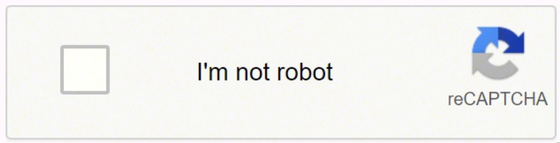


Next

Finding percentages worksheet tes

Score 16

06-01-01-053-s

Name:_____ Subject: Year 6 Numeracy

Date:_____ Unit: Decimal, fraction, percentage

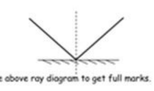
Complete the table by putting in the missing fraction, decimal or percentage:

Fraction	Decimal	Percentage
$\frac{1}{4}$		
	0.1	
		50%
$\frac{3}{4}$		
		20%
	0.3	
$\frac{9}{10}$		
		60%

Ray Diagrams – Reflection & Refraction

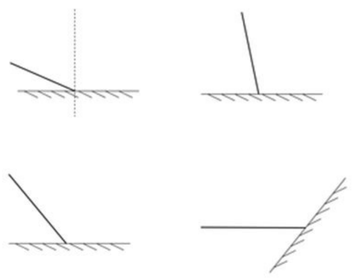
Your marking criteria for the worksheet:
Ruler and sharp pencil used – *1 mark*
Rays lead from the light source, to the eye, and rays have arrows on them – *1 mark*
Diagrams labelled with: light source, incident ray, reflected ray, angle of incidence, angle of reflection, normal – *1 mark*
The angles obey the law of reflection – *1 mark*

When you arrive, answer the two questions below.
1. Using the above mark scheme, how many marks would this ray diagram get? _____



2. Modify the above ray diagram to get full marks.

Complete these ray diagrams during the lesson. All of your ray diagrams will score 4 marks on the mark scheme.



SYMBOLS

In each box, draw the correct symbol, which is used to represent the word on an ordnance survey map. Use your map to help you.

Church or chapel	Cemetery
Main Road	Marsh
Motorway	Coniferous Wood
Footpath	Camp Site
Parking	Radio/ TV Mast
Information Centre	Buildings
Quarry	Rivers
Windmill	

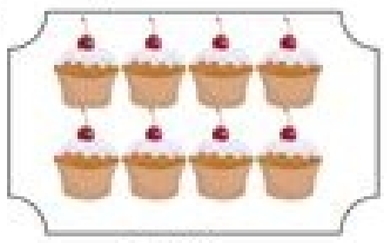
LO: To find fractions of numbers or amounts (s)

Look at these trays of cakes. You buy a fraction of each tray or cakes. Work out how many cakes you buy. To find ½ divide by 2, to find ¼ divide by 4, to find 1/5 divide by 5.

1.

½ of 6 =

2.

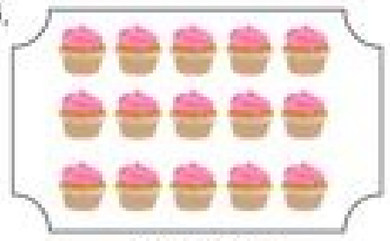


½ of 8 =

3.

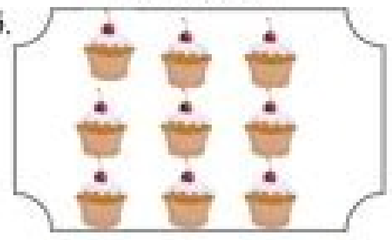
1/5 of 10 =

4.



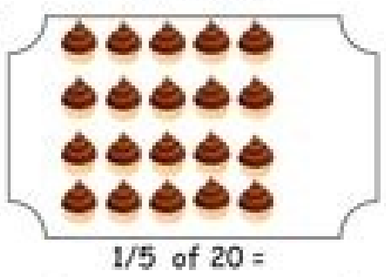
1/5 of 15 =

5.



1/3 of 9 =

6.

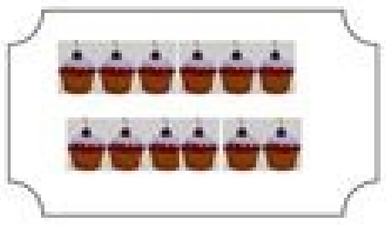


1/5 of 20 =

7.

1/3 of 18 =

8.



½ of 12 =

NOW try this:

9. find 1/5 of 15
10. find ½ of 40 =
11. find ¼ of 16
12. find 1/5 of 25
13. find 1/5 of 30
14. find 1/5 of 35
15. find 1/3 of 12
16. find 1/3 of 30
17. find 1/3 of 27
18. find 1/10 of 20
19. find 1/10 of 50
20 find 1/10 of 90

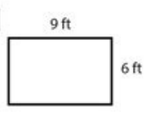
Name : _____

Score : _____ Date : _____

MATH MONKS

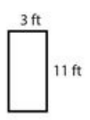
Area And Perimeter Of Rectangles

1



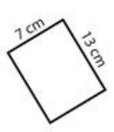
Area = _____
Perimeter = _____

2



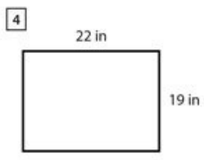
Area = _____
Perimeter = _____

3



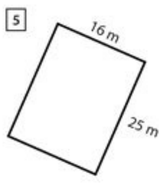
Area = _____
Perimeter = _____

4



Area = _____
Perimeter = _____

5



Area = _____
Perimeter = _____

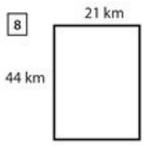
6

Area = _____
Perimeter = _____

7

Area = _____
Perimeter = _____

8



Area = _____
Perimeter = _____

Finding simple percentages worksheet tes. Finding percentages of amounts worksheet tes.

