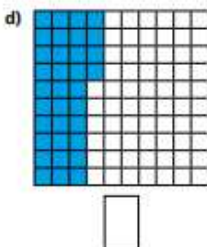
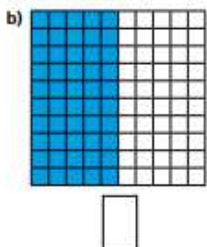
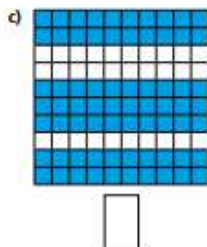
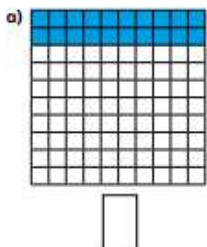



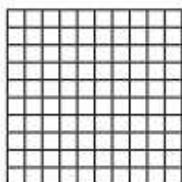
Recognise tenths and hundredths



1 The hundred square represents 1 whole.  
 What fraction of each hundred square is shaded?



4 One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.

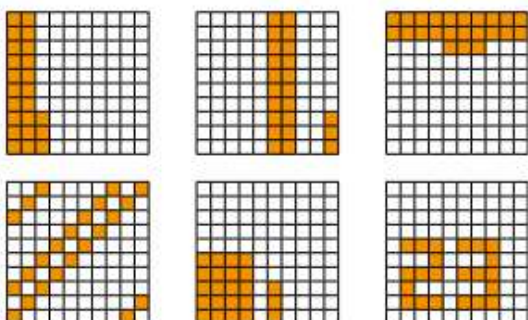
Is Dexter correct? \_\_\_\_\_  
 Explain your answer.  
 You may use the hundred square to help you.

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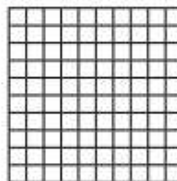


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5 Tick the hundred squares with  $\frac{23}{100}$  shaded.



2 Here is a hundred square.



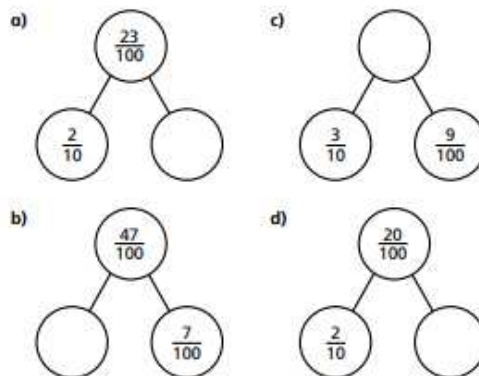
What fraction of the whole does each represent?



- a) 4 full rows =   
 b) 6 full columns =   
 c) 13 squares =   
 d) 2 full rows and 5 squares =   
 e) 3 full columns and 8 squares =

3 Complete the sentences.

- a) 4 tenths is equivalent to  hundredths.  
 b) 70 hundredths is equivalent to  tenths.  
 c) 5 tenths is equivalent to  hundredths or 1 \_\_\_\_\_

6 Complete the part-whole models.



7   $\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$    $\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$

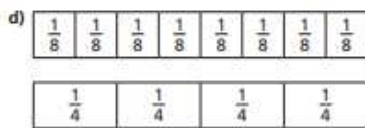
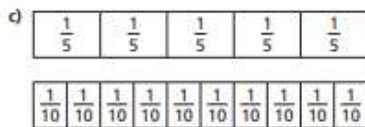
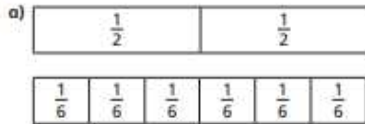
Annie  Ron

Who is correct? \_\_\_\_\_  
 How many ways can you partition  $\frac{73}{100}$  ?

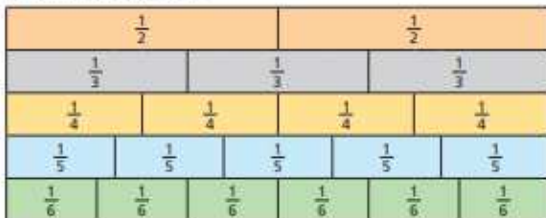
Equivalent fractions (1)



1 Shade the bar models to represent the equivalent fractions.



2 Here is a fraction wall.



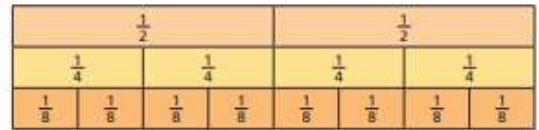
Is each statement true or false? Tick your answers.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.  
Ask a partner to say if they are true or false.

