

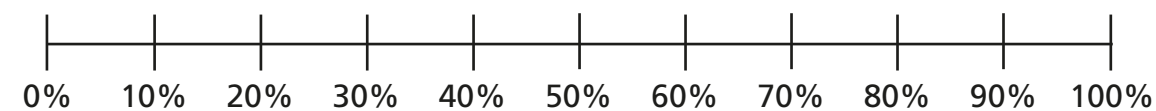
# Order FDP

1 Write  $<$ ,  $>$  or  $=$  to complete the statements.

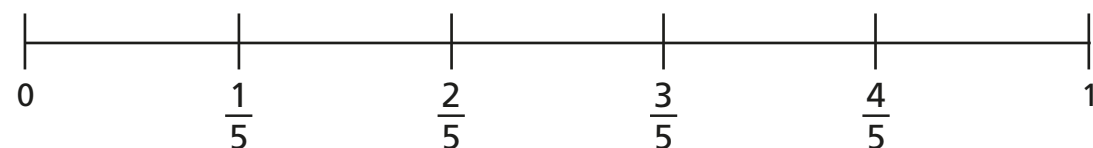
- a)  $64\%$    $0.46$       d)  $0.8$    $80\%$
- b)  $0.96$    $\frac{97}{100}$       e)  $67\%$    $\frac{7}{10}$
- c)  $\frac{3}{5}$    $35\%$       f)  $\frac{7}{20}$    $0.3$

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

- a)  $9\%$      $\frac{9}{10}$      $0.99$      $19\%$



- b)  $\frac{2}{5}$      $0.52$      $45\%$      $0.2$



3 Write the fractions, decimals and percentages in ascending order.

- a)  $\frac{7}{10}$      $\frac{13}{100}$      $21\%$      $0.9$

\_\_\_\_\_

- b)  $0.6$      $61\%$      $\frac{37}{50}$      $0.66$

\_\_\_\_\_

- c)  $47\%$      $0.89$      $\frac{63}{100}$      $12\%$

\_\_\_\_\_

- d) Which part was easiest to order: a), b) or c)? \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

- e) Which set was most difficult to order: a), b) or c)? \_\_\_\_\_  
Why?

\_\_\_\_\_

\_\_\_\_\_

- f) Compare answers with a partner.  
What is the same and what is different?



- 4 These fractions, decimals and percentages are in descending order.

99%      $\frac{89}{100}$      0.7          0.5     49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78     51%      $\frac{3}{5}$      0.6      $\frac{4}{10}$

- 5 Tommy scored  $\frac{40}{50}$  on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? \_\_\_\_\_

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has  $\frac{4}{10}$  of his juice left.



Who drank the most? Show your working.

\_\_\_\_\_ drank the most.

Who drank the least? Show your working.

\_\_\_\_\_ drank the least.

- 7 a) Use the digit cards to make the statement correct.

1 2 3 4 5 6 7 8 9 10

$$0.3 < \frac{\boxed{\phantom{00}}}{10} < 80\%$$

How many different solutions can you find?

\_\_\_\_\_

- b) Use the digit cards to write a percentage greater than  $\frac{2}{5}$  but less than 75%.

0 2 3 4 6 7

$$\frac{2}{5} < \boxed{\phantom{00}} < 0.75$$

How many different percentages can you find?

\_\_\_\_\_

Compare answers with a partner.



