

Home Learning
YR 7—Miss Greenhalgh
Mathematics
Summer 1 2016

Name: _____ Form: _____

Subject Teacher: Miss Greenhalgh

Date Given: 3rd May 2016 Date to Hand in: 9th May 2016

Level Achieved in this Home learning:	Effort in Home Learning:	Achievement Points:
	1	1 for Effort equals 2 Achievement points
	2	2 for Effort equals 1 Achievement points
		3 for Effort equals 1 Achievement points
		4 for Effort equals 1 Achievement points
		5 for Effort equals 1 Achievement points
	1 = Excellent 5 = needs major improvement	

Teacher Feedback:

WWW

EBI

Student Response:

Parent /Guardian Comment:

Signature:

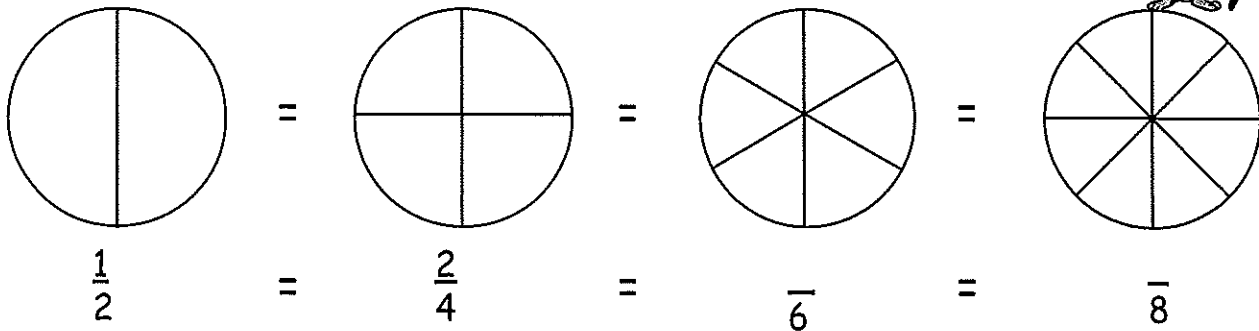
Spellings:

Equivalent Fractions 1

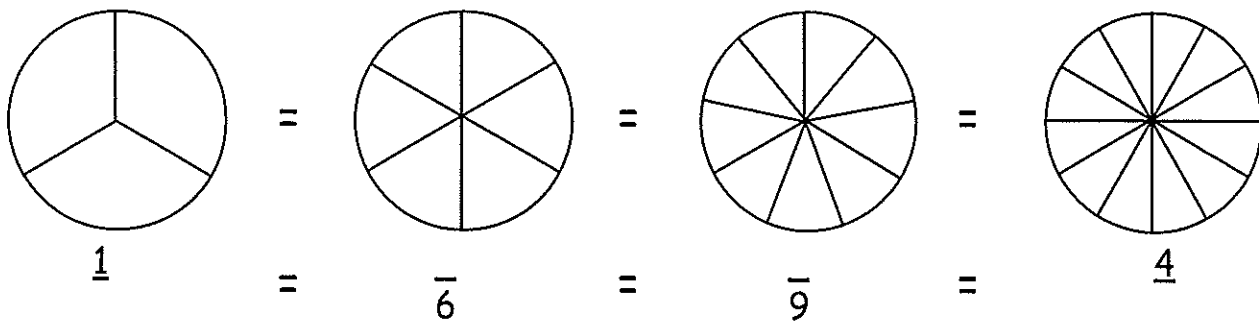


SECTION A

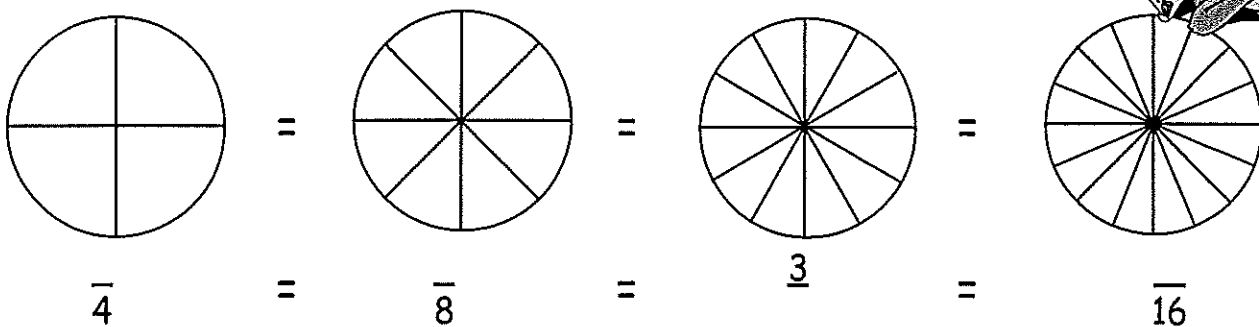
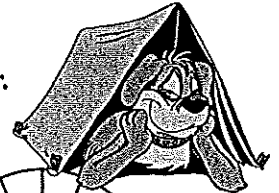
- 1). Copy and shade the diagrams below to show 4 different ways of making a half.
- 2). Complete the fractions underneath each diagram.



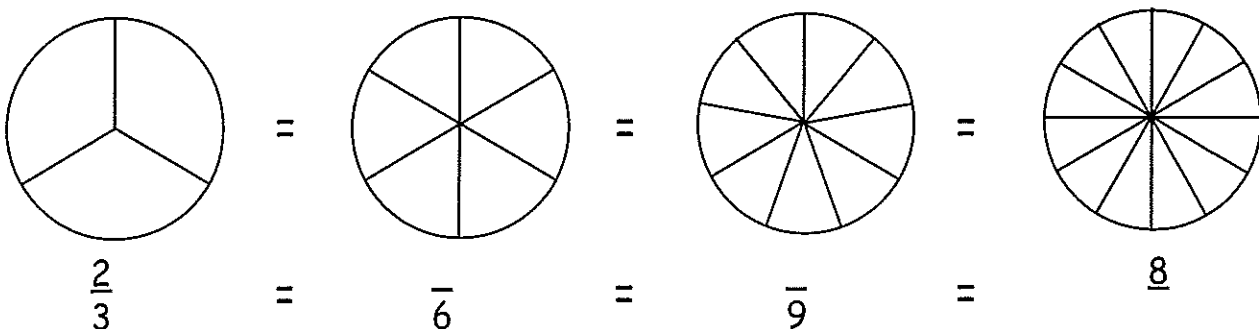
- 3). Copy and shade the diagrams below to show 4 different ways of making a third.
- 4). Complete the fractions underneath each diagram.



- 5). Copy and shade the diagrams below to show 4 different ways of making a quarter.
- 6). Complete the fractions underneath each diagram.



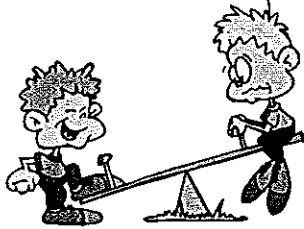
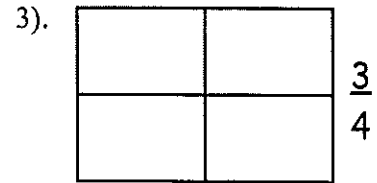
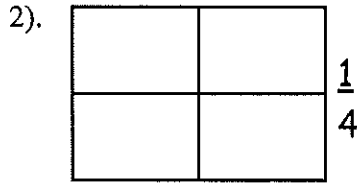
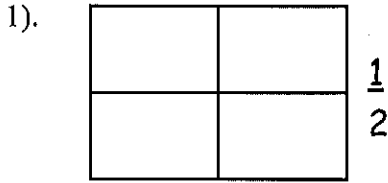
- 7). Copy and shade the diagrams below to show 4 different ways of making a two-thirds.
- 8). Complete the fractions underneath each diagram.