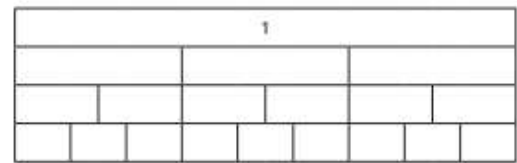


3 Use the fraction wall to complete the equivalent fractions.



- a)  $\frac{1}{2} = \frac{\square}{4}$       c)  $\frac{2}{4} = \frac{4}{\square}$       e)  $\frac{\square}{8} = \frac{3}{4}$   
 b)  $\frac{1}{2} = \frac{\square}{8}$       d)  $\frac{2}{8} = \frac{\square}{4}$       f)  $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

4 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$        $\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$   
 $\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always                      sometimes                      never

b) Fractions equivalent to one half have even numerators.

always                      sometimes                      never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

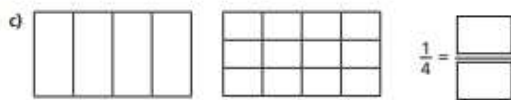
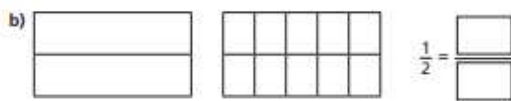
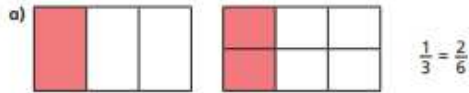
always                      sometimes                      never

## Equivalent fractions (2)



1. Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.



2. Draw a diagram to show that  $\frac{3}{4} = \frac{6}{8}$



5. a) Write the fractions in the correct place on the sorting diagram.



	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

- b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

3. Match the equivalent fractions.

$\frac{1}{4}$

$\frac{4}{10}$

$\frac{10}{15}$

$\frac{1}{7}$

$\frac{3}{21}$

$\frac{2}{3}$

$\frac{2}{5}$

$\frac{3}{12}$

4. Complete the equivalent fractions.

a)  $\frac{1}{5} = \frac{[ ]}{10}$

d)  $\frac{3}{10} = \frac{9}{[ ]}$

g)  $\frac{8}{12} = \frac{2}{[ ]}$

b)  $\frac{4}{5} = \frac{[ ]}{10}$

e)  $\frac{6}{8} = \frac{3}{[ ]}$

h)  $\frac{2}{[ ]} = \frac{10}{25}$

c)  $\frac{3}{10} = \frac{6}{[ ]}$

f)  $\frac{8}{12} = \frac{[ ]}{3}$

i)  $\frac{1}{[ ]} = \frac{4}{28}$

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6. Find three ways to make the fractions equivalent.

a)  $\frac{2}{[ ]} = \frac{4}{[ ]}$     $\frac{2}{[ ]} = \frac{4}{[ ]}$     $\frac{2}{[ ]} = \frac{4}{[ ]}$

b)  $\frac{1}{[ ]} = \frac{4}{[ ]}$     $\frac{1}{[ ]} = \frac{4}{[ ]}$     $\frac{1}{[ ]} = \frac{4}{[ ]}$

c)  $\frac{[ ]}{3} = \frac{[ ]}{9}$     $\frac{[ ]}{3} = \frac{[ ]}{9}$     $\frac{[ ]}{3} = \frac{[ ]}{9}$

7. Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



How many equal pieces has Ron cut his baguette into?

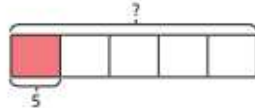
Ron has cut his baguette into  equal pieces.



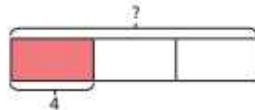
Calculate quantities

1 Match the calculations to the bar models.  
Work out the missing quantities.

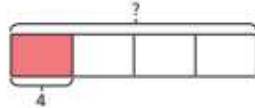
$\frac{1}{4}$  of  = 5



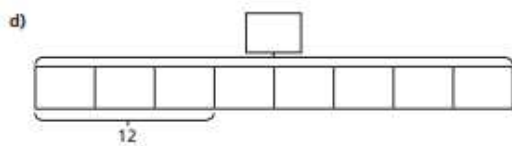
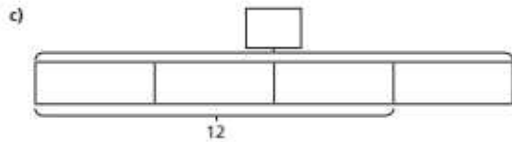
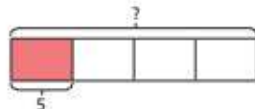
$\frac{1}{4}$  of  = 4



