 \quad 0.21$
$3 \frac{16}{100}$
40.9
$5 \frac{5}{100}$
110.04
120.5
$\frac{99}{100}$
140.08
$15 \frac{15}{100}$

| 1 | 0.2 | 6 | $\frac{7}{10}$ | 11 | 0.04 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | 0.21 | 7 | $\frac{7}{100}$ | 12 | 0.5 |
| 3 | $\frac{16}{100}$ | 8 | 0.35 | 13 | $\frac{99}{100}$ |
| 4 | 0.9 | 9 | $\frac{6}{100}$ | 14 | 0.08 |
| 5 | $\frac{5}{100}$ | 10 | $\frac{38}{100}$ | 15 | $\frac{15}{100}$ |

$$
\begin{aligned}
& \text { 19-20 correct } 2 \text { stars } \\
& 18 \text { correct } \quad 1 \text { star }
\end{aligned}
$$

## Unit 5 Answers


1 £20
2 £60
345 minutes

4
(a) 9 litres (b) 27 litres

5400 m


Halving and doubling fractions

| 11 correct | 2 stars |
| :--- | :--- |
| $8-10$ correct | 1 star |

$1 \frac{1}{2}$ of $\frac{1}{3}=\frac{1}{6}$
$5 \quad \frac{1}{14}$
$2 \frac{1}{2}$ of $\frac{1}{4}=\frac{1}{8}$
$6 \frac{1}{16}$
$7 \frac{1}{20}$
$8 \frac{1}{40}$

Favourite sports

$7 \quad 20 \%$
810 people
$1 \quad \frac{1}{2}$
4 25\%
2 50\%
5 75\%
675 people

## Unit 5 Answers



Star Challenge answers
continued
$175 \%$
$2 \frac{3}{4}$
4 10\%
$3 \quad \frac{1}{4}$
$5 \frac{1}{10}$
$6 \frac{9}{10}$


Halves: 10 fractions circled as shown.
All correct 1 star

10 Thirds: 8 fractions in rectangles as shown.
All correct 1 star

11 Quarters: 8 fractions in diamonds as shown.
12 Fifths: 8 fractions crossed out as shown.