# Percentage of an amount (1)

1 Match the equivalent fractions to the percentages.

$$\frac{1}{2}$$

$$\frac{1}{100}$$

$$\frac{1}{10}$$

$$\frac{1}{4}$$

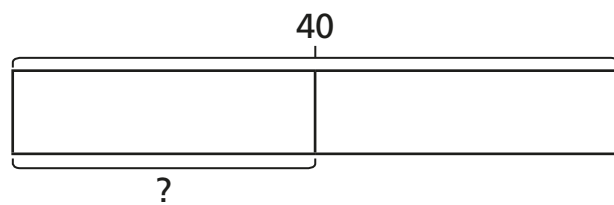
$$25\%$$

$$1\%$$

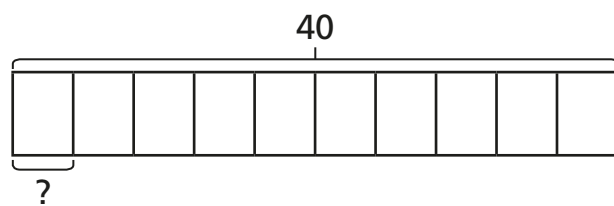
$$50\%$$

$$10\%$$

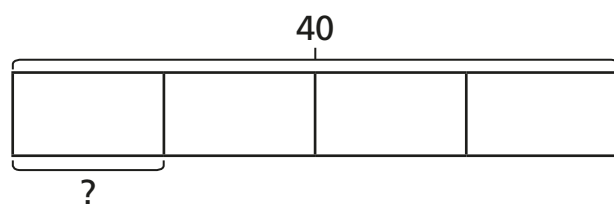
2 Match each bar model to the statement it represents.



$$10\% \text{ of } 40$$



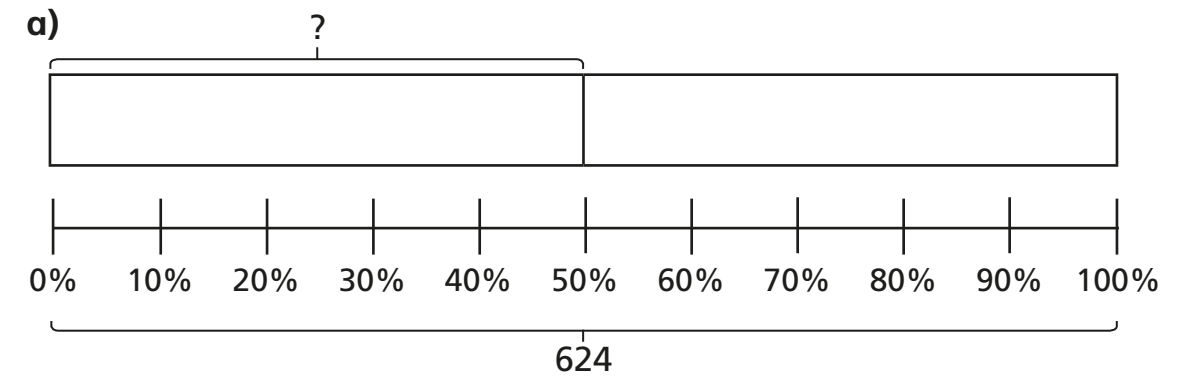
$$25\% \text{ of } 40$$



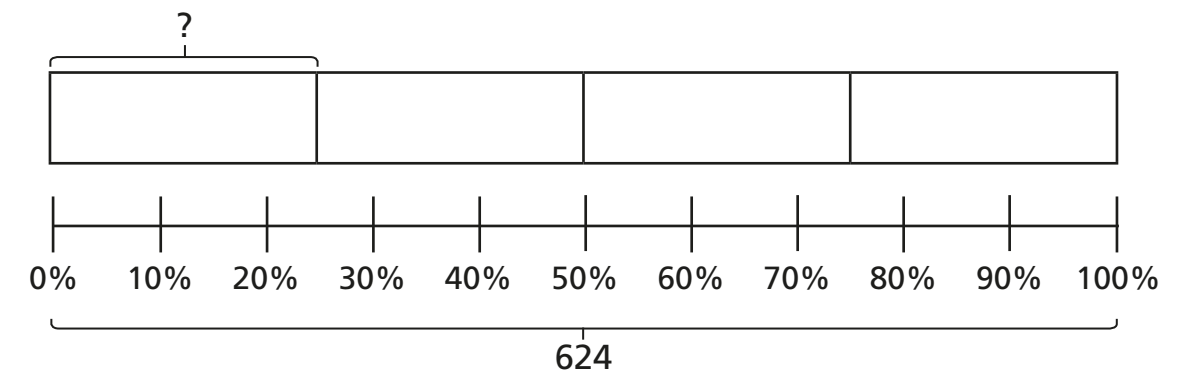
$$50\% \text{ of } 40$$

Compare answers with a partner.

