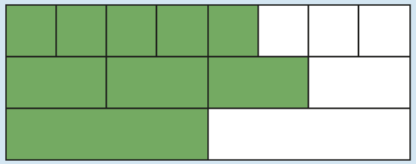
Year 5 Term 4

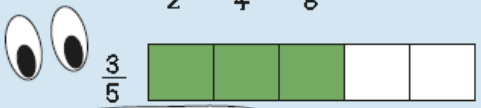
Use equivalence to compare $\frac{5}{8}$ $\frac{3}{4}$ $\frac{1}{2}$



$\frac{3}{4} = \frac{6}{8}$

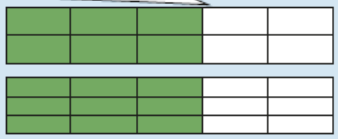
$\frac{1}{2} = \frac{4}{8}$

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



$\frac{3}{5}$

If there are 2 times as many equal parts, then there are 2 times as many shaded parts

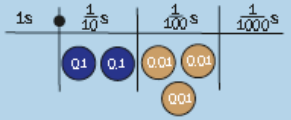


$\frac{3}{5} = \frac{6}{10}$

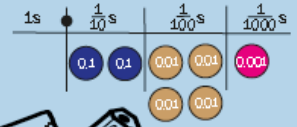
$\frac{3}{5} = \frac{9}{15}$

Decimals as fractions

$0.3 = \frac{3}{10}$

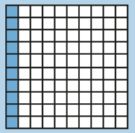


$0.23 = \frac{23}{100}$



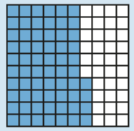
$0.241 = \frac{241}{1000}$

denominator
numerator
equivalence
thousandths
percentage

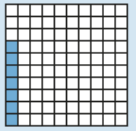


$\frac{10}{100} = \frac{1}{10}$

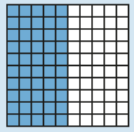
Percentage, decimal, fraction equivalence



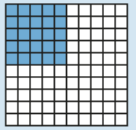
$\frac{64}{100} = 0.64 = 64\%$



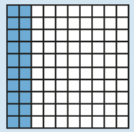
$\frac{7}{100} = 0.07 = 7\%$



$\frac{1}{2} = \frac{50}{100} = 0.5 = 50\%$



$\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%$



$\frac{1}{5} = \frac{20}{100} = 0.2 = 20\%$

If I know $\frac{1}{5} = 20\%$ then I also know... because...

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
				1	3	6			
		1	3	6	0	0			
						1	3	6	
						0	1	3	6

Ten times greater

Ten times smaller

Converting units by multiplying and dividing by 10, 100 and 1000

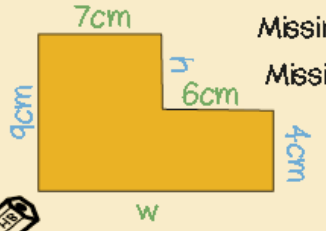
13.6 x 10
move digits 1 place left

13.6 x 1000
move digits 3 places left

13.6 ÷ 10
move digits 1 place right

13.6 ÷ 100
move digits 2 places right

imperial
metric
convert
perimeter
rectilinear

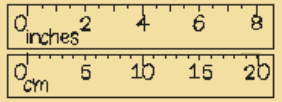


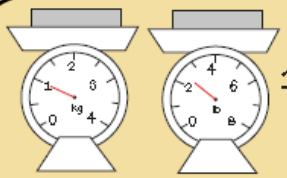
Missing width = w = 7 + 6 = 13cm

Missing height = h = 9 − 4 = 5cm

Perimeter
= 9 + 7 + h + 6 + 4 + w
= 44cm

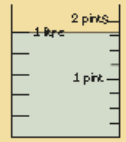
2.5cm = approximately 1 inch





1kg = approximately 2 pounds

1 litre = approximately 2 pints



1m = 100 cm
13.6 x 100 = 1360
so 13.6m = 1360cm

1cm = 10 mm
13.6 x 10 = 136
so 13.6cm = 136mm

1km = 1000 m
13.6 x 1000 = 13600
so 13.6km = 13,600m

1l = 1000 ml
13600 ÷ 1000 = 13.6
so 13,600ml = 13.6litres

1kg = 1000 g
1360 ÷ 1000 = 1.36
so 1360g = 1.36kg

When converting from a larger unit to a smaller unit, multiply because there will be more of them.