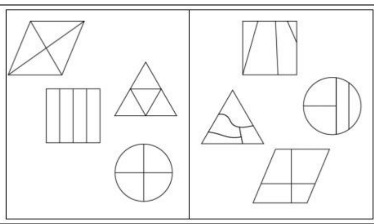
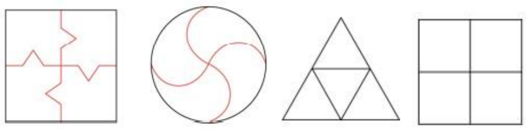
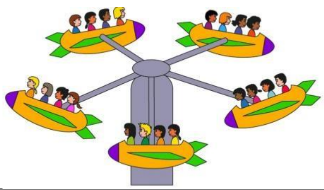
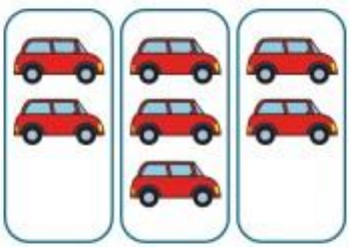
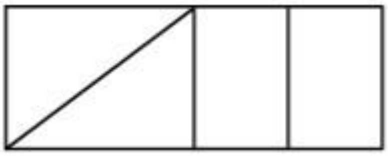
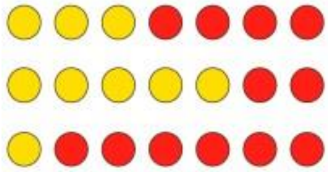
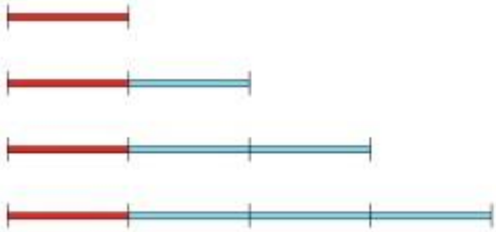
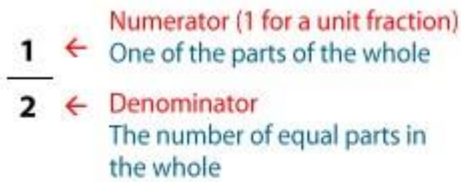
Stem Sentences
Fractions

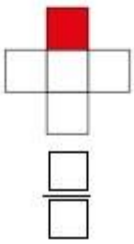
	Part-Whole relationships		
	Example of stem sentence	**Type of stem sentence**	
	If ______ is the whole then ______ is part of the whole.	Structure	 If Europe is the whole , then the United Kingdom is part of the whole.  If the week is the while then Tuesday is part of the whole
	A part is always smaller than the whole.	**Generalisation**	
	If ______ is the whole then ______ is **not** part of the whole.	Structure	If my face is the whole then my foot is not part of the whole.
	The whole has been divided into ___ equal / unequal parts.	Structure / language	
	The whole has been divided into ___ equal parts.	Structure	 The whole has been divided into 4 equal parts.

	The parts are **equal**, I know this because the number of ___ in each part is **the same**.	Structure	
	The parts are **unequal**, I know this because the number of _____ in each part is **not the same**.	Structure / language	

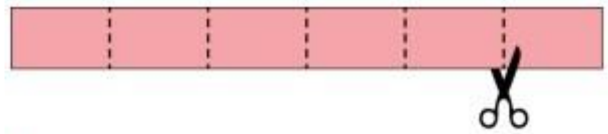
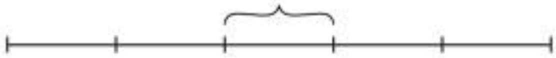
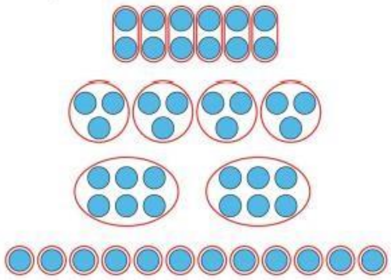
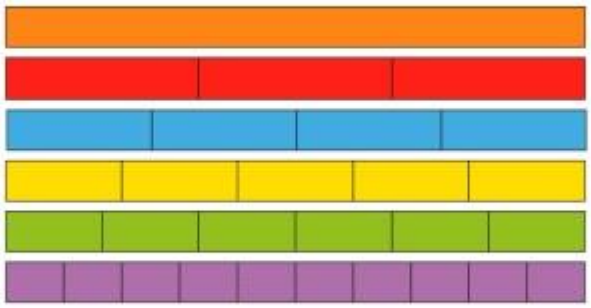
Stem Sentences
Fractions

