



















# Fractions: Percentage Power

|   |   |   |
|---|---|---|
| <b>Aim:</b><br>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.<br><br>I can recognise and write percentages. | <b>Success Criteria:</b><br>I can recognise the per cent symbol.<br><br>I can write the percentage that a diagram represents.<br><br>I can represent a percentage with a diagram. | <b>Resources:</b><br>Lesson Pack<br><br>Whiteboards and pens  |
|   | <b>Key/New Words:</b><br>Percentage, per cent, %, per hundred, fraction, equivalent.  | <b>Preparation:</b><br>Blank Hundred Squares - one per child<br><br>Differentiated Percentage Colouring Activity Sheets - one per child |

**Prior Learning:** It will be helpful if children have a good understanding that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

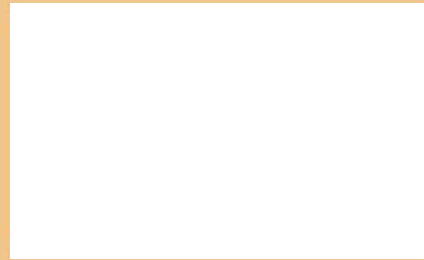
## Learning Sequence

|  |  |   |
|--|--|---|
|    | <b>Fraction Action!</b> Challenge the children to find fractions that fit the comparison statements shown on the <a href="#">Lesson Presentation</a> .   |    |
|    | <b>Tell Me:</b> Elicit what children already understand about per cent using the symbol shown on the <a href="#">Lesson Presentation</a> . Identify that per means 'for each' or 'out of' and cent means 'one hundred' so per cent means 'for each hundred' or 'out of one hundred'.   |    |
|   | <b>Percentage Diagrams:</b> On whiteboards, children write the percentage that is coloured in on each of the diagrams shown on the <a href="#">Lesson Presentation</a> . Then, they use the <a href="#">Blank Hundred Squares</a> to shade the diagrams to the percentages shown. Share the different ways children have coloured in the grids. Extend to shape diagrams split into tenths or quarters and how these diagrams can represent multiples of 10% and 25%.  |   |
|  | <b>Percentage Colouring:</b> Children complete the differentiated <a href="#">Percentage Colouring Activity Sheets</a> to show they can recognise and write percentages. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Children write the percentage of each shape that is coloured in, then colour shapes to represent given percentages. The shapes are all squares split into 100 equal pieces.</p> </div> <div style="text-align: center;">  <p>The questions begin with shapes split into 100 pieces and move on to shapes split into 4, 5 or 10 pieces.</p> </div> <div style="text-align: center;">  <p>The shapes are split into a mixture of 100, 4, 5, 10 or 200 pieces.</p> </div> </div>  |  |
|  | <b>Diving into Mastery:</b> Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding. <div style="margin-top: 10px;">  <p>Children complete fluency problems which involve understanding the language 'number of parts per hundred' in relation to percentages. They compare different representations of percentages which show different numbers of parts per hundred.</p>  <p>Children explore answering reasoning problems involving percentages, including true or false questions and comparing 100 squares with missing sections.</p>  <p>Children use problem solving skills in order to answer an open-ended task that involves a greater depth of thinking when understanding percentages and numbers of parts per 100.</p> </div> |  |
|  | <b>Matching Hundredths:</b> Discuss how percentages can be written as fractions with a denominator of one hundred. Practise identifying equivalent percentages and fractions by finding the matching pairs shown on the <a href="#">Lesson Presentation</a> and then writing the equivalents for the unmatched answers.  |  |

**Exploreit**

**Collectit:** Children collect examples of places where percentages are used (e.g. food packaging, discount offers).

**Representit:** Children use base ten resources to represent given percentages. The hundred square represents one whole, the tens sticks represent 10% and the ones cubes represent 1%.



# Maths

## Fractions

# Percentage Power



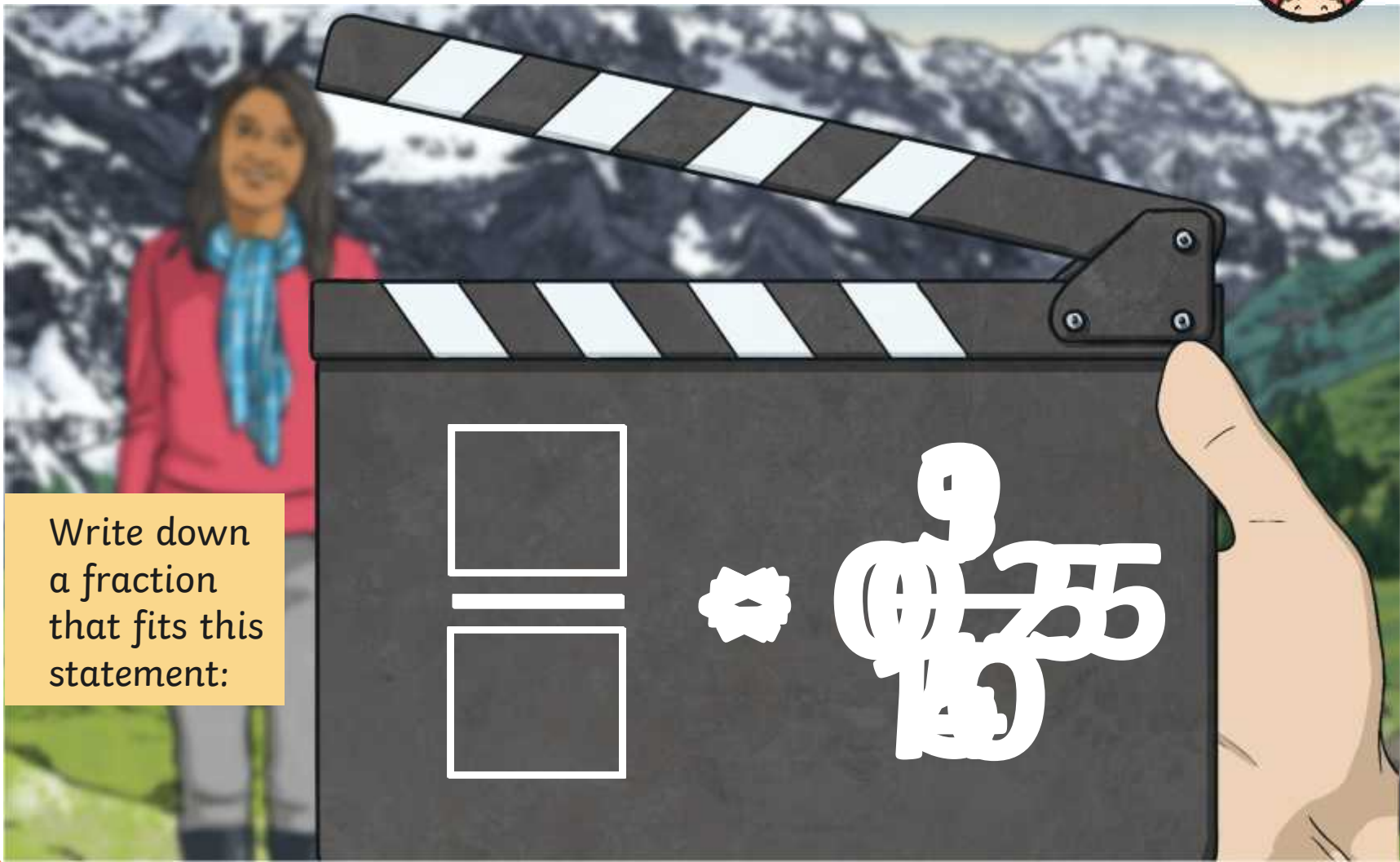
# Aim

- I can recognise and write percentages.

# Success Criteria

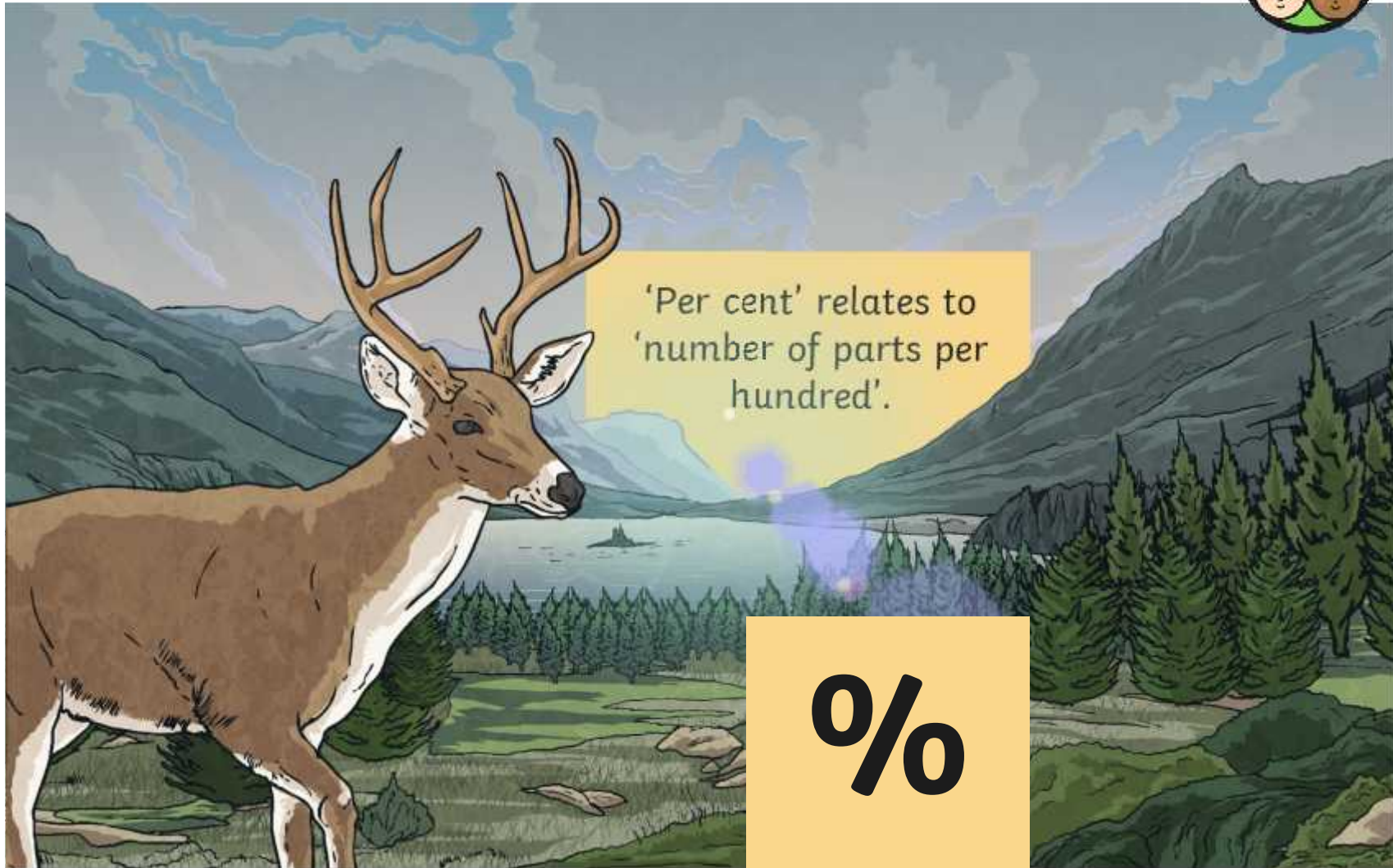
- I can recognise the per cent symbol.
- I can write the percentage that a diagram represents.
- I can represent a percentage with a diagram.

