Student Details

**First Name Last Name**

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**Teacher’s Name**

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HOME LEARNING PACK

TERM 5

YEAR 10

HIGHER

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| **Learning Objective:** | To be able to calculate fractions of amounts | **Name:** |  |
| **Date:** |  |
| **Do NOW Activity:** | | | |
| PRIOR KNOWLEDGE CHECK:  1. I am able to multiply and divide integers | | | |
| **THE MAIN EVENT** | | | |
| **WORKED EXAMPLE #1:** | | | |
| **PRACTICE #1:** | | | |
| **WORKED EXAMPLE #2:** | | | |
| **PRACTICE #2:** | | | |
| **PRACTICE #3:** | | | |
| **PRACTICE #4:** | | | |

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| **Learning Objective:** | To be able to express one number as a fraction of another | **Name:** |  |
| **Date:** |  |
| **Do NOW Activity:** | | | |
| PRIOR KNOWLEDGE CHECK:  1. I am able to simplify fractions | | | |
| **THE MAIN EVENT** | | | |
| **WORKED EXAMPLE #1:**  5  20  Write £5 as a fraction of £20  **÷ 5**  **÷ 5**  1  4 | | | |
| **PRACTICE #1:**   1. What is 10 as a fraction of 100? 2. What is 5 as a fraction of 20? 3. What is 9 as a fraction of 90? 4. What is 50 as a fraction of 100? 5. What is 6 as a fraction of 9? 6. What is 15 as a fraction of 35? 7. What is 16 as a fraction of 48? 8. What is 20 as a fraction of 50? | | | |
| **WORKED EXAMPLE #2:**  In a class of 30 pupils, 12 are girls. What fraction of the class are girls?    2  5  **÷ 6**  **÷ 6**  12  30 | | | |
| **PRACTICE #2:**   1. In my pencil case I have 2 blue pens, 2 black pens and a green pen. What fraction of my pens are blue? 2. There are 30 men and 20 women at a conference. What fraction of the people were men. 3. I printed 60 assessments and 10 were on yellow paper. What fraction of the assessments were on yellow paper? 4. I have 9 blue, 3 red, 6 green, and 11 yellow smarties. What fraction of the smarties are : 5. Blue b) red c) Not blue | | | |
| **PRACTICE #3:**   1. The table below shows the colours of cars in the car park.  |  |  | | --- | --- | | **Car colour** | **Frequency** | | Black | 25 | | White | 10 | | Grey | 10 | | Red | 5 | |  |  |     What fraction of the cars were   1. Black b) white c) red d) Not grey | | | |
| **PRACTICE #4:**   1. Sophie did a survey on the year 8 pupils’ favourite flavour ice cream. She recorded her results in the table below.  |  |  |  | | --- | --- | --- | | **Ice cream flavour** | **Tally** | **Frequency** | | Chocolate | | | | | | | | | | | | | | | | | 15 | | Vanilla | | | | | | | | | | | | | | | | | | | | | | 20 | | Strawbery | | | | | | | | | | | | 10 | | Mint chocolate chip | | | | | | | | 6 | | Salted caramel | | | | | | 4 | | Lemon sorbet | | | | | | | 5 |      1. What is wrong with Sophie’s tallying method? What fraction of students liked 2. Chocolate c) salted caramel d) vanilla | | | |

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| **Learning Objective:** | To be able to convert decimals to fractions and order fractions | **Name:** |  |
| **Date:** |  |
| **Do NOW Activity:** | | | |
| PRIOR KNOWLEDGE CHECK:  1. I am able to use the ‘bus stop’ method or long division | | | |
| **THE MAIN EVENT** | | | |
| **WORKED EXAMPLE #1:** | | | |
| **PRACTICE #1:**  Convert the following fractions into decimals | | | |
| **WORKED EXAMPLE #2:** | | | |
| **PRACTICE #2:** | | | |
| **PRACTICE #3:** | | | |

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| **Learning Objective:** | To be able to add & subtract decimals | **Name:** |  |
| **Date:** |  |
| **Do NOW Activity:** | | | |
| PRIOR KNOWLEDGE CHECK:  1. I am able to use the column method for addition | | | |
| **THE MAIN EVENT** | | | |
| **WORKED EXAMPLE #1:** | | | |
| **PRACTICE #1:** | | | |
| **WORKED EXAMPLE #2:** | | | |
| **PRACTICE #2:** | | | |
| **PRACTICE #3:** | | | |