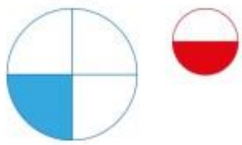
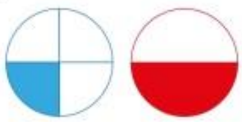
<table>
<tr><td></td><td>Equal-sized parts do not have to look the same.</td><td>Generalisation</td><td></td></tr>
<tr><td></td><td>Different parts of the samesized whole can be directly compared based on their size.</td><td>Generalisation</td><td>
In the first set of counters, the yellow counters make up a smaller part of the whole then in the second set.</td></tr>
<tr><td></td><td>As the while increases in size and the size of the selected part remains the same, each part becomes smaller in relation to the whole.</td><td>Generalisation</td><td></td></tr>
<tr><td></td><td colspan="3">Unit Fractions</td></tr>
<tr><td></td><td>A unit fraction is any fraction where the numerator is one.</td><td>Generalisation</td><td>
</td></tr>
<tr><td></td><td>The whole has been divided into ____ equal parts ____ of the parts has been shaded.</td><td>Structure / language</td><td>
The whole has been divided into three equal parts. One pf the parts has been shaded.</td></tr>
<tr><td></td><td></td><td>Language / structure</td><td>
<table>
<tr><th>Say</th><th>Write</th></tr>
<tr><td>'The whole has been divided…'</td><td>The division bar: –</td></tr>
<tr><td>'…into 3 equal parts.'</td><td>The denominator: 3</td></tr>
<tr><td>'One of the parts has been shaded.'</td><td>The numerator: 1</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td>The denominator is ____ because the whole is divided into ____ equal parts.

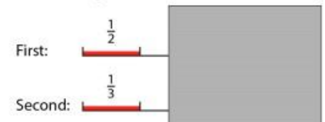
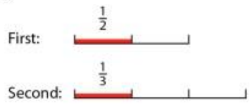
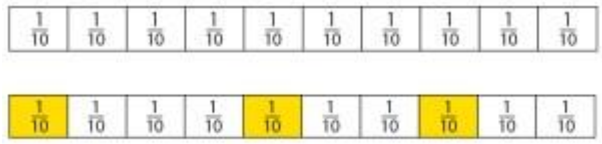
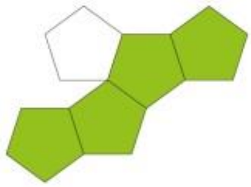
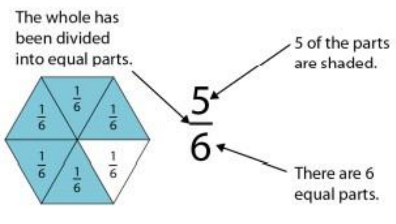
The numerator is one because one part is shaded.</td><td>Structure</td><td>
The denominaor is 4 because the whole is divided into 4 equal parts.
The numerator is 1 because one part is shaded.</td></tr>
</table>

Stem Sentences
Fractions

	The whole has been divided into __ equal parts. Each part is one ____ of the whole. ____ of the whole ribbon has been cut off.	Structure	 • 'The whole has been divided into six equal parts.' • 'Each equal part is one-sixth of the whole.' • 'One-sixth of the whole ribbon has been cut off.'
	The whole has been divided into __ equal parts. One of these parts is highlighted. This part is one ____ of the whole line.	Structure	 The whole has been divided into 5 equal parts. One of these parts is highlighted. This part is one fifth of the whole line.
	The whole has been divided into ____ equal parts. One of these parts in one ____ of the whole.	Structure	Dividing 12 counters into equal groups: 
	When the whole is the same, the greater the number of equal parts, the smaller each equal part is. **When the whole is the same, the smaller the number of equal parts, the bigger each equal part is.**	**Generalisation**	
	When comparing unit fractions, the greater the denominator, the smaller the fraction.	**Generalisation**	Ordering the fractions:  $\frac{1}{3} > \frac{1}{4} > \frac{1}{5} > \frac{1}{6} > \frac{1}{10}$