# Fraction Action!



Write down  
a fraction  
that fits this  
statement:

# Tell Me

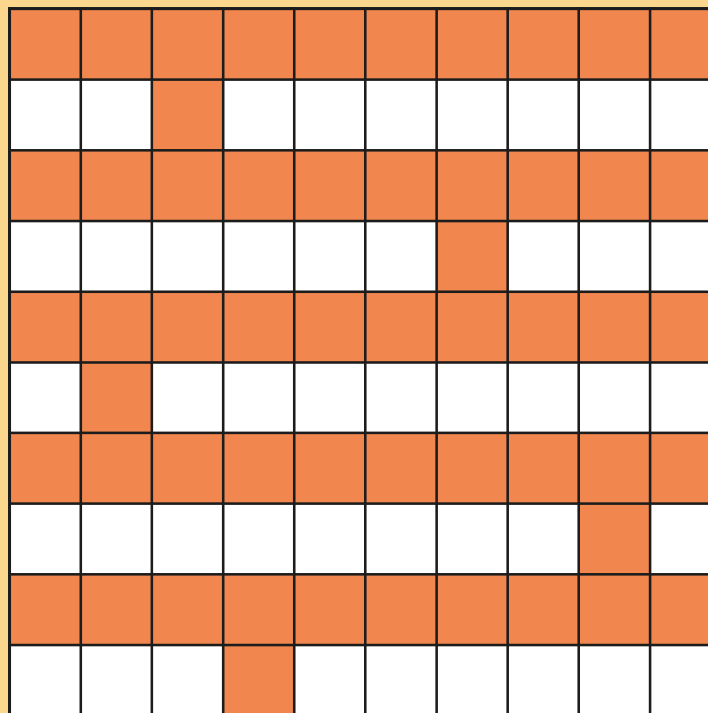


# Percentage Diagrams



Here is a 10 by 10 grid made of 100 small, equal squares.  
What is the number of parts per hundred shaded?  
What **percentage** does each square represent?

20 parts per hundred  
is shaded = 20%





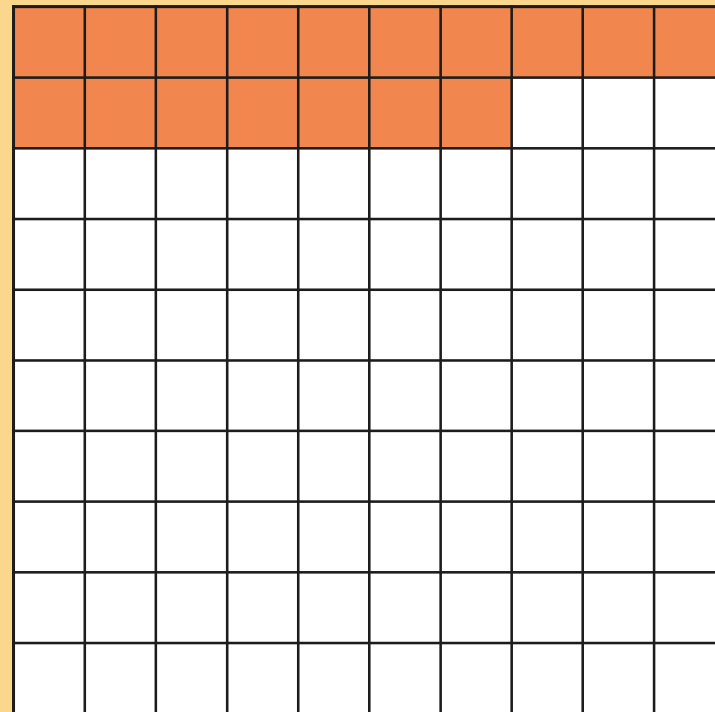
# Percentage Diagrams



Use your **Blank Hundred Squares**.  
Shade in a grid to show:



17%



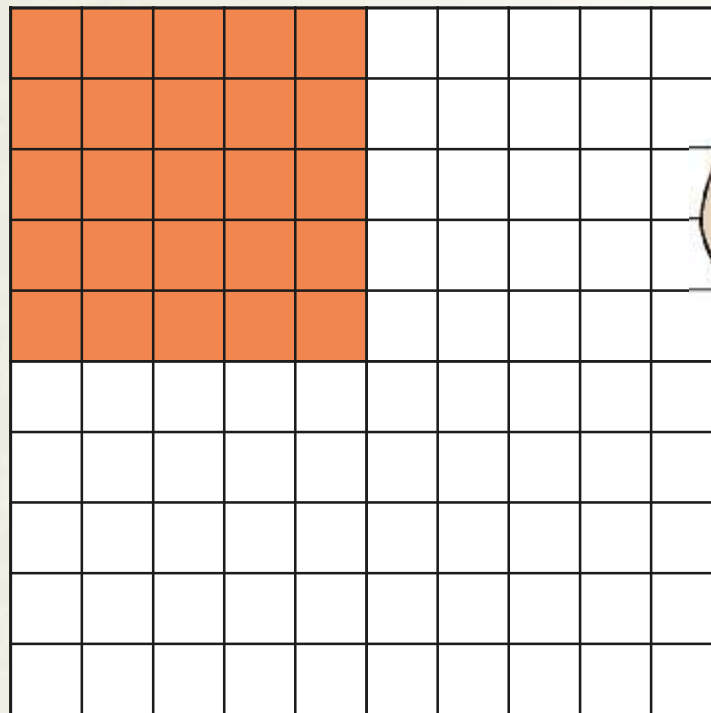
# Percentage Diagrams



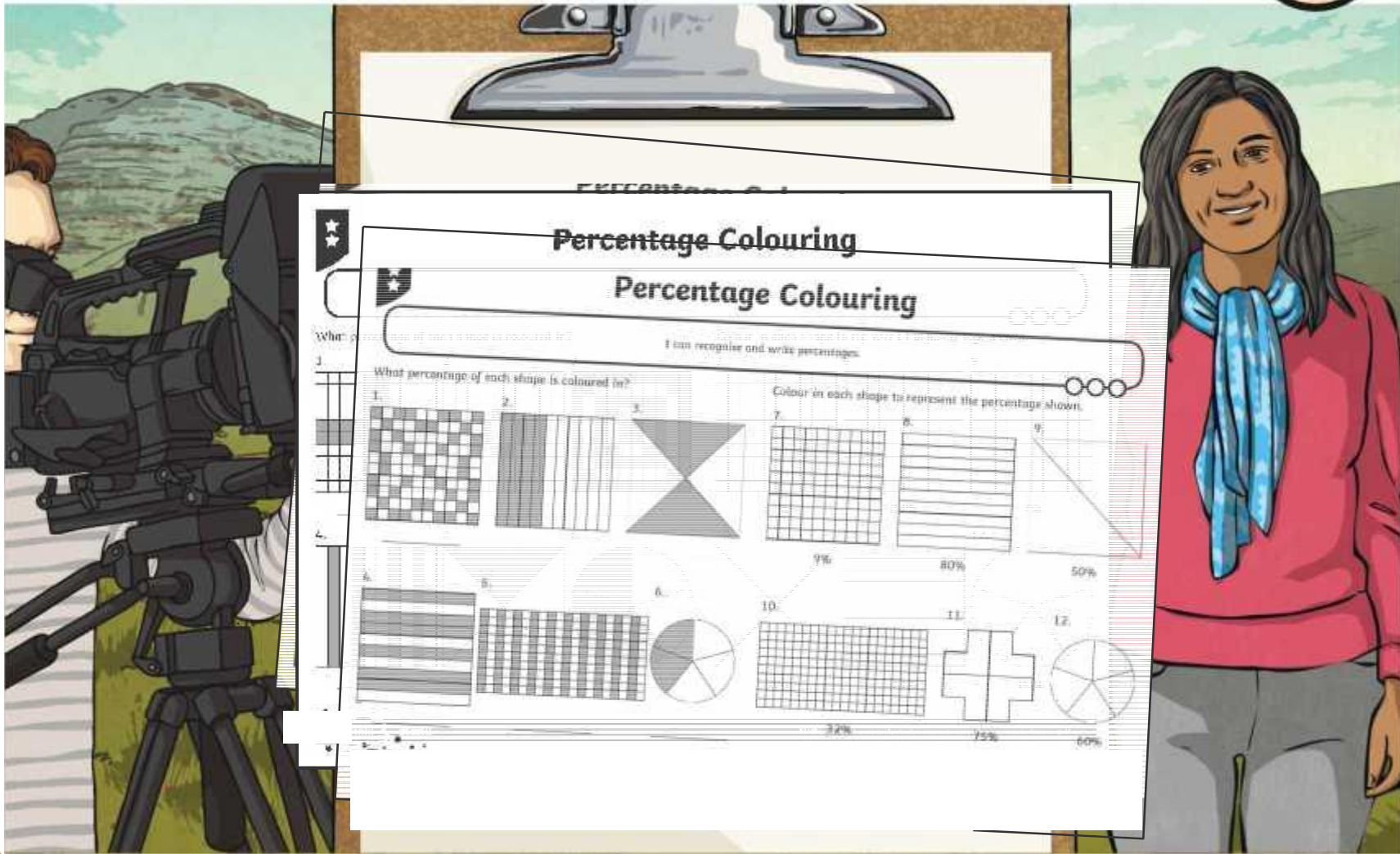
Here is a grid made of four equal squares. What **percentage** of the grid does each square represent?