3 Use the bar models to help you complete the calculations.



$$50\% \text{ of } 624 = \boxed{\phantom{000}}$$



$$25\% \text{ of } 624 = \boxed{\phantom{000}}$$

What do you notice about your answers?

b) Use bar models to complete the calculations.

$$50\% \text{ of } 3,420 = \boxed{\phantom{00000}}$$

25% of 3,420 =

10% of 3,420 =

**4** Complete the calculations.

- |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>a)</b> 50% of 3,000 = <input type="text"/></p> <p>50% of 1,500 = <input type="text"/></p> <p>50% of 500 = <input type="text"/></p> <p><b>b)</b> 25% of 3,000 = <input type="text"/></p> <p>25% of 1,500 = <input type="text"/></p> <p>25% of 500 = <input type="text"/></p> | <p><b>c)</b> 10% of 3,000 = <input type="text"/></p> <p>10% of 1,500 = <input type="text"/></p> <p>10% of 500 = <input type="text"/></p> <p><b>d)</b> 1% of 3,000 = <input type="text"/></p> <p>1% of 1,500 = <input type="text"/></p> <p>1% of 500 = <input type="text"/></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

What do you notice about your answers?



- 5** Workers in a toy factory aim to pack 2,560 boxes each day.  
At 10:00 am they have completed 25% of their target.

**a)** How many boxes have they packed?

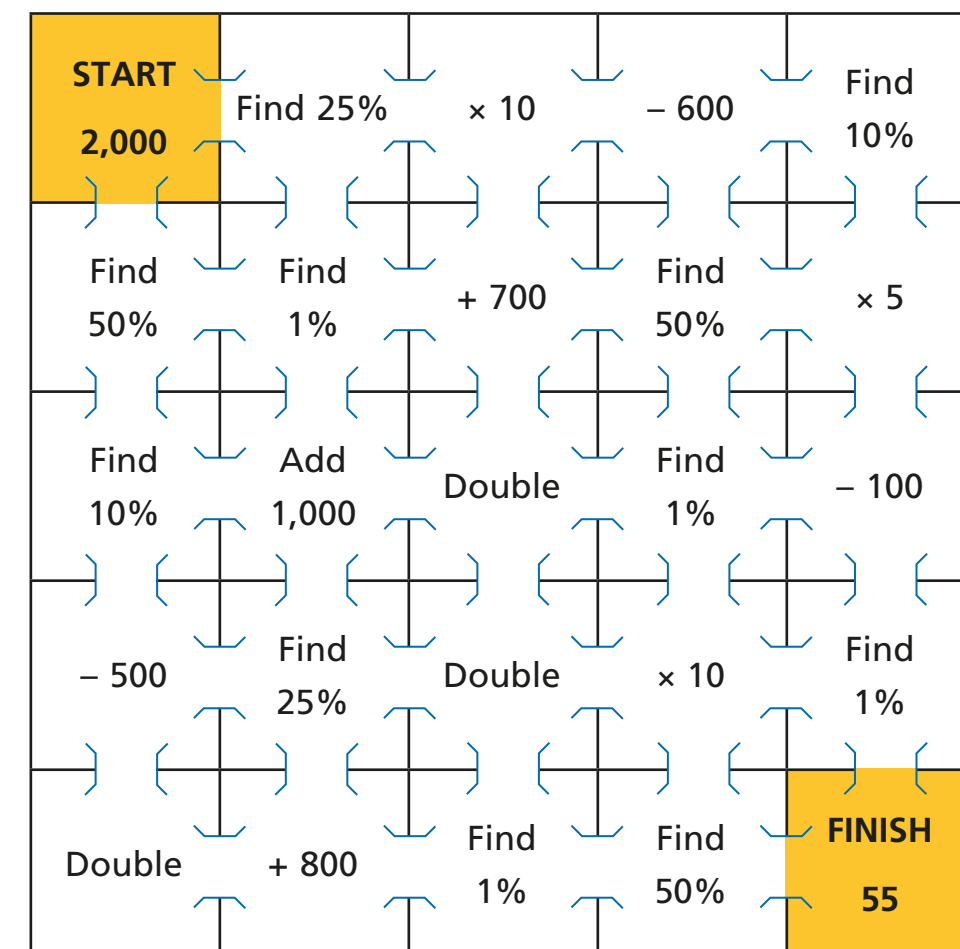
By midday they have packed 50% of their target.