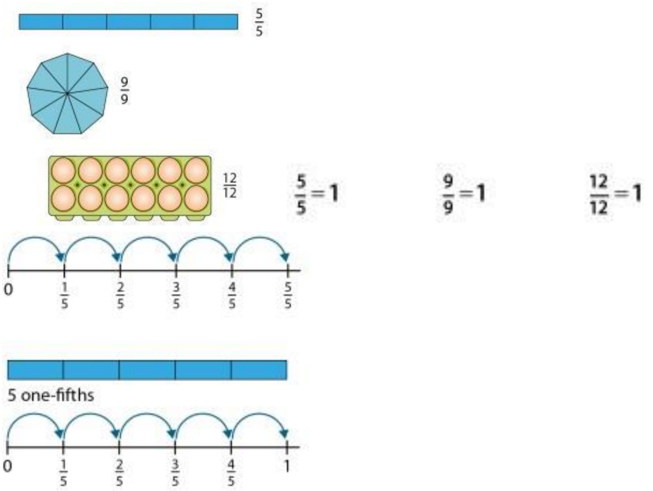
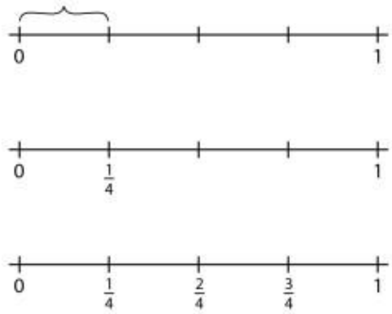
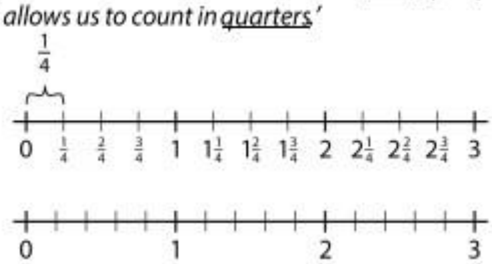
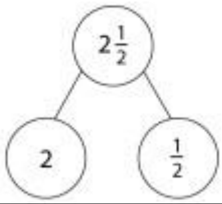
	When we compare fractions, the whole has to be the same.	**Generalisation**	'Emma looks at these two diagrams. She says that they prove that $\frac{1}{4} > \frac{1}{2}$. Do you agree or disagree?'  • 'Disagree: to compare fractions, the wholes must the same.' 