There are **50** parts per hundred shaded, which is equivalent to **50%**

**25%**



# Percentage Colouring



**Percentage Colouring**

What percentage of each shape is coloured in?

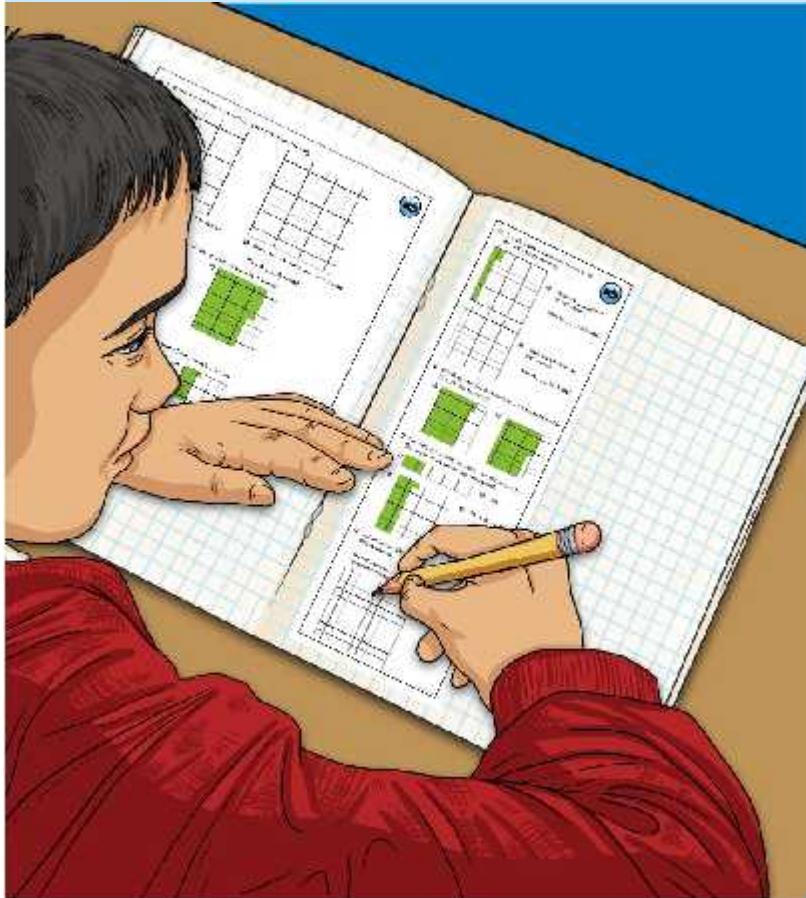
I can recognise and write percentages.

Colour in each shape to represent the percentage shown.

| Number | Shape Description         | Percentage |
|--------|---------------------------|------------|
| 1      | Grid with 10% shaded      |            |
| 2      | Rectangle with 50% shaded |            |
| 3      | Circle with 50% shaded    |            |
| 4      | Rectangle with 25% shaded |            |
| 5      | Rectangle with 75% shaded |            |
| 6      | Circle with 25% shaded    |            |
| 7      | Grid with 10% shaded      |            |
| 8      | Rectangle with 80% shaded |            |
| 9      | Triangle with 50% shaded  |            |
| 10     | Grid with 32% shaded      |            |
| 11     | Circle with 75% shaded    |            |
| 12     | Circle with 60% shaded    |            |

## Diving into Mastery

Dive in by completing your own activity!



1) Complete the array and count it. Write the product.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

A) There are \_\_\_\_\_ tens in the array.  
There are \_\_\_\_\_ hundreds.

B) There are 72 ones in the array.  
There are \_\_\_\_\_ tens.

2) Complete the array and count it. Write the product.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

A) There are \_\_\_\_\_ tens in the array.  
There are \_\_\_\_\_ hundreds.

B) There are 54 ones in the array.  
There are \_\_\_\_\_ tens.

3) Write a problem that uses the array and solve it.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

A) \_\_\_\_\_ B) \_\_\_\_\_

C) \_\_\_\_\_ D) \_\_\_\_\_

4) Write a problem that uses the array and solve it.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

A) \_\_\_\_\_ B) \_\_\_\_\_

C) \_\_\_\_\_ D) \_\_\_\_\_

5) Calculate the product of the array and write the answer.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

6) Calculate the product of the array and write the answer.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

7) Calculate the product of the array and write the answer.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

8) Calculate the product of the array and write the answer.

|    |    |    |    |    |
|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 10 | 10 |

# Matching Hundredths



Match up these equivalent percentages and fractions.

For any fractions or percentages that don't have a match, can you write down their equivalent match?

13%

11%

33%

31%

30%

10%

3%

$\frac{31}{100}$

31%

$\frac{33}{100}$

33%

$\frac{11}{100}$

11%

$\frac{10}{100}$

10%

$\frac{30}{100}$

30%

$\frac{13}{100}$

13%

$\frac{1}{100}$

1%

$\frac{3}{100}$

3%

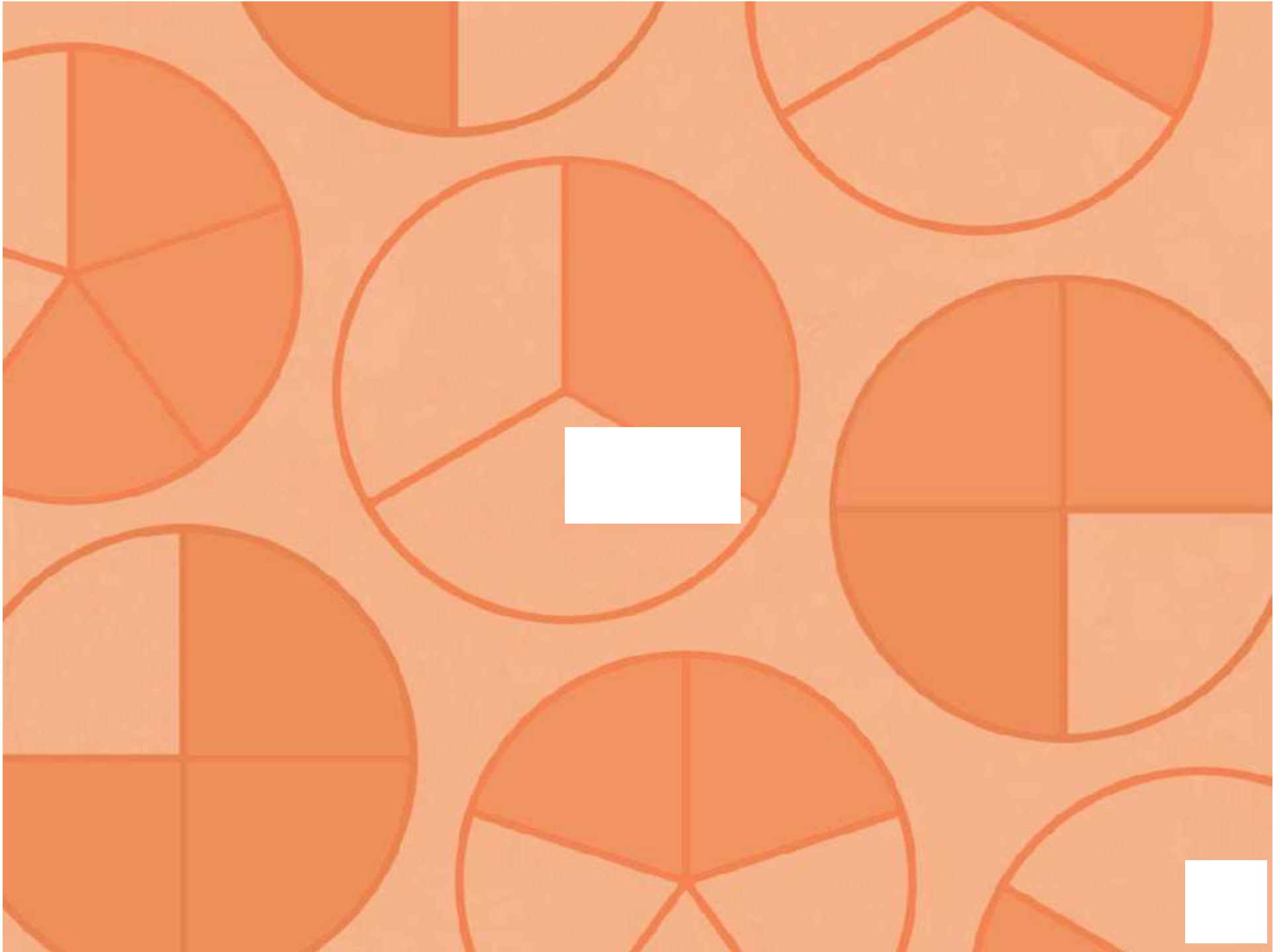
# Aim



- I can recognise and write percentages.

# Success Criteria

- I can recognise the per cent symbol.
- I can write the percentage that a diagram represents.
- I can represent a percentage with a diagram.



|   |           |               |                |                       |            |          |                 |           |           |
|---|-----------|---------------|----------------|-----------------------|------------|----------|-----------------|-----------|-----------|
| <b>Aim:</b> I can recognise and write percentages.    |           |               |                | <b>Date:</b>          |            |          |                 |           |           |
|   |           |               |                | <b>Delivered By:</b>  |            |          | <b>Support:</b> |           |           |
| <b>Success Criteria</b>                               | <b>Me</b> | <b>Friend</b> | <b>Teacher</b> | <b>T</b>              | <b>PPA</b> | <b>S</b> | <b>I</b>        | <b>AL</b> | <b>GP</b> |
| I can recognise the per cent symbol.                  |           |               |                | <b>Notes/Evidence</b> |            |          |                 |           |           |
| I can write the percentage that a diagram represents. |           |               |                |                       |            |          |                 |           |           |
| I can represent a percentage with a diagram.          |           |               |                |                       |            |          |                 |           |           |
|   |           |               |                |                       |            |          |                 |           |           |
| Next Steps  |           |               |                |                       |            |          |                 |           |           |
| ) _____   |           |               |                |                       |            |          |                 |           |           |
| ) _____   |           |               |                |                       |            |          |                 |           |           |