Fraction Sizes

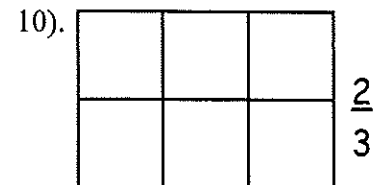
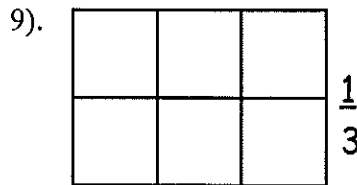
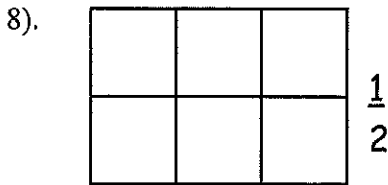


Shade the following diagrams to show the fractions given, then answer the questions:



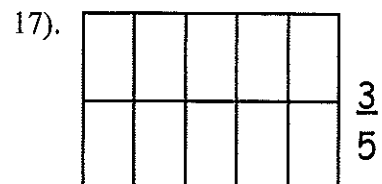
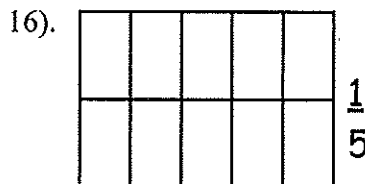
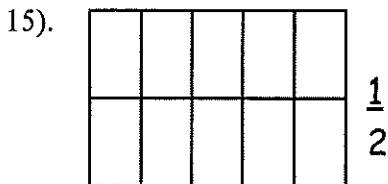
Use the shaded diagrams 1-3 to answer the following:

- 4). Which fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ is the largest?
- 5). Which fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ is the smallest?
- 6). Put the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ into size order - smallest first.
- 7). Put the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ into size order - largest first.



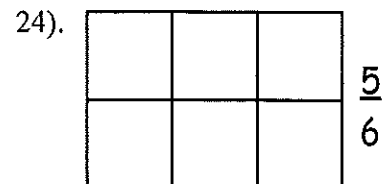
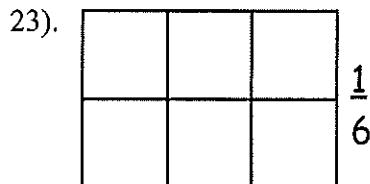
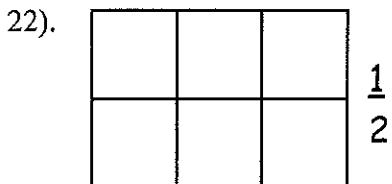
Use the shaded diagrams 8-10 to answer the following:

- 11). Which fraction $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$ is the largest?
- 12). Which fraction $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$ is the smallest?
- 13). Put the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$ into size order - smallest first.
- 14). Put the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$ into size order - largest first.



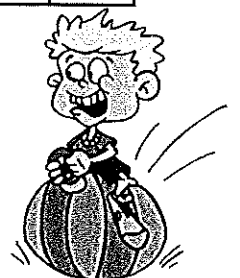
Use the shaded diagrams 15-17 to answer the following:

- 18). Which fraction $\frac{1}{2}$, $\frac{1}{5}$, $\frac{3}{5}$ is the largest?
- 19). Which fraction $\frac{1}{2}$, $\frac{1}{5}$, $\frac{3}{5}$ is the smallest?
- 20). Put the fractions $\frac{1}{2}$, $\frac{1}{5}$, $\frac{3}{5}$ into size order - smallest first.
- 21). Put the fractions $\frac{1}{2}$, $\frac{1}{5}$, $\frac{3}{5}$ into size order - largest first.