$\frac{1}{5}$  of  = 5



$\frac{1}{3}$  of  = 4



2 Complete the calculations.

a)  $\frac{1}{2}$  of  = 30

e)  $\frac{3}{7}$  of  = 15

b)  $\frac{1}{2}$  of  = 15

f)  $\frac{5}{7}$  of  = 15

c)  $\frac{1}{4}$  of  = 15

g)  $\frac{5}{7}$  of  = 35

d)  $\frac{3}{4}$  of  = 15

h)  $\frac{7}{5}$  of  = 35

2 Complete the sentences.

a) When one fifth is 1, the whole is

When one fifth is 10, the whole is

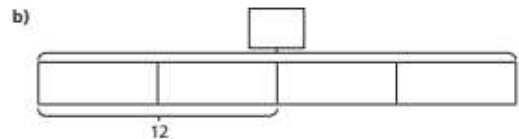
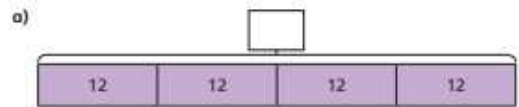
When one fifth is 20, the whole is

b) When  $\frac{1}{7}$  is 2, the whole is

When  $\frac{1}{7}$  is 4, the whole is

When  $\frac{1}{7}$  is 8, the whole is

3 Complete the bar models and fill in the whole.



5 Dora and Mo have a full bottle of juice.

Dora drinks  $\frac{2}{5}$  of the juice.

Mo drinks  $\frac{1}{5}$  of the juice.

There is 150 ml of juice left in the bottle.

How much juice was in the full bottle?

ml

6 Rosie and Ron are collecting red and blue counters.

They have the same number of blue counters.

They have a different number of red counters.



Rosie

I have 18 counters altogether.  $\frac{2}{3}$  are blue.

$\frac{3}{4}$  of my counters are blue.



Ron

a) How many counters does Ron have altogether?

b) How many red counters do they each have?

Rosie has  red counters.

Ron has  red counters.



Friday 22<sup>nd</sup> May 2020

Consolidation day!

TTRS- complete minimum of 5 games. Where will you end up on the leaderboard this week?

These are activities to keep our maths learning 'sticky'. Select at least 2 of the activities below to complete your maths lesson today.

- Numbots
- BBC Bitesize game
- Challenges from below

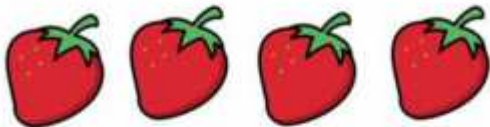
Friday 22<sup>nd</sup> May 2020

Summer Term- Week 5- Lesson 5

Friday Challenge.

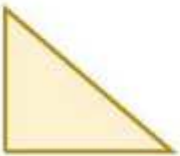
## Challenge 1

This is half of Lee's strawberries.



How many strawberries does Lee have?

This is half of Lee's shape.



What could the whole shape look like?

## Challenge 2

Tim buys a lolly and a chew.



The lolly costs 12p more than the chew.

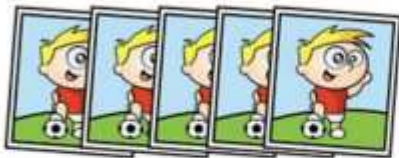
The total cost of the two items is 82p.

How much does the lolly cost?

## Challenge 3

Stickers come in packs of 5.

Max buys 12 packs.



He gave his three friends some stickers.

They each receive the same number.

He has 27 stickers left.

How many stickers did Max give each of his friends?

Q2. Cut out your cake so it looks like the tangram.  
Can you make any of the following shapes?

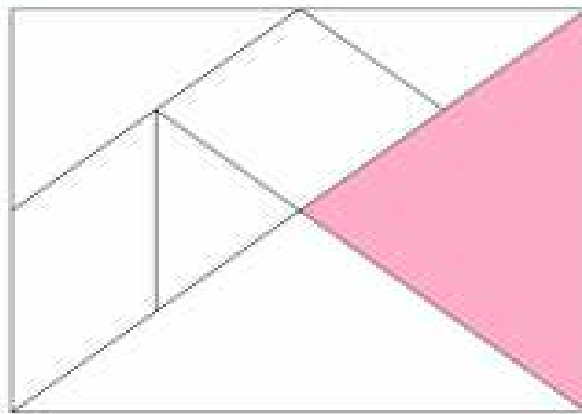
A boat

A cat

A house

Q3. What other shapes can you make?

Q4. What fraction of the whole shape is shaded here?



Shade in more of the diagram so  $\frac{75}{100}$  is shaded.