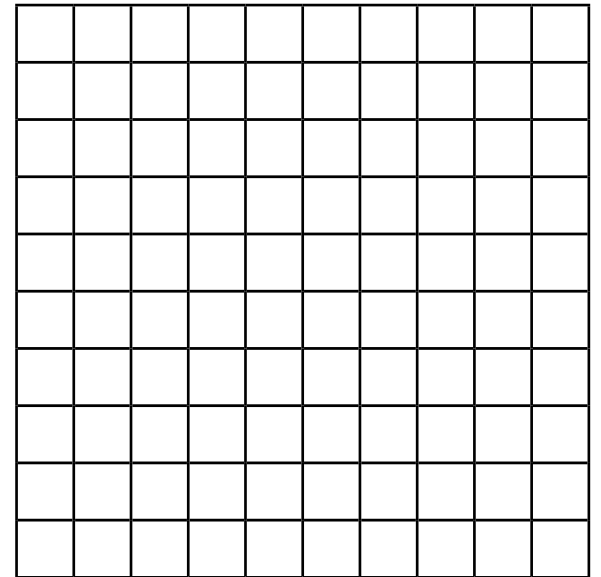
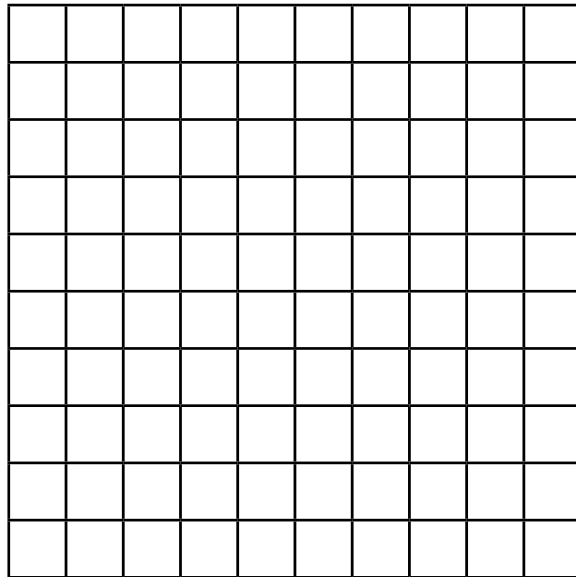
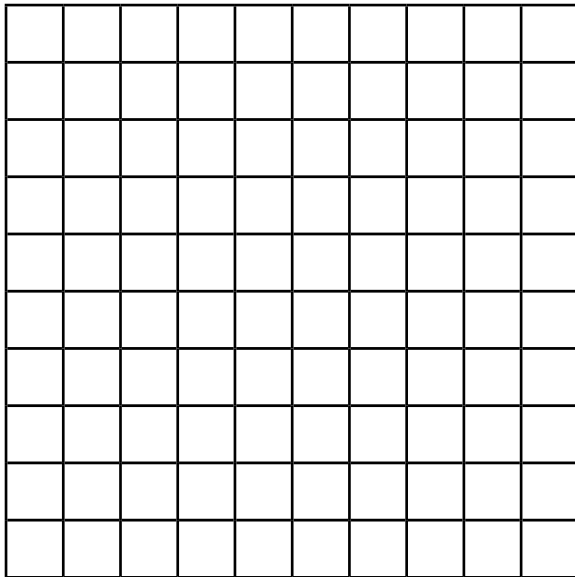
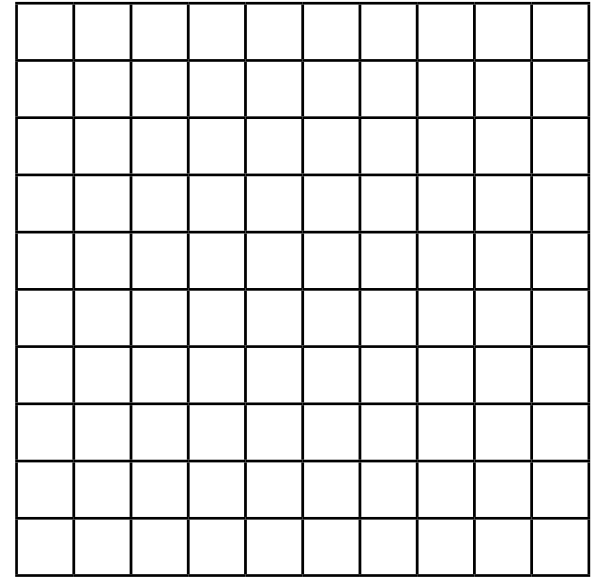
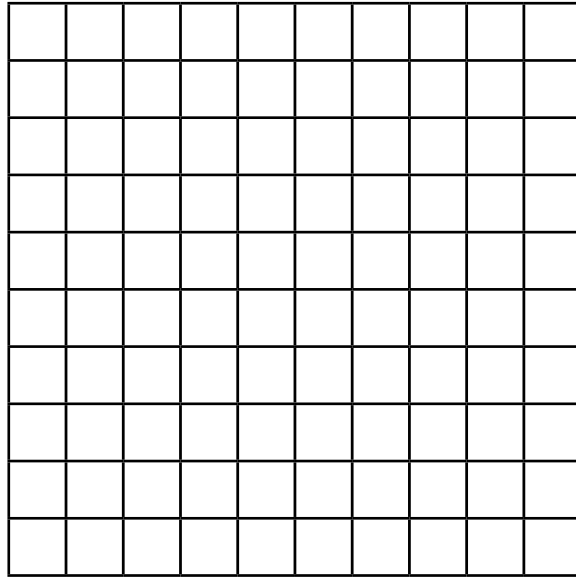
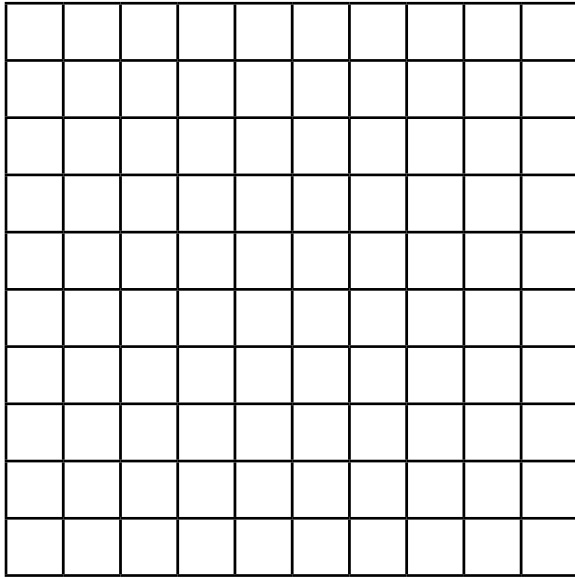
|            |                                      |           |                 |
|------------|--------------------------------------|-----------|-----------------|
| <b>T</b>   | Teacher                              | <b>I</b>  | Independent     |
| <b>PPA</b> | Planning, Preparation and Assessment | <b>AL</b> | Adult Led       |
| <b>S</b>   | Supply                               | <b>GP</b> | Guided Practice |

|   |           |               |                |                       |            |          |                 |           |           |
|---|-----------|---------------|----------------|-----------------------|------------|----------|-----------------|-----------|-----------|
| <b>Aim:</b> I can recognise and write percentages.    |           |               |                | <b>Date:</b>          |            |          |                 |           |           |
|   |           |               |                | <b>Delivered By:</b>  |            |          | <b>Support:</b> |           |           |
| <b>Success Criteria</b>                               | <b>Me</b> | <b>Friend</b> | <b>Teacher</b> | <b>T</b>              | <b>PPA</b> | <b>S</b> | <b>I</b>        | <b>AL</b> | <b>GP</b> |
| I can recognise the per cent symbol.                  |           |               |                | <b>Notes/Evidence</b> |            |          |                 |           |           |
| I can write the percentage that a diagram represents. |           |               |                |                       |            |          |                 |           |           |
| I can represent a percentage with a diagram.          |           |               |                |                       |            |          |                 |           |           |
|   |           |               |                |                       |            |          |                 |           |           |
| Next Steps  |           |               |                |                       |            |          |                 |           |           |
| ) _____   |           |               |                |                       |            |          |                 |           |           |
| ) _____   |           |               |                |                       |            |          |                 |           |           |

|            |                                      |           |                 |
|------------|--------------------------------------|-----------|-----------------|
| <b>T</b>   | Teacher                              | <b>I</b>  | Independent     |
| <b>PPA</b> | Planning, Preparation and Assessment | <b>AL</b> | Adult Led       |
| <b>S</b>   | Supply                               | <b>GP</b> | Guided Practice |



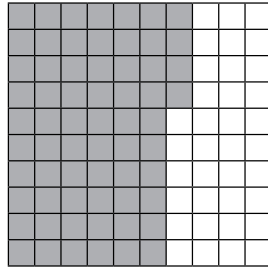
# Blank Hundred Squares





- 1) a) There are **12** parts per 100 shaded.  
There is **12%** shaded.

- b) There is 64% shaded.



- 2) **Shape B will show 100%, with 25 more parts per hundred shaded.**  
 3) **Smallest to largest is: b (3%), a (30%), c (31%), d (34%)**  
 4) **Between 85-89 of the squares should be shaded.**



- 1) a) **False**  
b) **True**

- 2) a) **True. As there are 47 squares coloured, this means between 45% and 50% of the squares are shaded.**

b) **False. If I shaded another 12 squares this would mean that 59% of the squares would have been shaded, not 60%.**

- 3) a) **Various combinations are possible. Ensure all answers add to 100%.**

- orange (75%) + red (25%)
- pink (10%) + yellow (15%) + orange (75%)
- green (40%) + pink (10%) + blue (50%)

b) **Answers vary. Example answers shown:**

- blue (50%) + yellow (15%) + black (5%) + purple (30%)
- blue (50%) + purple (30%) + black (5%) + yellow (15%)



- 1) **Piece A could not have been from Dylan's square as we can see that approximately 69 of the pieces are not red and therefore Dylan could have only coloured in the remaining 31% of this square.**

**Piece B could have been from Dylan's square as we can see that approximately 31 pieces are not red. This means that Dylan could have coloured in 65 of the other 69 pieces.**

**Piece C could have been from Dylan's square as we can see that approximately 24 pieces are not red. This means that Dylan could have coloured 65 of the other 76 pieces.**

**Piece D could not have been from Dylan's square as we can see that at least 50 of the squares are not red so Dylan could only colour in the remaining 50%.**

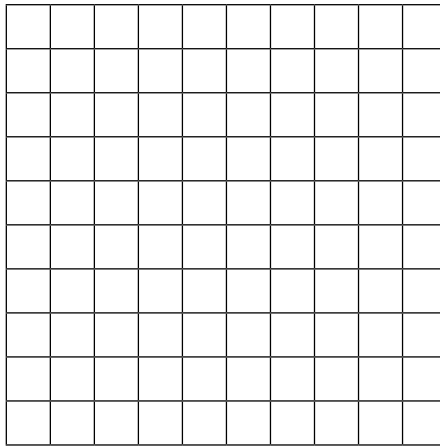
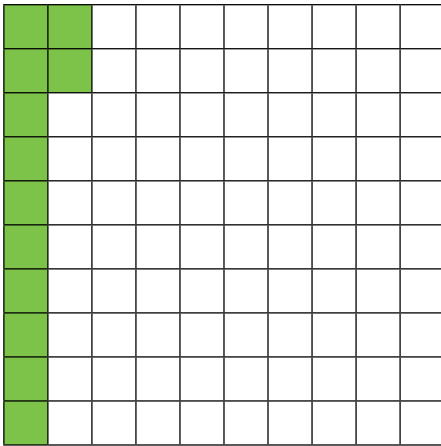
- 2)

|                | Number sold          | Percentage | Number left |
|----------------|----------------------|------------|-------------|
| Chocolate buns | <b>86 out of 100</b> | <b>86%</b> | 14          |
| Flapjack       | <b>53 out of 100</b> | 53%        | <b>47</b>   |
| Gingerbread    | 91 out of 100        | <b>91%</b> | <b>9</b>    |

- 3) **Both children have the same number of stickers.**



1) Complete the statements and colour in the 100 square correctly.