At 2:00 pm they have packed another 10% of their target.

**b)** How many more boxes do they need to pack to meet the daily target?

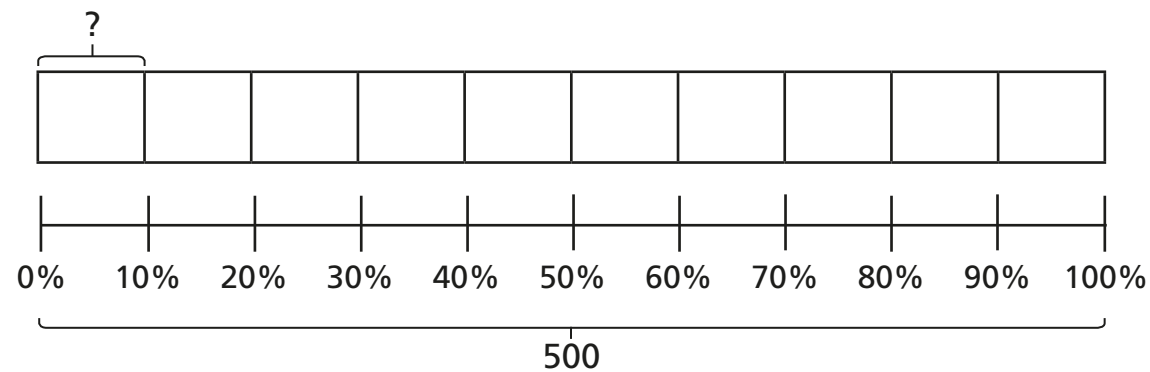
They need to pack  more boxes.

- 6** Follow the steps to find a way through the maze.



# Percentage of an amount (2)

- 1 a) Use the bar model to find 10% of 500



10% of 500 =

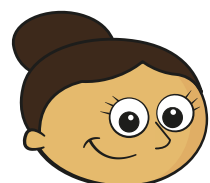
- b) Use your answer to part a) to help you complete the calculations.

20% of 500 =       70% of 500 =

90% of 500 =       60% of 500 =

30% of 500 =       100% of 500 =

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 =

d) 5% of 2,000 =

b) 5% of 400 =

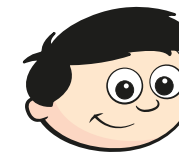
e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?

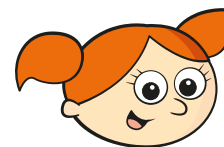
3

- Some children are asked to find 75% of 340



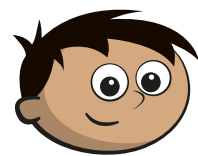
I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?



4 Talk to a partner about different methods for finding these percentages.

20%    90%    60%    15%    55%    40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 =     d) 15% of 1,000 =

20% of 550 =     15% of 300 =

20% of 40 =     15% of 30 =

b) 90% of 1,000 =     e) 55% of 1,000 =

90% of 4,230 =     55% of 4,400 =

90% of 90 =     55% of 8 =

c) 60% of 1,000 =     f) 40% of 1,000 =

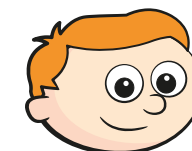
60% of 400 =     40% of 400 =

60% of 98 =     40% of 98 =

5 Ron is calculating these percentages.

10% of 20

20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 =     25% of 60 =

40% of 20 =     60% of 25 =

b) What do you notice about the answers?

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c) Does this always happen? Investigate with other examples.