Level 1-3 To calculate the percentage of a quantity, we convert the percentage to a decimal or fraction and then multiply this by the quantity. Example: Calculate \textcolor{blue}{16 \%} of \textcolor{blue}{60}. {\fnMicrosoft Sans Serif}\fnMicrosoft Sans Serif}\fnMicrosoft Sans Serif} {\fnMicrosoft Sans Serif} {\fnMicrosoft Sans Serif} Level 1-3GCSE Level 1-3 GCSE For a percentage increment, the decimal or fraction multiplying the quantity by will be greater than \bf{1}. Example: Jane deposits \textcolor{blue}{Â£1,360} into her bank account that has an interest rate of \textcolor{blue}{2.2\%} per year. Assuming you don’t deposit or withdraw money, how much money will you have in a year’s time? The new total value of Jane’s account will be equal to the original total plus \textcolor{blue}{2.2\%} of the original total. To find this total we multiply \textcolor{blue}{Â£1,360} by \textcolor{blue}{1 + 0.022} = \textcolor{blue}{1.022}. Therefore, the total value is, \textcolor{blue}{1,360} \times \textcolor{blue}{1.022} = \pounds 1,389.92 Level 1-3GCSE For a percentage decrease, the decimal or fraction multiplying the quantity by will be less than \bf{1}. Example: If Jane decides to remove \textcolor{blue}{25\%} from the total \textcolor{blue}{Â£1,389.92}, we find the decimal equivalent as 1 – 0.25 = \textcolor{blue}{0.75} Therefore after the withdrawal, the value of the account is, \textcolor{blue}{1,389.9} \times \textcolor{blue}{0.75} = \pounds 1,042.44 Level 1-3GCSE Level 4-5 GCSEThe change is used to find the change in a value as a percentage. \ text {\ textcolor {black} {percentage `changes'}} = \ dfrac {\ text {\ textcolor {red} {change}}} {\ text {\ textcolor {blue} {original}}} \ times \ textcolor {Black} {100} Example: Calculate the change of percentage when an automotive falls on value from \ textcolor {BLUE} {£ 8,500} A \ textcolor {black} {£ 7,000}. Use of the previous equation We can calculate the percentage change by calculating the difference first, which is, \ textcolor {black} {£ 8,500}-\ textcolor {black} {£ 7,000} = \ textcolor {red} {£ £ 1,500} Then, we must divide this difference by the original amount and multiply by \ textcolor {black}} {100} to obtain the percentage change: \ text {\ textcolor {black} {percentage change}} = \ dfrac {\ textcolor {red} {£ 1,500}} {\ textcolor {blue} {£ Â £ 8,500}} \ times \ textcolor {black} {100} = \ textcolor {black} {17.65 \%} Level 4-5GCSE to solve This question, we will have to break down 33 \% easily, and more manageable, the pieces of 33 \% can be broken down as follows: 3 \ times 10 \% + 3 \ times 1 \% 10 \% is a very easy amount to calculate since everything we have to do is divide by 10: 10 \% \ text {} 180 = 180 \ div 10 = 18 therefore, 30 \% of 180 is 3 \ times 18 = 54. Then, we will find it 3 \% by f Irst Find 1 \% and multiplying the answer by 3. To find 1 \% of 180, we need to divide the total by 100: 1 \% \ text {of} 180 = 180 \ div 10 = 1.8 therefore, 3 \% 180 is 3 \ times 1.8 = 5.4. Finally, we must add the amount of 30 \% and the amount of 3 \%, so 33 \% is: 54 + 5.4 = 59.4 To convert anything into a percentage, it is much easier to write the Quantity as a fraction first., If Matteo scored Ã ¢ â, ¬ å "99 of less than 150Ã ¢ ¬¬, Then we should write this as: \ DFRC1 {99} {150} to convert a fraction into a percentage, Must divide LA. upper by the lower part (help. If you remember that the line in a fraction means "divide" and then multiplies by 100. So, the Matteo score as a percentage can be calculated as follows: (99 \ DIV 150) \ Times 100 = 66 \% In this question the differenceThe two salaries are \ pounds25,338 - \ libras24,600 = \ libras738 the original amount (the amount before increasing) was £ 24,600, so that the percentage increase can be calculated as follows: \ DFRCA {\ pounds738 } {\ libras24,600} \ times 100 = 3 \% to most people, this seems a very easy question with a response of 20 \%, but this answer is, sadly, incorrect! What else easy to do to solve this question is to invent a price for the motorcycle. You can invent any price you want, but it would be advisable to make the price a pleasant, easy number and, since this question refers to the percentages, giving the bike a price of £ 100 makes life extremely fÃ Cil. If the bike costs Â £ 100, when it is reduced by 10 \%, then its new value is £ 90. If the motorcycle now costs £ 90 and it is reduced more by 10 \%, we must deduct the 10 \% of this value of £ 90 (and not the previous value of £ 100). 10 \% £ 90 = Â £ 9 so the new value of the motorcycle is £ 81. Therefore, the motorcycle has decreased in value of £ 100 to £ 81. As we establish the original price of The motorcycle as Â £ 100, the decrease in the percentage here must be relatively obvious. If not, remember that to calculate a decrease rate (or increase), it must divide the difference between the two values for the original value and multiplies by 100. The original value of the motorcycle was Â £ 100, and its new value is Â £ 81, so the decrease in the percentage can be calculated as follows: \ dfrac {\ pounds100 - \ libras81} {\ pounds 100} \ times 100 = 19 \%, the motorcycle has decreased in value in 19 \% and not 20 \%. Related topics Themes

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