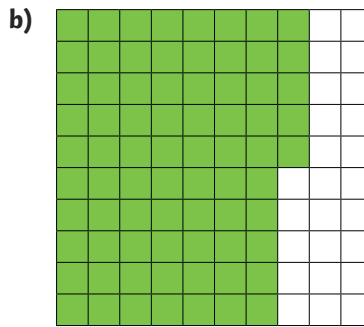
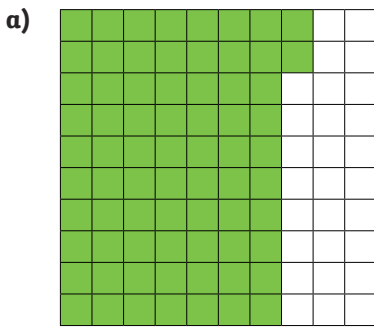
a) There are \_\_\_\_\_ parts per 100 shaded.

b) There are 64 parts per 100 shaded.

There is \_\_\_\_\_% shaded.

There is \_\_\_\_\_% shaded.

2) Which square would show 100% if I shaded another 25 parts per hundred?



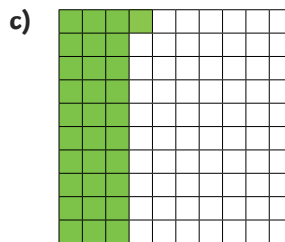
\_\_\_\_\_

\_\_\_\_\_

3) Number the representations of percentages below from smallest to largest.



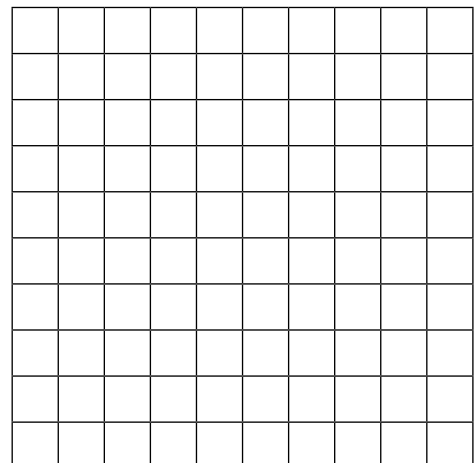
b) 3%



d) 34 parts per 100

4) Colour in this 100 square so that it matches this statement:

Between 84 parts per 100 and 90% of this 100 square are shaded.

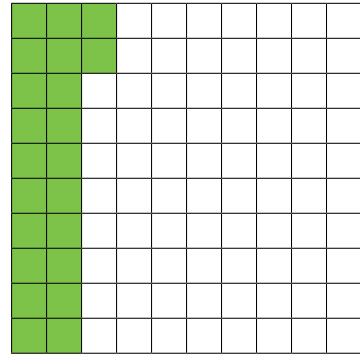




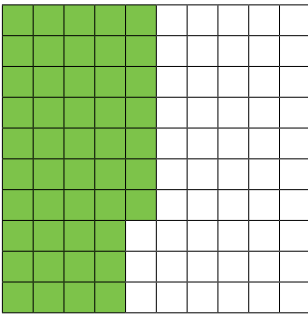
1) True or False?

a) 24% is shaded. \_\_\_\_\_

b) There are 22 parts per 100 shaded. \_\_\_\_\_



2) True or false? Explain your answer fully.

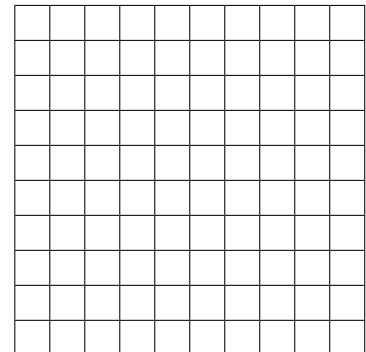


a) The percentage of squares shaded is between 45 parts per 100 and 50%.  
\_\_\_\_\_

b) If I shaded another 12 squares I will have shaded 60% of the 100 square.  
\_\_\_\_\_

3) Isaac colours in 100% of this square in different colours. He is only allowed to use colours in the percentage amounts given below:

|              |                               |
|--------------|-------------------------------|
| 25% = red    | 15 parts per hundred = yellow |
| 75% = orange | 10 parts per hundred = pink   |
| 40% = green  | 50 parts per hundred = blue   |
| 5% = black   | 30 parts per hundred = purple |



a) Find different ways that Isaac could colour in the whole 100 square using only 2 or 3 different colours. Give three examples.

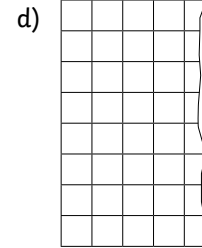
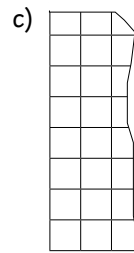
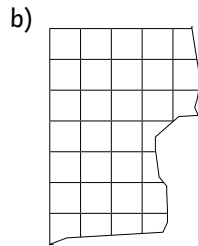
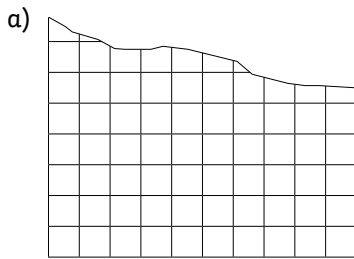
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Find a way of colouring in 100% of the square that uses exactly 4 colours. Can you find more than one answer?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- 1) By shading whole squares, Dylan had coloured red 65% of a 100 square before it got torn. Which of these torn pieces could have been from Dylan's 100 square? Which could not? Explain your answers fully.



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- 2) At the bake sale, the children made 100 of each item to sell. Complete the table.

|                | Number sold   | Percentage | Number left |
|----------------|---------------|------------|-------------|
| Chocolate buns |               |            | 14          |
| Flapjack       |               | 53%        |             |
| Gingerbread    | 91 out of 100 |            |             |

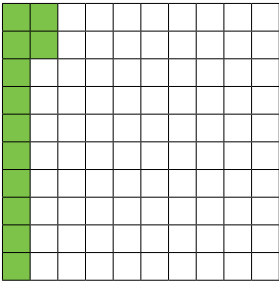
- 3) Sticker books have spaces for 100 stickers. Bruno has filled in 71% of his book. Josie has 29 spaces left. Who has the most stickers? Explain your answer.

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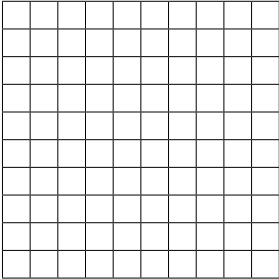
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1) Complete the statements and colour in the 100 square correctly.

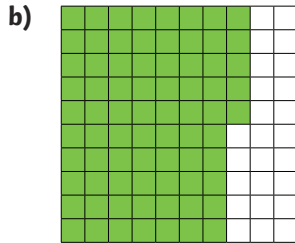
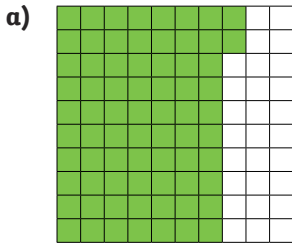


a) There are \_\_\_\_ parts per 100 shaded.  
There is \_\_\_\_% shaded.



b) There are 64 parts per 100 shaded.  
There is \_\_\_\_% shaded.

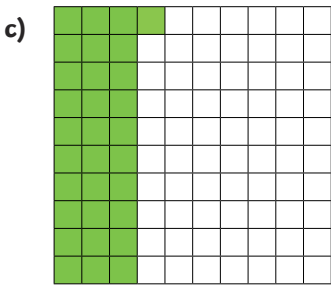
2) Which square would show 100% if I shaded another 25 parts per hundred?



3) Put these percentages in order, from the smallest to the largest value percentage represented.



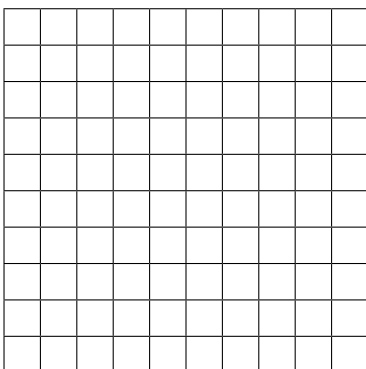
b) 3%



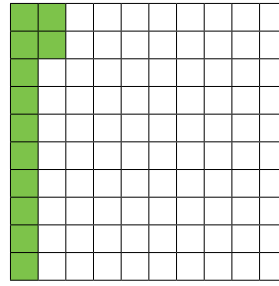
d) 34 parts per 100

4) Colour in this 100 square so that it matches this statement:

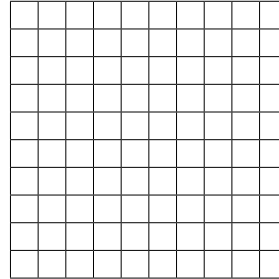
Between 84 parts per 100 and 90% of this 100 square are shaded.



1) Complete the statements and colour in the 100 square correctly.