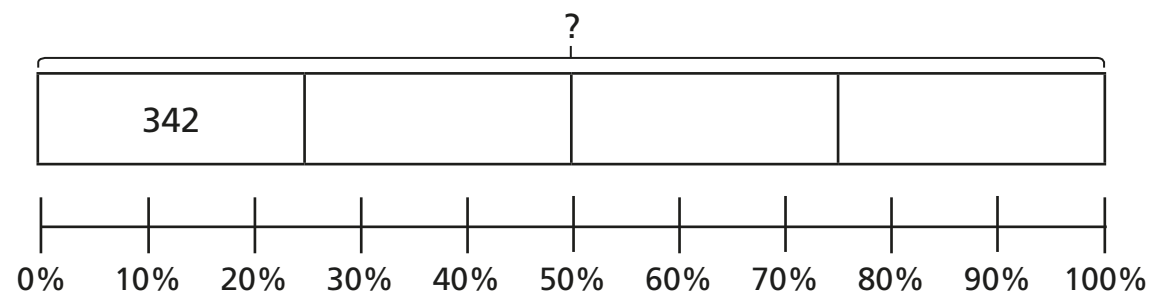
d) Talk about your findings with a partner.



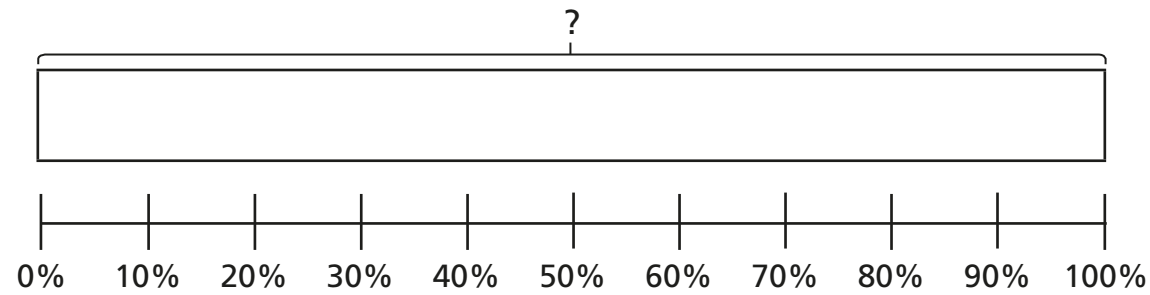
# Percentages – missing values

1 Complete the bar models to find the missing numbers.

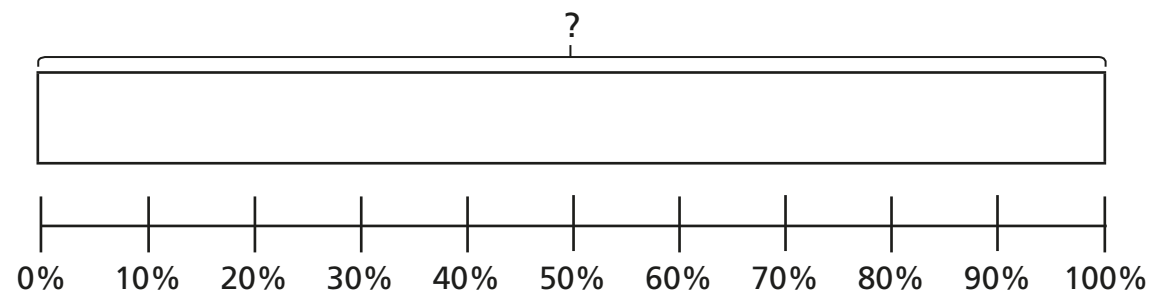
a) 25% of  = 342



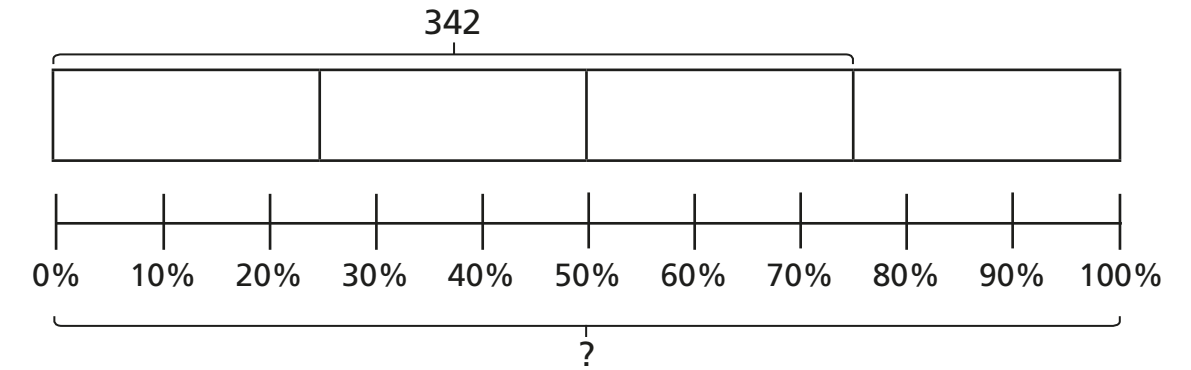
b) 10% of  = 342



c) 50% of  = 342



d) 75% of  = 342



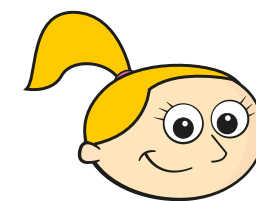
2 40% of the children in a school are boys.

There are 188 boys in total.

a) How many children are there altogether?

b) How many girls are there?

3 10% of  = 200



I know that to find 10% I have to divide by 10, so the answer is 20

a) What mistake has Eva made?

b) Draw a bar model to help Eva find the correct answer.

c) What is the correct answer?



4 Complete the calculations.

a) 20% of  = 30

20% of  = 60

b) 10% of  = 40

10% of  = 20

c)  % of 400 = 100

% of 300 = 225

d) 80% of  = 32

% of 32 = 8

5 The table shows the number of people who visited a cinema over four days.

a) Fill in the missing information.

| Day      | Percentage of total visitors | Number of visitors |
|----------|------------------------------|--------------------|
| Thursday | 10%                          |                    |
| Friday   |                              | 448                |
| Saturday | 45%                          |                    |
| Sunday   |                              |                    |
| Total    |                              | 2,240              |

b) How many more people went to the cinema on Saturday than Sunday?

c) 60% of the visitors were children.  
How many children went to the cinema?

6 Find three different solutions to make the statement correct.

10% of  =  % of 50

|  |  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                       |                                                                                       |
|                                                                                       |                                                                                       |
|                                                                                       |                                                                                       |

What do you notice about your answers?

Talk about it with a partner.



English 10.01.22 to 14.01.22

Monday – Writing the introduction to your biography and beginning the first paragraph