Stem Sentences
Fractions

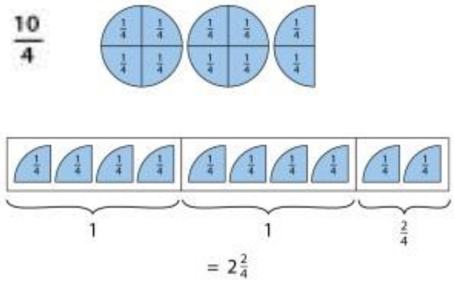
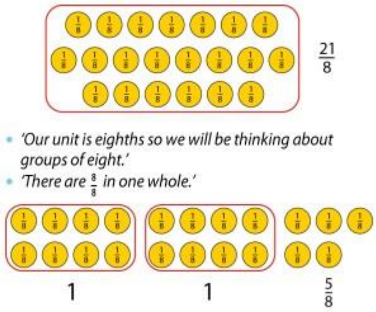
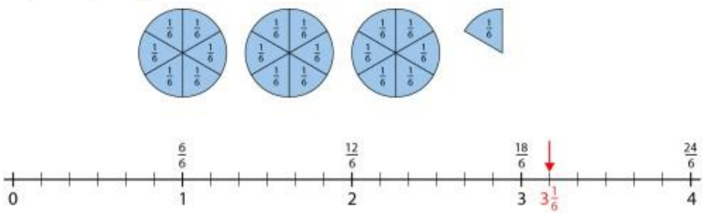
	If one _____ is a part, then the whole is __ times as much. Take ____ parts and put them together to make a whole.	Structure	 First: *'If one-half is a part, then the whole is two times as much. Take two parts and put them together to make one whole.'* Second: *'If one-third is a part, then the whole is three times as much. Take three parts and put them together to make one whole.'* 
	Non- Unit Fractions		
	I have _____ one tenths. I have ____ tenths.	Structure / language	 • *'I have three one-tenths. I have three-tenths.'*
	There are ____ equal parts in the whole. There are __ parts shaded. ____ is shaded.	Structure / language	 *'There are five equal parts in the whole.'* • *'There are four parts shaded.'* • *'Four-fifths is shaded.'*
	The whole has been divided into ____ equal parts. ____ of the parts are shaded. That is ______ of the whole.	Structure / language	 • *'The whole has been divided into six equal parts.'* • *'Five of the parts are shaded.'* • *'That is five-sixths of the whole.'*
	The whole has been divided into _____ equal parts. ____ of the parts have been shaded; that is ____ of the whole.	Structure / language	 The whole has been divided into 7 equal parts. 5 of the parts have been shaded; that is 5/7 of the whole.

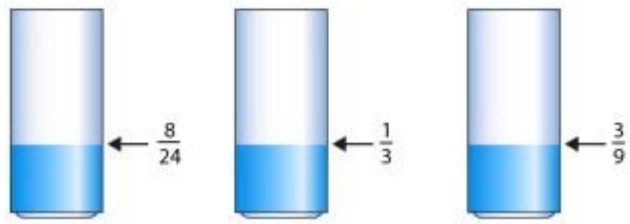
	The denominator is ____ because the whole has been divided into ____ equal parts. The numerator is ____ because ____ of the parts have been identified.	Structure / language	 The denominator is 5 because the whole has been divided into 5 equal parts. The numerator is 3 because 3 of the parts have been identified.
	Making a whole		

Stem Sentences
Fractions

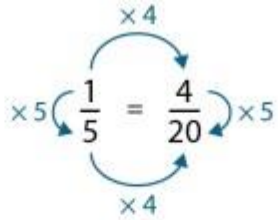
<table>
<tr><td></td><td>When the numerator and the denominator are the same the fraction is equivalent to one whole.</td><td>Generalisation</td><td></td></tr>
<tr><td></td><td>If we know the size of a unit fraction, we can work out the size of the whole.</td><td>Generalisation</td><td><table><tr><th>Part</th><th>Part as a fraction of the whole</th><th>Number of equal parts in the whole</th><th>Whole</th></tr><tr><td></td><td>$\frac{1}{5}$</td><td>5</td><td></td></tr></table></td></tr>
<tr><td></td><td>Divide by the numerator to find one part. Multiply the denominator to find the whole.</td><td>Generalisation</td><td>'$\frac{2}{3}$ of the number is 8.'
'$\frac{1}{3}$ of the number is 4.'
'$\frac{3}{3}$ of the number is 12.'
8 ÷ 2 = 4
4 x 3 = 12</td></tr>
<tr><td colspan="4">Counting in fractional steps</td></tr>
<tr><td></td><td>The line is divided into ___ equal parts. This allows us to count in ____.</td><td>Structure</td><td></td></tr>
<tr><td></td><td>The interval is divided into ___ equal parts. This allows us to count in ____.</td><td>Structure</td><td>'Each interval on the line is divided into <u>four</u> equal parts. This allows us to count in <u>quarters</u>.'
</td></tr>
<tr><td colspan="4">Improper fractions and mixed numbers</td></tr>
<tr><td></td><td>Quantities made up of both whole numbers and a fractional part can be expressed as mixed numbers.</td><td>Generalisation</td><td></td></tr>
</table>

