Homework/Extension
Step 3: Order FDP

National Curriculum Objectives:

Mathematics Year 6: (6F6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]
Mathematics Year 6: (6F11) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Circle the fractions, decimals and percentages that are in the incorrect places in a given sequence. Using percentages and decimals that are multiples of 5, and fractions that are tenths, quarters and halves. Includes whole number percentages.
Expected Circle the fractions, decimals and percentages that are in the incorrect places in a given sequence. Using any percentage, decimal number and any proper fraction. May include the use of percentages equivalent to eighths with 1 decimal place.
Greater Depth Replace the incorrect fractions, decimals and percentages in order to complete a given sequence. Using any percentage, decimal number and any proper fraction. Includes the use of percentages with 1 decimal place.

Questions 2, 5 and 8 (Varied Fluency)
Developing Find the correct route through the maze. Using percentages and decimals that are multiples of 5, and fractions that are tenths, quarters and halves. Includes whole number percentages.
Expected Find the correct route through the maze. Using any percentage, decimal number and any proper fraction. May include the use of percentages equivalent to eighths with 1 decimal place.
Greater Depth Use the given fractions, decimals and percentages in order to complete a route through the maze. Using any percentage, decimal number and any proper fraction. Question presented in a context. Includes the use of percentages with 1 decimal place.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Identify the odd one out and explain why. Using percentages and decimals that are multiples of 5, and fractions that are tenths, quarters and halves. Includes whole number percentages.
Expected Identify the odd one out and explain why. Using any percentage, decimal number and any proper fraction. May include the use of percentages equivalent to eighths with 1 decimal place.
Greater Depth Identify the odd one out where there are multiple answers and explain why. Using any percentage, decimal number and any proper fraction. Includes the use of percentages with 1 decimal place.

More Year 6 Percentages resources.

Did you like this resource? Don't forget to review it on our website.

Order FDP

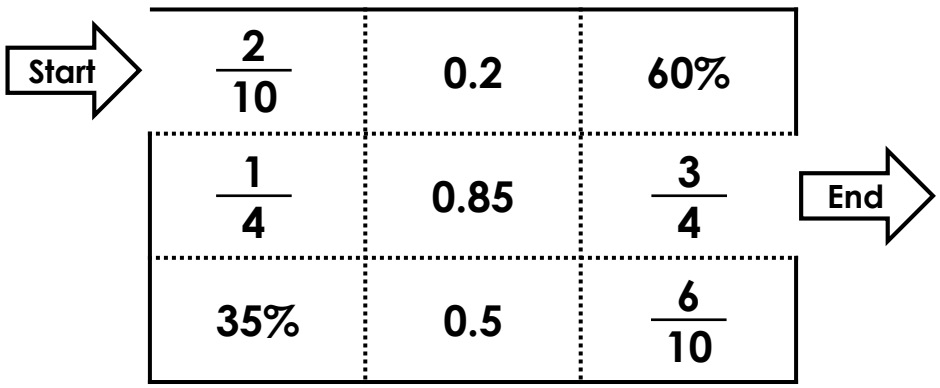
1. Circle the fractions, decimals or percentages that are in the incorrect places in the sequence below. The sequence is in ascending order.

$$\frac{1}{10}, 0.2, 25\%, \frac{6}{10}, \frac{3}{4}, 0.5, 80\%, \frac{1}{2}$$

D

VF
HW/Ext

2. Find the correct route through the maze so that each fraction, decimal and percentage continues in ascending order. You can only travel vertically and horizontally.



D

VF
HW/Ext

3. Mr Roberts is ordering the results of a maths test his class recently took.

The scores are recorded in the table below.

Name	Darcy	Jan	Tom	Luke	Beth
Score	50%	$\frac{3}{4}$	0.75	65%	0.8

Put the scores in ascending order. Did any pupils get the same score? Explain how you know.

D

RPS
HW/Ext

Order FDP

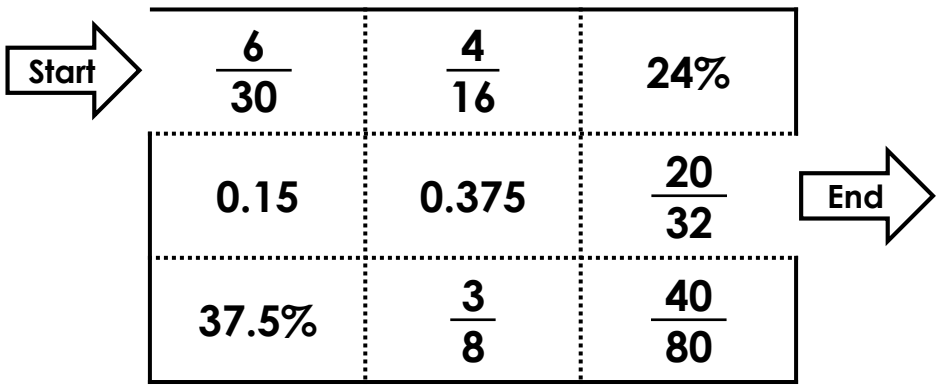
4. Circle the fractions, decimals or percentages that are in the incorrect places in the sequence below. The sequence is in ascending order.

$$\frac{3}{5}, 0.56, 59\%, \frac{6}{8}, \frac{15}{25}, 0.625, 80\%, 87.5\%$$

E

VF
HW/Ext

5. Find the correct route through the maze so that each fraction, decimal and percentage continues in ascending order. You can only travel vertically and horizontally.