Use the shaded diagrams 22-24 to answer the following:

- 25). Which fraction $\frac{1}{2}$, $\frac{1}{6}$, $\frac{5}{6}$ is the largest?
- 26). Which fraction $\frac{1}{2}$, $\frac{1}{6}$, $\frac{5}{6}$ is the smallest?
- 27). Put the fractions $\frac{1}{2}$, $\frac{1}{6}$, $\frac{5}{6}$ into size order - smallest first.
- 28). Put the fractions $\frac{1}{2}$, $\frac{1}{6}$, $\frac{5}{6}$ into size order - largest first.

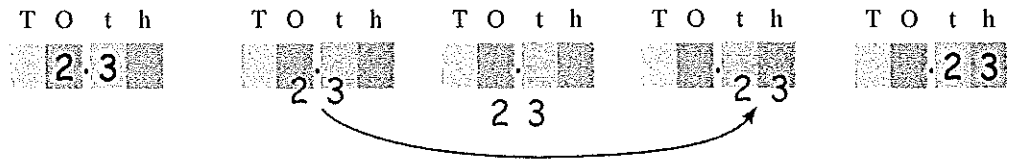


Dividing by 10 and 100 (Decimals)

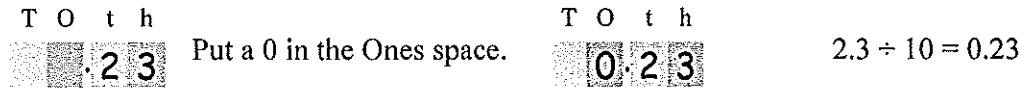


To divide by 10 we move the digits one space to the right.

Example: $2.3 \div 10$

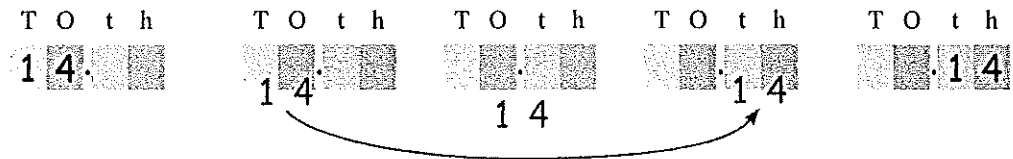


The decimal point stays in the same place and the digits move one space to the right.

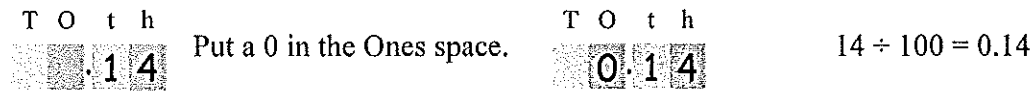


To divide by 100 we move the digits two spaces to the right.

Example: $14 \div 100$



The decimal point stays in the same place and the digits move two spaces to the right.



Move the digits one or two spaces to the right to find the answers.
The column headings at the side may help you.



- | | | |
|-------------------------------|--------------------------------|-------------------------------|
| 1). $4 \div 10 = \square$ | 2). $4 \div 100 = \square$ | 3). $6 \div 10 = \square$ |
| 4). $6 \div 100 = \square$ | 5). $9 \div 10 = \square$ | 6). $9 \div 100 = \square$ |
| 7). $17 \div 10 = \square$ | 8). $17 \div 100 = \square$ | 9). $35 \div 10 = \square$ |
| 10). $35 \div 100 = \square$ | 11). $86 \div 10 = \square$ | 12). $86 \div 100 = \square$ |
| 13). $254 \div 10 = \square$ | 14). $254 \div 100 = \square$ | 15). $853 \div 10 = \square$ |
| 16). $853 \div 100 = \square$ | 17). $971 \div 10 = \square$ | 18). $971 \div 100 = \square$ |
| 19). $0.5 \div 10 = \square$ | 20). $1764 \div 100 = \square$ | 21). $5.9 \div 10 = \square$ |
| 22). $9.4 \div 10 = \square$ | 23). $5372 \div 100 = \square$ | 24). $6.8 \div 10 = \square$ |