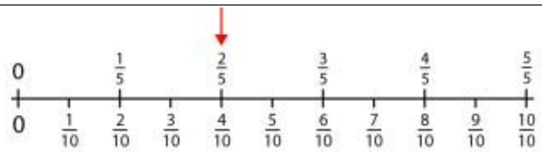
Stem Sentences
Fractions

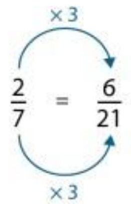
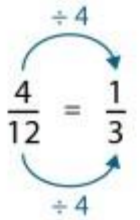
	Each whole is divided into four equal parts. We have ___ of these equal parts. |This represents ____ quarter(s)	Structure/ language	 Each whole is divided into four equal parts. We have 11 of these equal parts. This represents 11 quarter(s)
	The denominator is ____. This means that each whole has been split into ___ equal parts. ___ parts make each whole. The numerator is ____. This means there are ____ equal parts. It is possible to make ____ full groups of ____ quarters and there are ____ more quarters.	Structure/ language	 The denominator is 4. This means that each whole has been split into 4 equal parts. 4 parts make each whole. The numerator is 10. This means there are 10 equal parts. It is possible to make 2 full groups of 4 quarters and there are 2 more quarters
	Our unit is ____ so we will be thinking about groups of _____. There are ______ in one whole.	Structure / language	
	How many groups of $\frac{}{}$ in $\frac{}{}$ ____ groups and ____ more ____	Structure / language	**Improper fraction** | **Prompt question** | **Mixed number** $\frac{21}{10}$ | How many groups of $\frac{10}{10}$ in $\frac{21}{10}$? (2 groups and 1 more tenth.) | $2\frac{1}{10}$
	There are ____ groups of ____ sixths which is ____ sixths and ___ more sixths, so that is ____ sixths	Structure / language	$3\frac{1}{6} = \frac{\square}{6}$ 'There are three groups of $\frac{6}{6}$ which is $\frac{18}{6}$, and one more sixth; that's $\frac{19}{6}$.' 

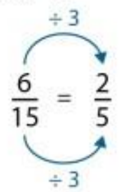
	Equivalent Fractions		
	When two or more fractions have the same value. We call them equivalent fractions.	**Generalisation**	

Stem Sentences
Fractions

<table>
<tr><td></td><td>The numerator has been scaled up/down by ______
The denominator has been scaled up/down by ____
These fractions are /are not equivalent.</td><td>Language / structure</td><td>

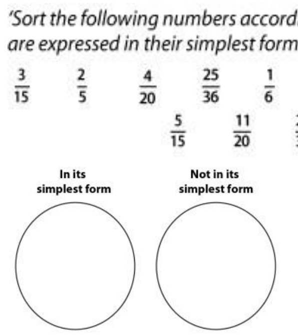
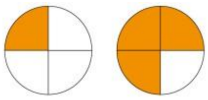
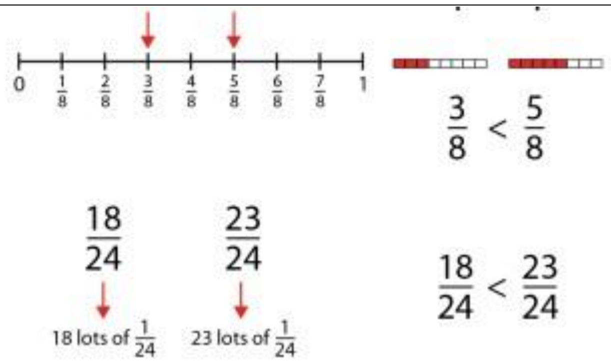
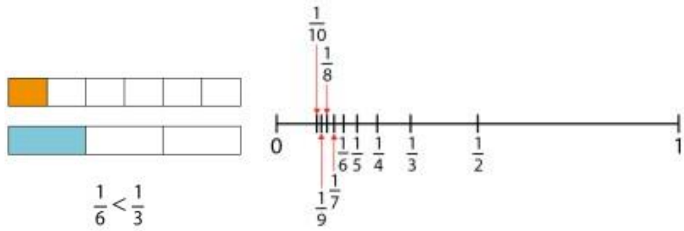
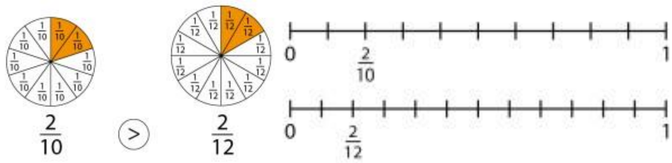
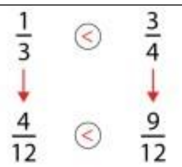
The numerator has been scaled up by 4
The denominator has been scaled up by 4
These fractions are equivalent.</td></tr>
<tr><td></td><td>'$\frac{\square}{\square}$ is equivalent to $\frac{\square}{\square}$'</td><td>Language / structure</td><td>