Tuesday – Writing a biography about Nelson Mandela. Focusing on Early Life and Getting into politics.

Wednesday – Writing a biography about Nelson Mandela. Focusing on Prison and Freedom and becoming President.

Thursday – Editing and redrafting

Friday – Writing a final draft.

# Nelson Mandela

From 1948 to 1994, South Africa was run using a system of apartheid. This meant that there were laws to keep Black people and White people apart. Nelson Mandela was a key figure in ending apartheid and bringing more equality to South Africa.



## Childhood



Nelson Mandela was born on 18<sup>th</sup> July 1918 in Mvezo, South Africa. The village where he lived is in a grassy valley. From the age of five, he was a herdboys and helped on the land, herding cattle and sheep. He enjoyed playing hide-and-seek and sliding down rocks near his home. He attended the village school and learnt to read and write, later going away to boarding school. At the age of seven, his schoolteacher gave him the name Nelson – he had been born Rolihlahla Mandela but it was usual for a new name to be given at school.

## Politics and Prison

At university, Nelson often stood up for what he believed in. He protested about the poor quality of university food (for which he was expelled from his first university). He later took part in a march to protest about bus fares and then joined the African National Congress (ANC). This was a political group which campaigned for South Africa to become an independent country and not part of the British Empire. The ANC went on to protest against apartheid laws.

There were more Black people than White people in South Africa but the country was run by White people. Only White people were allowed to vote. In 1948, apartheid laws began to be introduced to further separate Black people and White people: they were not allowed to marry each other; they were not allowed to eat together; Black people were eventually sent to live in separate parts of the country.



Nelson became increasingly passionate in his belief that everyone should be treated equally. As part of the ANC, he campaigned by making speeches, holding meetings, organising rallies and making plans for a better government. The ANC used peaceful protests but when these didn't work, government property was sometimes destroyed, always with the intention that nobody would be hurt. The government banned the ANC and arrested Nelson twice, finally imprisoning him with a life sentence in 1962.