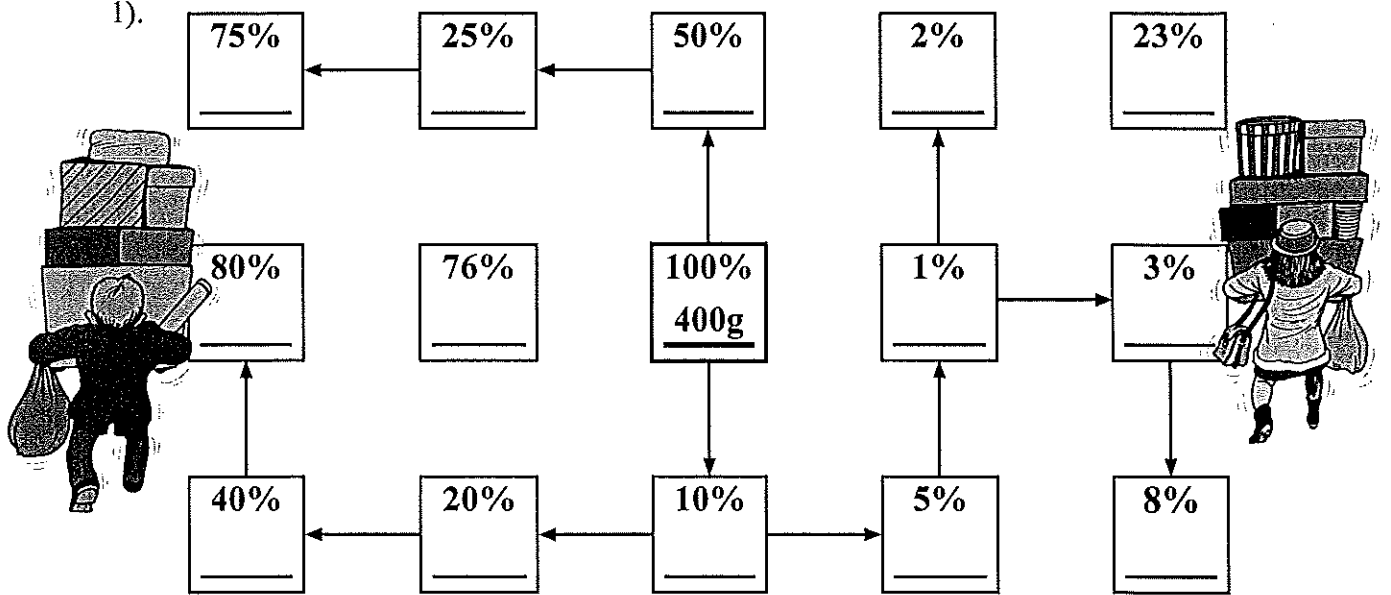


Box Trails 1 (Percentages)