'$\frac{2}{5}$ is equivalent to $\frac{4}{10}$.'</td></tr>
<tr><td></td><td>$\frac{\square}{\square}$ is equal $\frac{\square}{\square}$ because both the numerator and denominator have been scaled by a factor of ____</td><td>Language / structure</td><td>'$\frac{3}{8}$ is equal $\frac{12}{32}$ because both the numerator and denominator have been scaled by a factor of four'.</td></tr>
<tr><td></td><td>When the numerator and denominator are multiplied or divided by the same number, the value of the fractions remains the same.</td><td>Generalisation</td><td><table>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr>
<tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td><td>22</td><td>24</td></tr>
<tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td><td>33</td><td>36</td></tr>
<tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td><td>44</td><td>48</td></tr>
<tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td><td>55</td><td>60</td></tr>
<tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td><td>42</td><td>48</td><td>54</td><td>60</td><td>66</td><td>72</td></tr>
<tr><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td><td>49</td><td>56</td><td>63</td><td>70</td><td>77</td><td>84</td></tr>
</table>

</td></tr>
<tr><td></td><td colspan="3">Simplifying Fractions</td></tr>
<tr><td></td><td>The highest common factor is _____so divide the numerator and denominator by _____</td><td>Language / structure</td><td>

The highest common factor is 4 so divide the numerator and denominator by 4</td></tr>
<tr><td></td><td>A fraction can be simplified when the numerator and denominator have a common factor other than one.</td><td>Generalisation</td><td></td></tr>
<tr><td></td><td>To write a fraction in its simplest form, divide both the numerator and denominator by their highest common factor.</td><td>Generalisation</td><td>Highest common factor = 3

</td></tr>
</table>

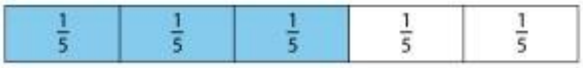
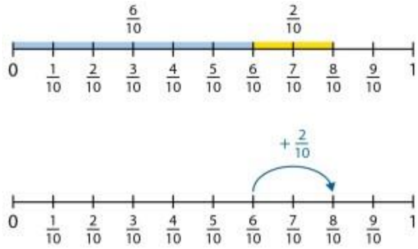
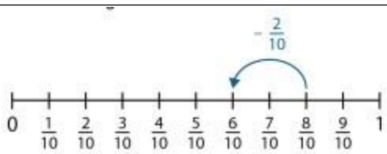
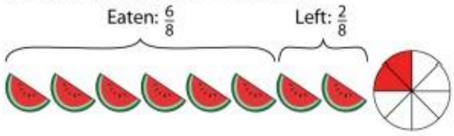
Stem Sentences
Fractions