E

VF
HW/Ext

6. Mrs Wilson is ordering the results of a history test her class recently took.

Their scores are recorded in the table below.

Name	Tyler	Jeremy	Shania	Yasmin	Becky
Score	88%	$\frac{36}{45}$	0.8	0.78	58%

Put the scores in descending order. Did any pupils get the same score? Explain how you know.

E

RPS
HW/Ext

Order FDP

7. Replace any incorrect fractions, decimals and percentages with suitable ones, in order to complete the sequence below correctly.

$$\frac{4}{32}, 0.15, 26.1\%, \frac{4}{16}, \frac{24}{64}, 30.5\%, 40\%, 0.55$$

GD

VF
HW/Ext

8. Use the given options to complete a route through the maze. Your route must be in ascending order, and each fraction, decimal and percentage can only be used once. You can only travel vertically and horizontally.

Options

$\frac{8}{40}$	87.5%
0.65	0.75
0.375	$\frac{50}{80}$

Start

$\frac{6}{60}$	?	?
?	?	$\frac{14}{16}$
?	?	67.7%

End

GD

VF
HW/Ext

9. Miss Clarke is ordering the results of a science test her class recently took.

Their scores are recorded in the table below.

Name	Rachael	Oliver	Katie	Freya	Emily	Ben
Score	0.55	$\frac{7}{8}$	0.625	$\frac{10}{16}$	$\frac{21}{24}$	67.9%

Put the scores in descending order. Did any pupils get the same score? Explain how you know.

GD

RPS
HW/Ext

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Developing

1. 0.5, $\frac{1}{2}$
2. $\frac{2}{10}$, $\frac{1}{4}$, 35%, 0.5, $\frac{6}{10}$, $\frac{3}{4}$
3. 50%, 65% 0.75, $\frac{3}{4}$, 0.8

Various answers, for example: Jan and Tom both have the same score because $\frac{3}{4}$ is equivalent to 0.75.

Expected

4. $\frac{3}{5}$, $\frac{6}{8}$
5. $\frac{6}{30}$, $\frac{4}{16}$, 0.375, $\frac{20}{32}$
6. 0.88, 0.8, $\frac{36}{45}$, 0.78, 58%

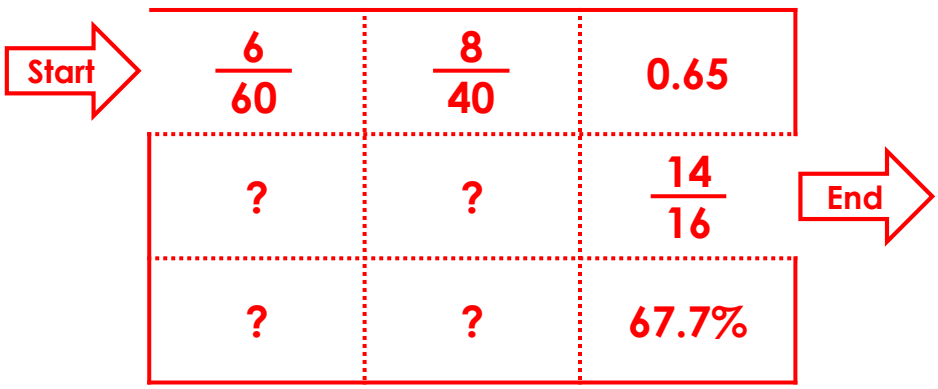
Various answers, for example: Jeremy and Shania both have the same score because $\frac{4}{5}$ is equivalent to $\frac{36}{45}$, which is the same as 0.8.

Greater Depth

7. Various answers, for example:

If placed descending order, $\frac{4}{16}$ and 30.5% are in the wrong place. These can be replaced with $\frac{3}{10}$ and 0.39%.

8. Various answers, for example:



9. $\frac{7}{8}$, $\frac{21}{24}$, 67.9%, $\frac{10}{16}$, 0.625, 0.55

Various answers, for example: Katie and Freya both have the same score because $\frac{10}{16}$ is equivalent to 0.625. Oliver and Emily also have the same score because $\frac{21}{24}$ is equivalent to $\frac{7}{8}$.