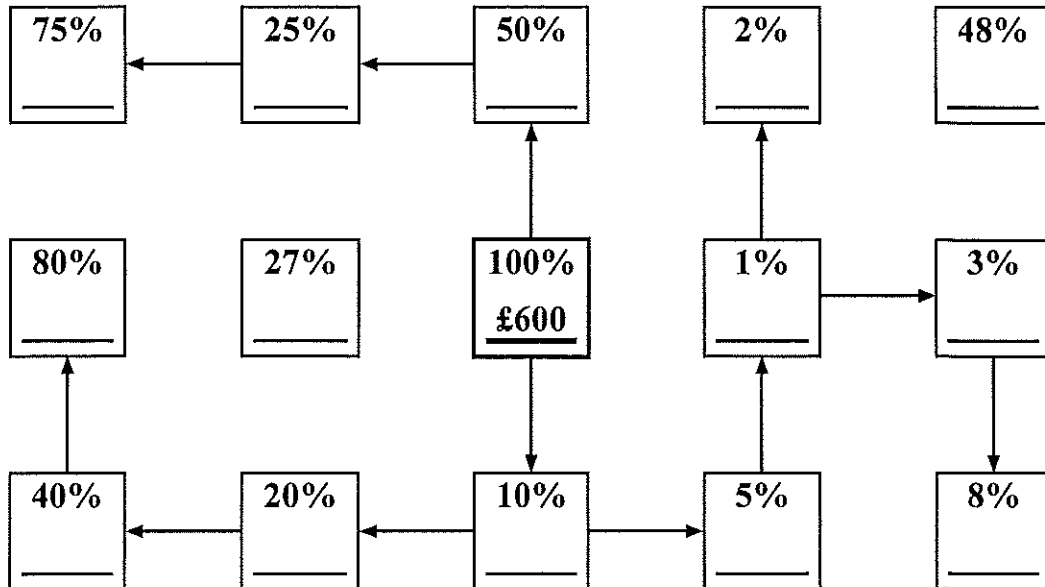


Start at 100%. See if you can fill in the missing amount in each box.

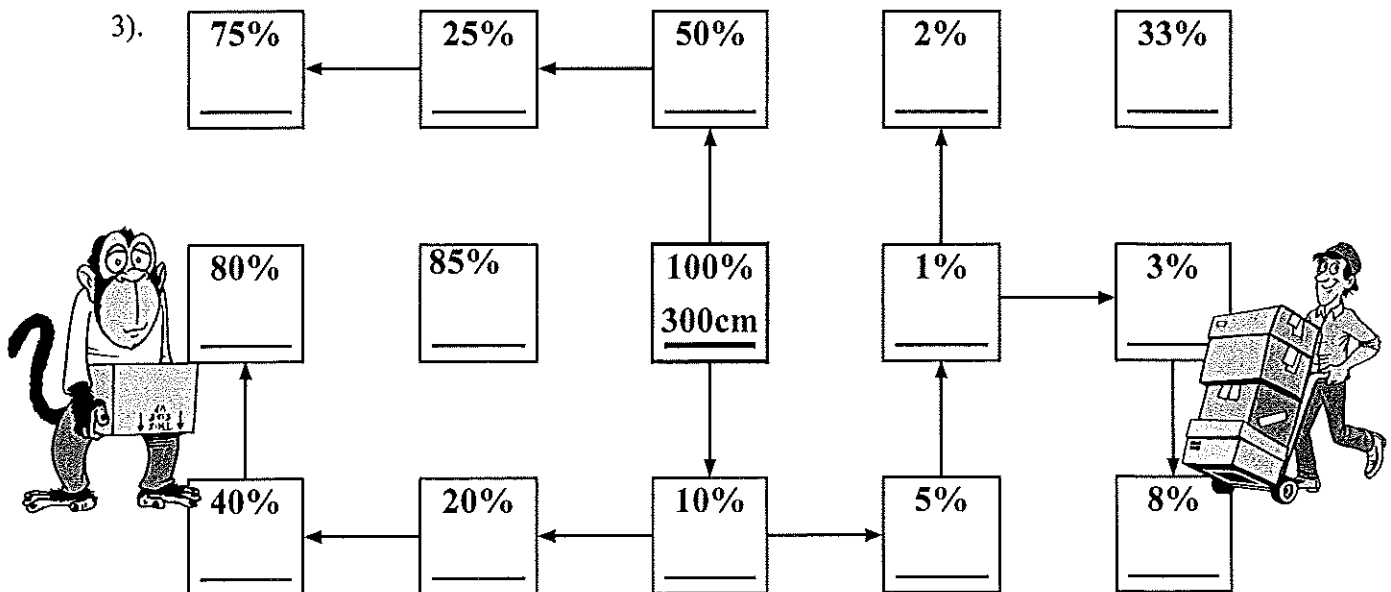
1).



