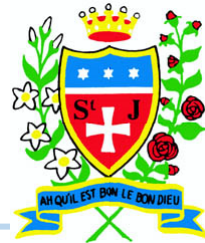


# KIRF- I can recall common equivalent fractions, decimals and percentages

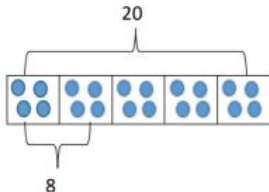
Year 5 - Summer 1



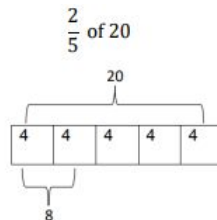
## What can this look like?

Children should be able to use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity.

Concrete:



Pictorial:



Abstract:

$$20 \div 5 = 4$$

$$4 \times 2 = 8$$

$$\frac{2}{5} \text{ of } 20 = 8$$

## Questions to ask at home

- What is  $\frac{1}{5}$  of 20?
- I have eaten  $\frac{2}{3}$  of the packet of sweets (12 sweets) how many have I eaten?

## Key vocabulary

- **Denominator**- The bottom number in a fraction. Shows the number of equal parts in the whole.
- **Non unit fraction**- A fraction where the numerator is not one.
- **Numerator**- The top number in a fraction. Shows how many parts we have.
- **Unit fraction**- A fraction where the numerator is one.

## Things to try

**Solve it:**  $\frac{3}{5}$  of \_\_\_\_ = 15

Use the bar model to help you. How many parts are in the whole? How many parts do you have? How many parts does the 15 represent?

**Prove it:** use the bar model to prove  $\frac{4}{7}$  of 56 = 32 is correct

**Explain the marvellous mistake:** to find  $\frac{2}{5}$  of 20 Kai says, "First you divide 20 by the numerator and then times that answer by the denominator."

**Websites:**

<https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3>

<https://wordwall.net/resource/45472/maths/find-fractions-of-amounts>

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zdrbcqt#z93h3qt>