## Freedom

Nelson Mandela was in prison for 27 years. Meanwhile, people around the world united in campaigning for Nelson's release. In the UK, the number one single 'Free Nelson Mandela' was played around the world.

In 1990, a new president, FW de Klerk, finally released Nelson from prison. The two men began to negotiate and work together. They were jointly awarded the Nobel Peace Prize in 1993. This is a very important award given only once a year for contributions to world peace.

In 1994, apartheid ended and, for the first time, Black people were allowed to vote in the national elections. Nelson Mandela was voted in: the first Black president of South Africa. As president, Nelson fought against poverty and inequality.

Nelson Mandela used sport to unite the nation: he encouraged all South Africans to come together to support their national rugby team, the Springboks. In 1995, South Africa hosted the Rugby World Cup. Nelson famously wore the Springboks' jersey and South Africa won the tournament.

## Legacy

Nelson Mandela lived to the age of 95. Many people remember him as a hero whose actions helped to make life fairer for thousands of people. Each year on his birthday, the 18<sup>th</sup> of July, Mandela Day is celebrated around the world. People remember how he devoted his life to fighting for freedom and are often inspired to take action to make the world a better place.



### **Retrieval: Biography**



1. When was Nelson Mandela born?
2. What were the two issues Nelson protested about while at university?
3. Name two of the apartheid laws that were introduced in 1948.
4. How long was Nelson Mandela imprisoned for?
5. Order these events to show the order that they happened.
  - a. Nelson was imprisoned.
  - b. Nelson Mandela and FW de Klerk jointly received the Nobel Peace Prize.
  - c. Nelson joined the ANC.
  - d. Apartheid ended in South Africa.
6. What did campaign for once he was president?
7. When is Mandela Day celebrated?

### **Vital Vocabulary: Biography**



1. Nelson Mandela used sport to unite the nation. What does 'unite' mean?
2. Describe how the author has organised this biography to make it easy to read and understand.
3. What does 'campaigned' mean? Choose one
  - a. Refused to do something
  - b. broke the law
  - c. worked hard to change something
  - d. disagreed with.
4. Find and copy the meaning of the word 'apartheid'.
5. Find a word that means 'loving and loyal.'

### **Thinking Caps: Biography**



1. Why do you think Nelson Mandela was finally released from prison?
2. Compare Nelson's childhood with his time in prison. How were they different?
3. How would you describe Nelson's character? Use evidence from the text to support your answer.

## **Jim Crow Laws**

What do you already know about America? Write down and create a mind map of all the things you already know about America.



Many states in the south of America enforced segregation laws from the 1880s to 1960s similar to those imposed in South Africa. These were called 'Jim Crow' laws, which was a racist term for a black person. Watch the video that have been linked on the website to learn more about the Jim Crow laws. Take some notes about what you notice. Look at the list of segregation laws which has been loaded onto the website.

Task:

Use the segregation laws information sheet and the information from the videos and the laws to create an information text about Jim Crow laws.

## **Martin Luther King Jr**



Who is this person? Have you seen him before?

What can you find out about Martin Luther King Jr. Watch the videos that are loaded onto the website and complete your own research about Martin Luther King Jr and create a mini biography about his life and achievements.

# SEGREGATION LAWS

From the 1880s into the 1960s, a majority of American states enforced segregation through "Jim Crow" laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. Here is a sample of laws from various states.

**Nurses:** No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. Alabama

**Buses:** All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. Alabama

**Railroads:** The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. Alabama

**Restaurants:** It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. Alabama

**Toilet Facilities, Male:** Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. Alabama

**Education:** The schools for white children and the schools for negro children shall be conducted separately. Florida

**Barbers:** No colored barber shall serve as a barber [to] white women or girls. Georgia

**Burial:** The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. Georgia

**Parks:** It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. Georgia

**Wine and Beer:** All persons licensed to conduct the business of selling beer or wine...shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time. Georgia

**Circus Tickets:** All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. Louisiana

**Housing:** Any person...who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. Louisiana

**Prisons:** The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. Mississippi

**Education:** Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. Missouri

**Textbooks:** Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. North Carolina

**Libraries:** The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. North Carolina

**Teaching:** Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. Oklahoma