Holy Trinity
C of E Primary School

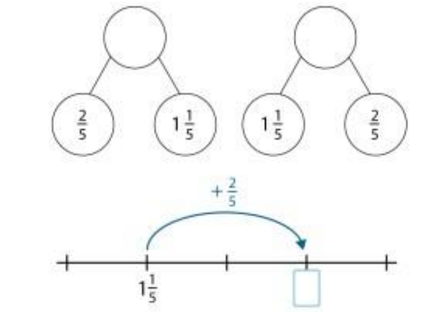
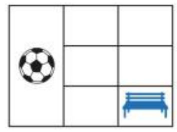
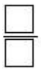
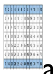
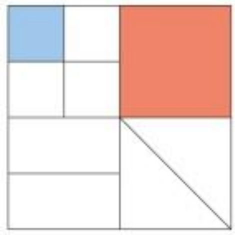
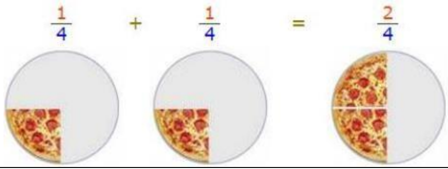
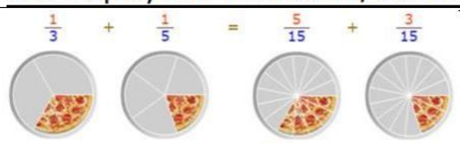
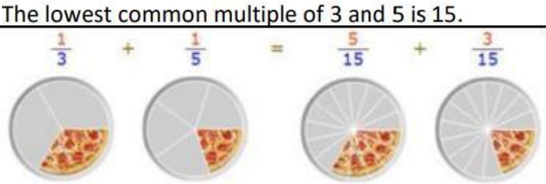
	$\frac{\square}{\square}$ is not in its simplest form because ___is a common factor of ___ and ___ $\frac{\square}{\square}$ is in its simplest form because one is the only common factor of __ and __.	Language / structure.	 4/20 is not in its simplest form because four is a common factor of 4 and 20 23/50 is in its simplest form because one is the only common factor of 23 and 30.
	Comparing Fractions		
	'$\frac{\square}{\square}$ *is __ lot of* $\frac{1}{\square}$' '$\frac{\square}{\square}$ *is __ lots of* $\frac{1}{\square}$' *'I know that __ is less than __...'* '*...so* $\frac{\square}{\square}$ *is less than* $\frac{\square}{\square}$'	Language / structure	 $\frac{1}{4} < \frac{3}{4}$ ¼ is 1 lots of ¼ ¾ is 3 lots fo ¼ I know that 1 is less than 3 so ¼ is less than ¾.
	When we compare fractions with the same denominator, the greater the numerator, the greater the fraction.	**Generalisation**	
	When comparing unit fractions, the greater the denominator the smaller the fraction.	**Generalisation**	
	When we compare fractions with the same numerator, the greater the denominator, the smaller the fraction.	**Generalisation**	
	To compare fractions with different numerators and denominator convert to common denominators.	**Generalisation**	

	Adding and subtracting Fractions

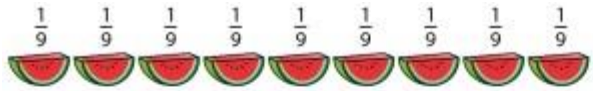
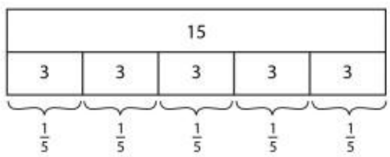
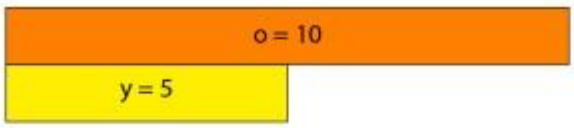
Stem Sentences
Fractions