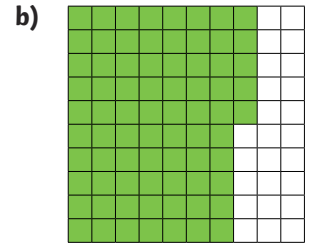
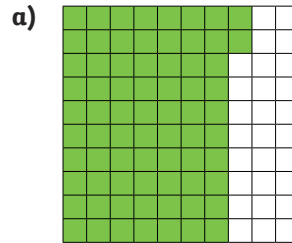


a) There are \_\_\_\_ parts per 100 shaded.  
There is \_\_\_\_% shaded.

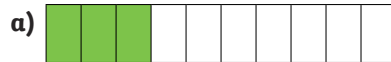


b) There are 64 parts per 100 shaded.  
There is \_\_\_\_% shaded.

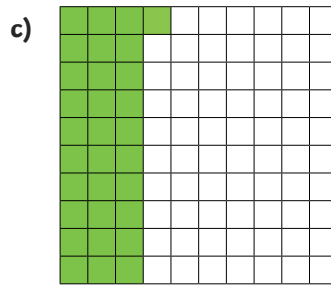
2) Which square would show 100% if I shaded another 25 parts per hundred?



3) Put these percentages in order, from the smallest to the largest value percentage represented.



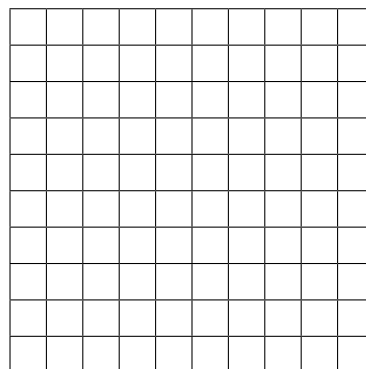
b) 3%



d) 34 parts per 100

4) Colour in this 100 square so that it matches this statement:

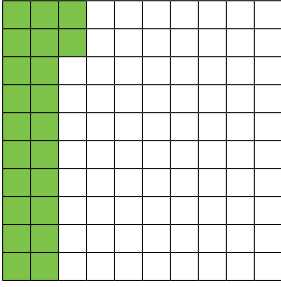
Between 84 parts per 100 and 90% of this 100 square are shaded.



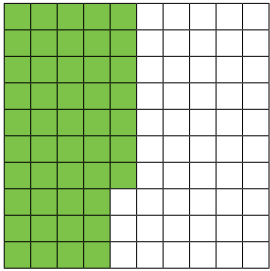
1) True or False?

a) 24% is shaded.

b) There are 22 parts per 100 shaded.



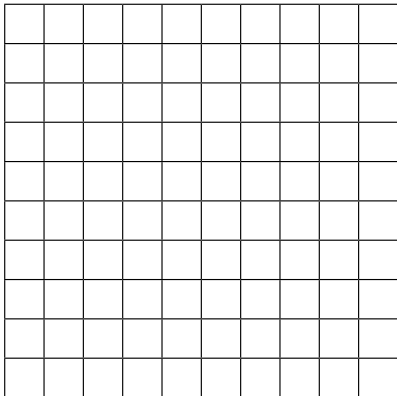
2) True or false? Explain your answer fully.



a) The percentage of squares shaded is between 45 parts per 100 and 50%.

b) If I shaded another 12 squares I will have shaded 60% of the 100 square.

3) Isaac colours in 100% of this square in different colours. He is only allowed to use colours in the percentage amounts given below:



|              |                               |
|--------------|-------------------------------|
| 25% = red    | 15 parts per hundred = yellow |
| 75% = orange | 10 parts per hundred = pink   |
| 40% = green  | 50 parts per hundred = blue   |
| 5% = black   | 30 parts per hundred = purple |

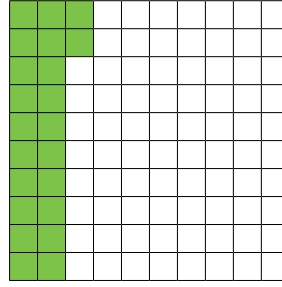
a) Find different ways that Isaac could colour in the whole 100 square using only 2 or 3 different colours. Give three examples.

b) Find a way of colouring in 100% of the square that uses exactly 4 colours. Can you find more than one answer?

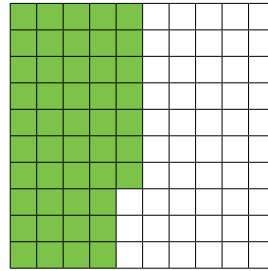
1) True or False?

a) 24% is shaded.

b) There are 22 parts per 100 shaded.



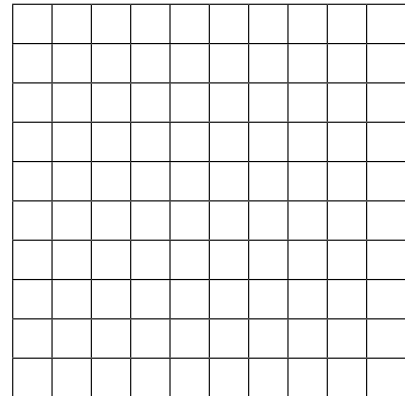
2) True or false? Explain your answer fully.



a) The percentage of squares shaded is between 45 parts per 100 and 50%.

b) If I shaded another 12 squares I will have shaded 60% of the 100 square.

3) Isaac colours in 100% of this square in different colours. He is only allowed to use colours in the percentage amounts given below:



|              |                               |
|--------------|-------------------------------|
| 25% = red    | 15 parts per hundred = yellow |
| 75% = orange | 10 parts per hundred = pink   |
| 40% = green  | 50 parts per hundred = blue   |
| 5% = black   | 30 parts per hundred = purple |

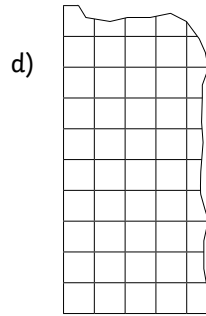
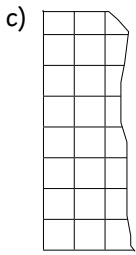
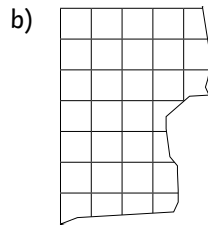
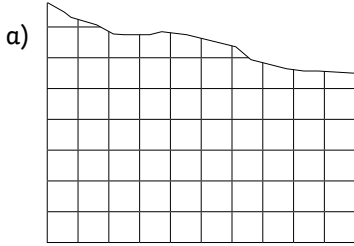
a) Find different ways that Isaac could colour in the whole 100 square using only 2 or 3 different colours. Give three examples.

b) Find a way of colouring in 100% of the square that uses exactly 4 colours. Can you find more than one answer?

1) By shading whole squares, Dylan had coloured red 65% of a 100 square before it got torn.



Which of these torn pieces could have been from Dylan's 100 square? Which could not? Explain your answers fully.



2) At the bake sale, the children made 100 of each item to sell. Complete the table.

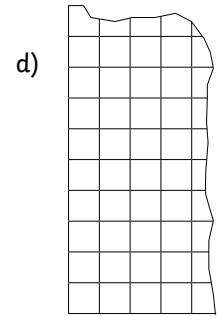
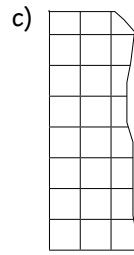
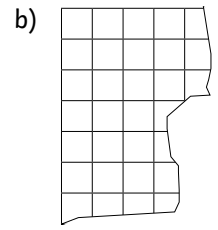
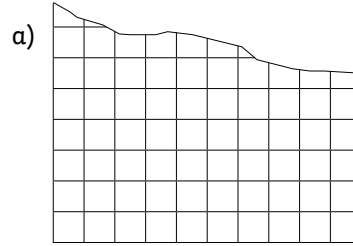
|                | Number sold   | Percentage | Number left |
|----------------|---------------|------------|-------------|
| Chocolate buns |               |            | 14          |
| Flapjack       |               | 53%        |             |
| Gingerbread    | 91 out of 100 |            |             |

3) Sticker books have spaces for 100 stickers. Bruno has filled in 71% of his book. Josie has 29 spaces left. Who has the most stickers? Explain your answer.

1) By shading whole squares, Dylan had coloured red 65% of a 100 square before it got torn.



Which of these torn pieces could have been from Dylan's 100 square? Which could not? Explain your answers fully.



2) At the bake sale, the children made 100 of each item to sell. Complete the table.

|                | Number sold   | Percentage | Number left |
|----------------|---------------|------------|-------------|
| Chocolate buns |               |            | 14          |
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3) Sticker books have spaces for 100 stickers. Bruno has filled in 71% of his book. Josie has 29 spaces left. Who has the most stickers? Explain your answer.



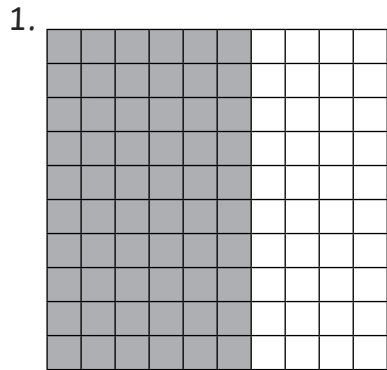


# Percentage Colouring

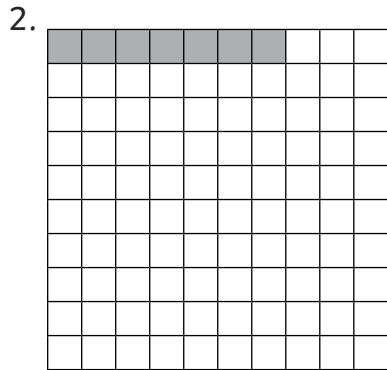
I can recognise and write percentages.



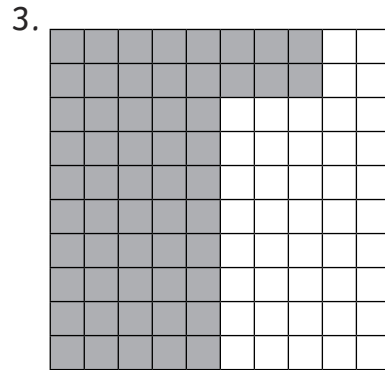
What percentage of each grid is coloured in?