2).

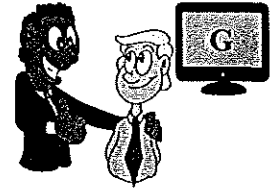


3).





Cancelling Down



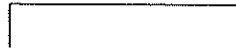
A). Copy the question. Fill in the missing number for these equivalent fractions.

- 1). $\frac{4}{6} = \frac{\quad}{3}$ 2). $\frac{12}{15} = \frac{\quad}{5}$ 3). $\frac{5}{15} = \frac{1}{\quad}$ 4). $\frac{9}{27} = \frac{\quad}{3}$ 5). $\frac{8}{16} = \frac{\quad}{2}$
6). $\frac{15}{20} = \frac{\quad}{4}$ 7). $\frac{12}{18} = \frac{2}{\quad}$ 8). $\frac{14}{35} = \frac{2}{\quad}$ 9). $\frac{24}{42} = \frac{\quad}{7}$ 10). $\frac{20}{25} = \frac{\quad}{5}$
11). $\frac{20}{40} = \frac{\quad}{2}$ 12). $\frac{36}{42} = \frac{6}{\quad}$ 13). $\frac{28}{48} = \frac{7}{\quad}$ 14). $\frac{40}{60} = \frac{\quad}{3}$ 15). $\frac{75}{100} = \frac{\quad}{4}$

B). Cancel down these fractions and leave them in their lowest terms.

- 1). $\frac{3}{6}$ 2). $\frac{3}{9}$ 3). $\frac{2}{16}$ 4). $\frac{3}{18}$ 5). $\frac{4}{8}$
6). $\frac{6}{15}$ 7). $\frac{5}{10}$ 8). $\frac{4}{6}$ 9). $\frac{10}{20}$ 10). $\frac{9}{15}$
11). $\frac{13}{26}$ 12). $\frac{18}{24}$ 13). $\frac{12}{20}$ 14). $\frac{24}{30}$ 15). $\frac{8}{12}$
16). $\frac{4}{16}$ 17). $\frac{5}{20}$ 18). $\frac{18}{30}$ 19). $\frac{4}{20}$ 20). $\frac{12}{32}$
21). $\frac{15}{25}$ 22). $\frac{18}{21}$ 23). $\frac{20}{24}$ 24). $\frac{30}{48}$ 25). $\frac{15}{40}$
26). $\frac{21}{56}$ 27). $\frac{20}{35}$ 28). $\frac{21}{28}$ 29). $\frac{16}{24}$ 30). $\frac{40}{45}$
31). $\frac{24}{64}$ 32). $\frac{9}{36}$ 33). $\frac{20}{36}$ 34). $\frac{18}{81}$ 35). $\frac{12}{54}$
36). $\frac{49}{56}$ 37). $\frac{18}{63}$ 38). $\frac{30}{36}$ 39). $\frac{45}{72}$ 40). $\frac{12}{52}$
41). $\frac{36}{48}$ 42). $\frac{28}{70}$ 43). $\frac{45}{75}$ 44). $\frac{45}{60}$ 45). $\frac{21}{45}$
46). $\frac{12}{90}$ 47). $\frac{76}{80}$ 48). $\frac{36}{60}$ 49). $\frac{20}{85}$ 50). $\frac{13}{52}$
51). $\frac{42}{75}$ 52). $\frac{24}{108}$ 53). $\frac{60}{80}$ 54). $\frac{100}{125}$ 55). $\frac{96}{100}$

21 Mean and range – 1



Find a the range
 b the mean
 of the following lists of numbers:

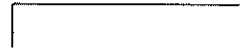
- | | | | |
|----|---------------------------------------------------------------------------------------------------------------|-----|--------------------------------|
| 1 | 6, 2, 4, 5 | 1a | <input type="checkbox"/> |
| | | 1b | <input type="checkbox"/> |
| 2 | 7, 3, 8, 2, 12 | 2a | <input type="checkbox"/> |
| | | 2b | <input type="checkbox"/> |
| 3 | 18, 27, 31, 16, 42 | 3a | <input type="checkbox"/> |
| | | 3b | <input type="checkbox"/> |
| 4 | 223, 428, 617, 529, 183 | 4a | <input type="checkbox"/> |
| | | 4b | <input type="checkbox"/> |
| 5 | 27, 13, 18, 20, 25, 27, 32, 47 | 5a | <input type="checkbox"/> |
| | | 5b | <input type="checkbox"/> |
| 6 | 16, 16, 81, 43, 28, 19, 36, 26, 39, 27 | 6a | <input type="checkbox"/> |
| | | 6b | <input type="checkbox"/> |
| 7 | 30, 62, 81, 43, 28, 19, 36, 26, 39, 27 | 7a | <input type="checkbox"/> |
| | | 7b | <input type="checkbox"/> |
| 8 | 3.6, 2.4, 1.7, 3.2, 5.6 | 8a | <input type="checkbox"/> |
| | | 8b | <input type="checkbox"/> |
| 9 | 13.8, 7.9, 27.6, 43.8 | 9a | <input type="checkbox"/> |
| | | 9b | <input type="checkbox"/> |
| 10 | The number of pupils attending a school in one week were: 287, 312, 298, 306, 308 | 10a | <input type="checkbox"/> |
| | | 10b | <input type="checkbox"/> |
| 11 | The number of people attending a cinema on 8 consecutive days were:
203, 173, 160, 158, 137, 175, 162, 168 | 11a | <input type="checkbox"/> |
| | | 11b | <input type="checkbox"/> |
| 12 | The number of pupils in ten classrooms were:
27, 28, 30, 26, 22, 28, 24, 26, 21, 30 | 12a | <input type="checkbox"/> |
| | | 12b | <input type="checkbox"/> |



Minimum mark	19	16	12	8	
Circle grade	A	B	C	D	E

_____ / 24

28 Median and mode



Find a the median and b the mode:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1 3, 7, 5, 8, 8 | 1a <input type="checkbox"/> |
| | 1b..... <input type="checkbox"/> |
| 2 2, 3, 1, 3, 4, 4, 1, 7, 1 | 2a <input type="checkbox"/> |
| | 2b..... <input type="checkbox"/> |
| 3 5, 5, 6, 5, 8, 2, 8, 9 | 3a <input type="checkbox"/> |
| | 3b..... <input type="checkbox"/> |
| 4 4, 7, 7, 4, 7, 3, 8, 7, 2, 1 | 4a <input type="checkbox"/> |
| | 4b..... <input type="checkbox"/> |
| 5 These are the prices, in pence, of some cakes:
32, 34, 27, 30, 32, 26
Find a the median, b the mode. | 5a <input type="checkbox"/> |
| | 5b..... <input type="checkbox"/> |
| 6 These are the ages of some pupils in a football team:
18 21 17 21 16 16 21 20 17 23 24
Find a the median, b the mode. | 6a <input type="checkbox"/> |
| | 6b..... <input type="checkbox"/> |
| 7 These are the number of drawing-pins in some packets:
208 199 200 196 207 196 208 205 208 199
Find a the median, b the mode. | 7a <input type="checkbox"/> |
| | 7b..... <input type="checkbox"/> |
| 8 The median of these numbers is 7. Find the value of x
11, 9, 2, 9, 3, x | 8..... <input type="checkbox"/> |
| 9 The mode of these numbers is 2. Find the median.
6 9 2 9 2 x | 9..... <input type="checkbox"/> |



Minimum mark	13	11	8	5	
Circle grade	A	B	C	D	E

16

Create a poster on how to convert between fraction, decimals and percentages. Imagine you are creating the poster for someone who has never seen this topic of maths before. You will be able to take your exercise book home to help you if needed.