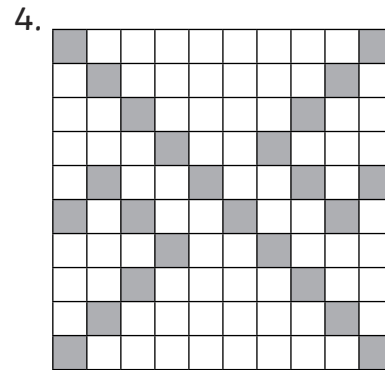
\_\_\_\_\_



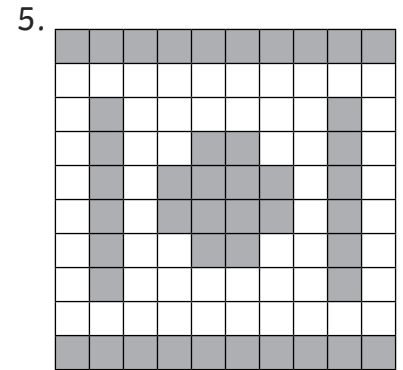
\_\_\_\_\_



\_\_\_\_\_

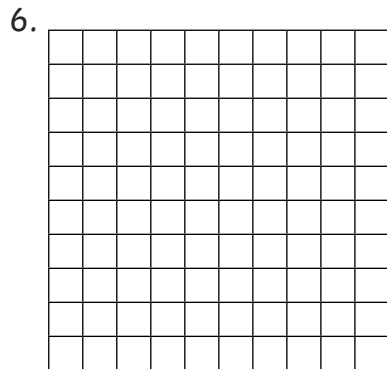


\_\_\_\_\_

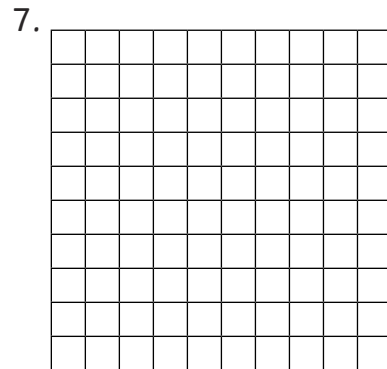


\_\_\_\_\_

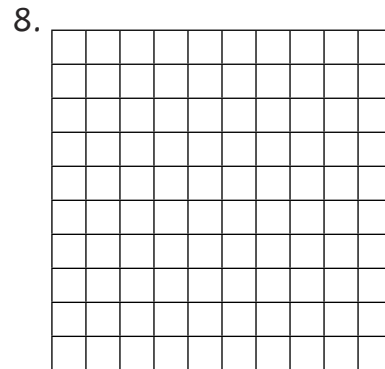
Colour in the squares to represent the percentages shown.



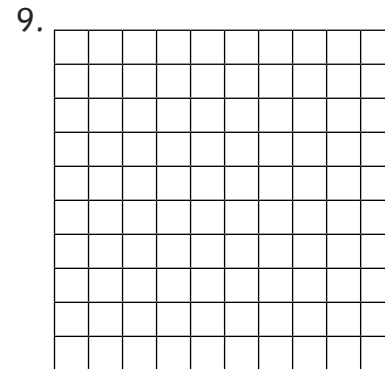
30%



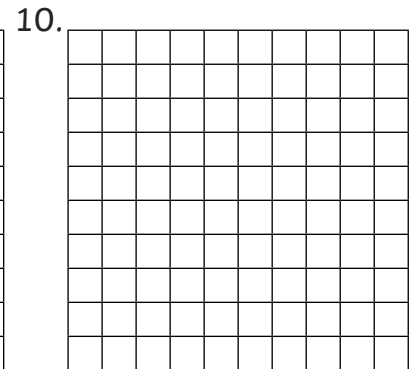
19%



72%



6%



91%

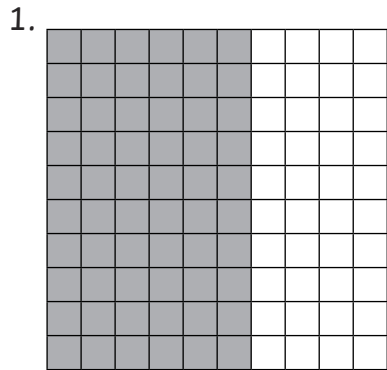


# Percentage Colouring Answers

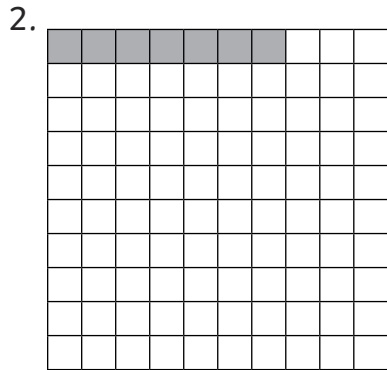
I can recognise and write percentages.



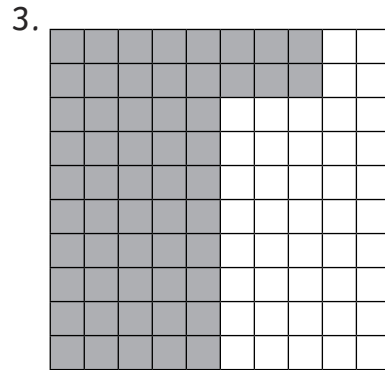
What percentage of each grid is coloured in?



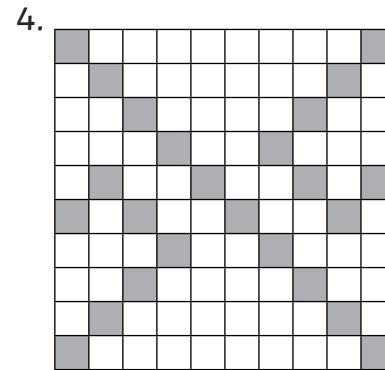
60%



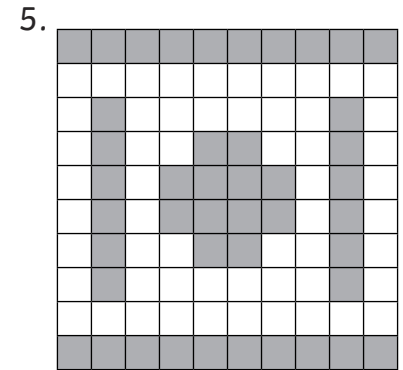
7%



56%



24%



44%

Colour in the squares to represent the percentages shown.

6.  
*30 squares should  
be coloured in*

7.  
*19 squares should  
be coloured in*

8.  
*72 squares should  
be coloured in*

9.  
*6 squares should  
be coloured in*

10.  
*91 squares should  
be coloured in*



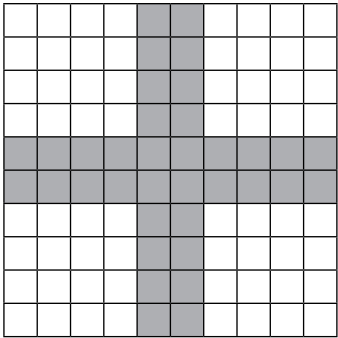
# Percentage Colouring

I can recognise and write percentages.



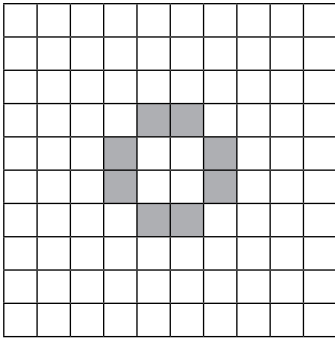
What percentage of each shape is coloured in?

1.



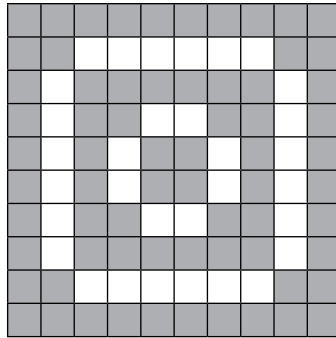
\_\_\_\_\_

2.



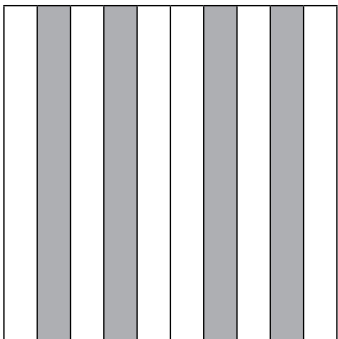
\_\_\_\_\_

3.



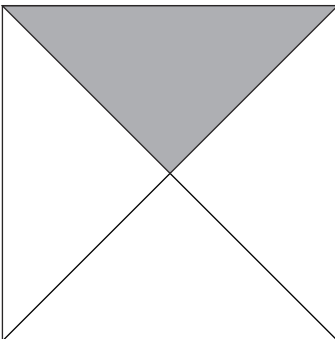
\_\_\_\_\_

4.



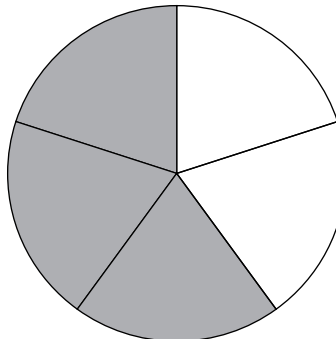
\_\_\_\_\_

5.



\_\_\_\_\_

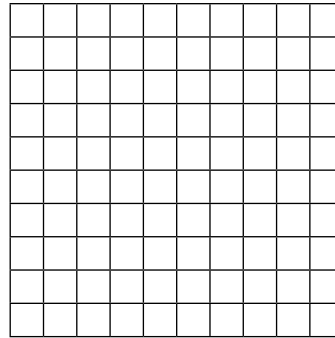
6.



\_\_\_\_\_

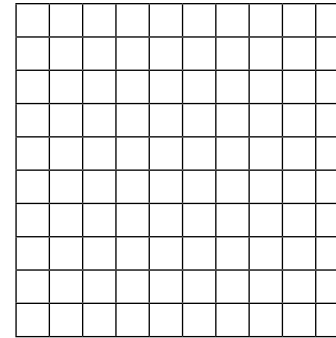
Colour in each shape to represent the percentage shown.

7.



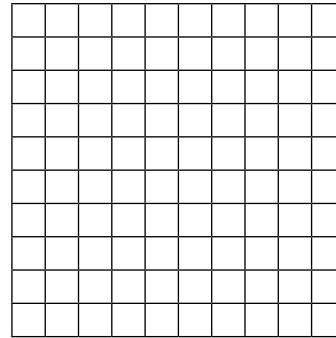
67%

8.



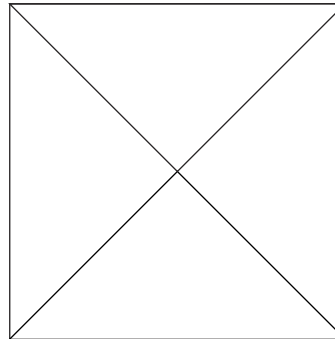
23%

9.



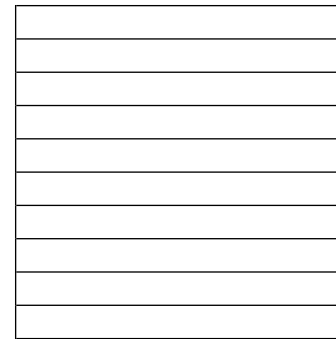
7%

10.



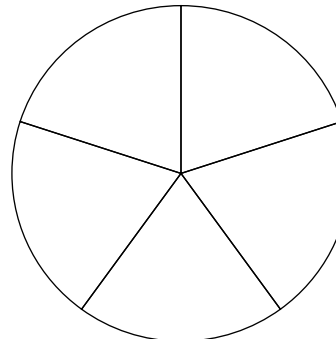
50%

11.



70%

12.



80%



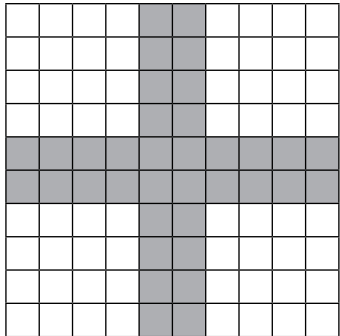
# Percentage Colouring Answers

I can recognise and write percentages.



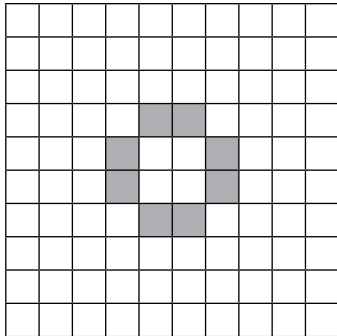
What percentage of each shape is coloured in?

1.



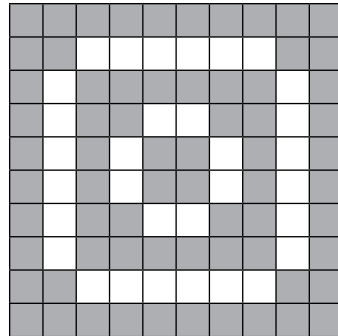
36%

2.



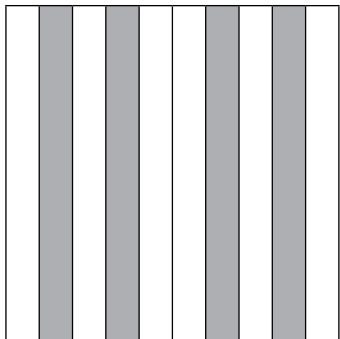
8%

3.



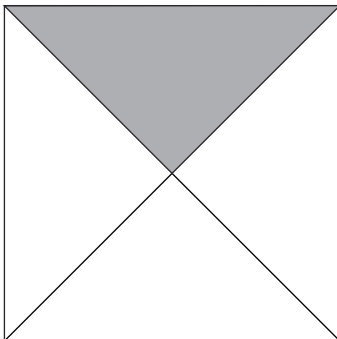
68%

4.



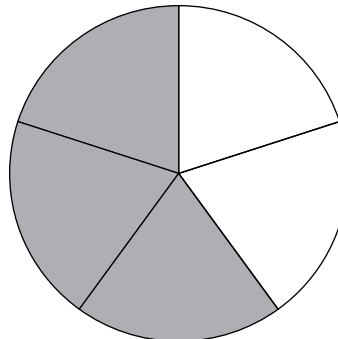
40%

5.



25%

6.



60%

Colour in each shape to represent the percentage shown.

7.

*67 of the squares should be coloured in*

8.

*23 of the squares should be coloured in*

9.

*7 of the squares should be coloured in*

10.

*2 of the squares should be coloured in*

11.

*7 of the rectangles should be coloured in*

12.

*4 of the pieces should be coloured in*



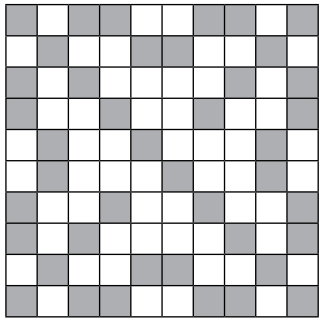
# Percentage Colouring

I can recognise and write percentages.



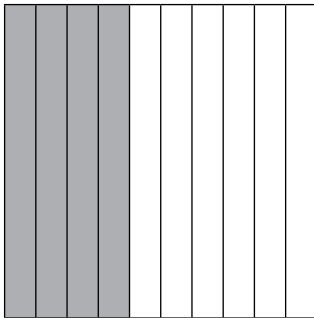
What percentage of each shape is coloured in?

1.



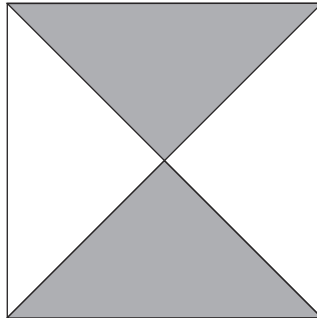
\_\_\_\_\_

2.



\_\_\_\_\_

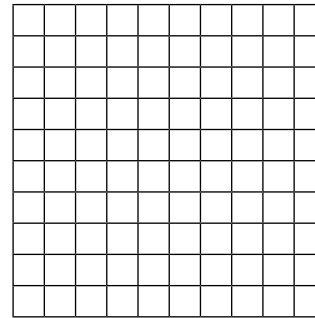
3.



\_\_\_\_\_

Colour in each shape to represent the percentage shown.

7.



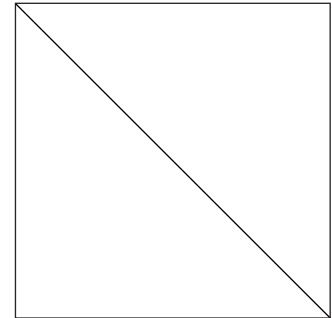
9%

8.



80%

9.



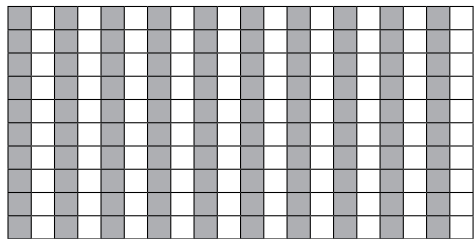
50%

4.



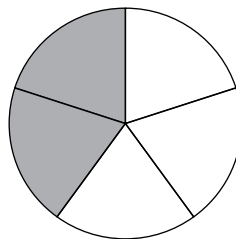
\_\_\_\_\_

5.



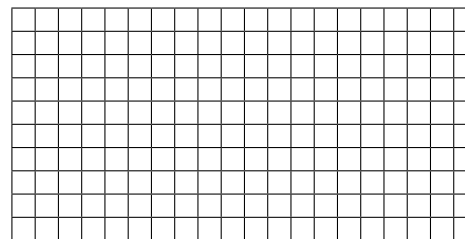
\_\_\_\_\_

6.



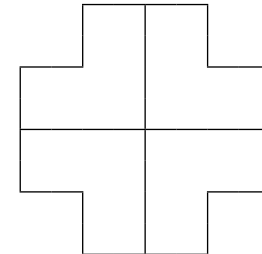
\_\_\_\_\_

10.



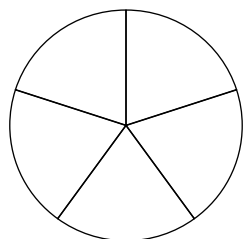
32%

11.



75%

12.



60%



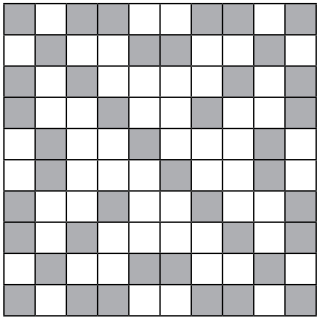
# Percentage Colouring Answers

I can recognise and write percentages.



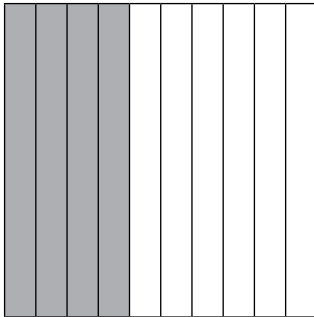
What percentage of each shape is coloured in?

1.



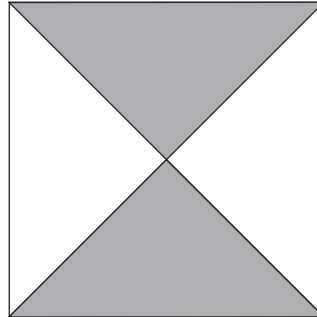
42%

2.



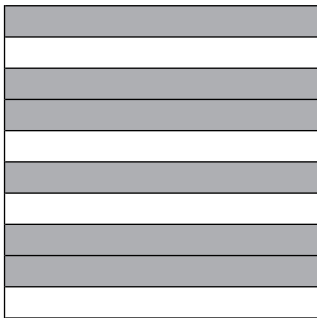
40%

3.



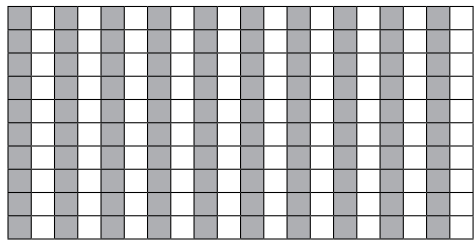
50%

4.



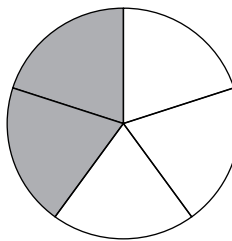
60%

5.



50%

6.



40%

Colour in each shape to represent the percentage shown.

7.

*9 of the squares should be coloured in*

8.

*8 of the rectangles should be coloured in*

9.

*1 of the triangles should be coloured in*

10.

*64 of the squares should be coloured in*

11.

*3 of the pieces should be coloured in*

12.

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Fractions | Percentage Power

|   |  |  |
|---|--|--|
| I can recognise and write percentages.                |  |  |
| I can recognise the per cent symbol.                  |  |  |
| I can write the percentage that a diagram represents. |  |  |
| I can represent a percentage with a diagram.          |  |  |

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