	$\frac{\square}{\square}$ *is ___ lot of* $\frac{1}{\square}$	Language / structure	 $\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=\frac{3}{5}$ $\frac{3}{5}=\frac{1}{5}+\frac{1}{5}+\frac{1}{5}$ 3/5 is 3 lots of 1/5.
	_____ tenths and __ more tenths make ______ tenths.	Structure	 6 tenths and 2 more tenths make 8 tenths.
	'$\frac{\square}{\square}$ *is ___ lots of* $\frac{\square}{\square}$' '$\frac{\square}{\square}$ *is ___ lots of* $\frac{\square}{\square}$' *'I know that ___ + ___ = ___'* '*...so, I know that* $\frac{\square}{\square}+\frac{\square}{\square}=\frac{\square}{\square}$'	Structure	'$\frac{6}{10}$ *is six lots of* $\frac{1}{10}$.' '$\frac{2}{10}$ *is two lots of* $\frac{1}{10}$.' *'I know that* $6+2=8$.' '*...so, I know that* $\frac{6}{10}+\frac{2}{10}=\frac{8}{10}$.'
	When adding fractions with the same denominators, just add the numerators.	**Generalisation**	
	___/10 is _____ lots of 1/10 ___/10 is _____ lots of 1/10 I know that ____ = ____ = ____ So I know that ___/10 - ___/10 = __/10	Structure	 Method 3 – verbal reasoning: • '$\frac{8}{10}$ *is eight lots of* $\frac{1}{10}$.' • '$\frac{2}{10}$ *is two lots of* $\frac{1}{10}$.' • *'I know that* $8-2=6$.' '*...so, I know that* $\frac{8}{10}-\frac{2}{10}=\frac{6}{10}$.'
	When subtracting fractions with the same denominators, just subtract the numerators.	**Generalisation**	$\frac{8}{9}-\frac{3}{9}=\frac{5}{9}$ $\frac{8}{10}-\frac{2}{10}=\frac{6}{10}$
	To subtract from one whole, first convert the whole to a fraction where the denominator and numerator are the same.	**Generalisation**	*'A watermelon is cut into 8 equal pieces.'* '$\frac{6}{8}$ *of the watermelon is eaten.'* *'What fraction of the watermelon is left?'*  $1-\frac{6}{8}=\frac{2}{8}$ $\frac{8}{8}-\frac{6}{8}=\frac{2}{8}$

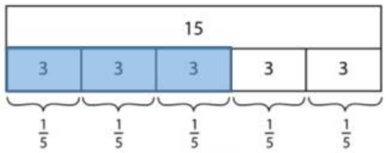
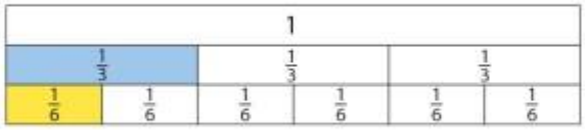
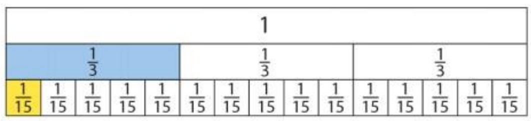
Stem Sentences
Fractions

	The parts are ____ and ___. The total or whole is ____.	Language / structure.	 'The **parts** are $\frac{2}{5}$ and $1\frac{1}{5}$. The **total**, or **whole**, is $1\frac{3}{5}$.'
	Related fractions have denominators where one denominator is a multiple of the other.	**Generalisation**	$\frac{1}{3}$ and $\frac{1}{9}$  'We can change $\frac{1}{3}$ to $\frac{3}{9}$.'
	 and  are realted fractions because the denominator ___ is a multiple of the other denominator ____	Structure / language	 '$\frac{1}{16}$ and $\frac{1}{4}$ are related fractions because the denominator, "16", is a multiple of the other denominator, "4".'
	Fractions must have the same denominator before they can be added or subtracted.	**Generalisation**	
	When fractions have the same denominator, we call this a common denominator.	**Generalisation**	
	To add or subtract fractions with different denominators, first convert to fractions with a common denominator.	**Generalisation**	$\frac{\cancel{1}2}{\cancel{3}6} + \frac{1}{6} = \frac{2}{6} + \frac{1}{6}$ $= \frac{2+1}{6} = \frac{\cancel{3}1}{\cancel{6}2} = \frac{1}{2}$ To solve 1/3 + 1/6, convert 1/3 to 2/6 by scaling 1 and 3 up by two then add 2/6 and 1/6 together.
	To find a common denominator, identify the lowest common multiple of the denominators then create an equivalent fraction.	**Generalisation**	 Multiples of 3: 3, 6, 9, 12, 15 Multiples of 5: 5, 10, 15 The lowest common multiple of 3 and 5 is 15.
	We can find a common denominator for two nonrelated fractions by multiplying their denominators.	**Generalisation**	 If you multiply the two denominators 3 and 5 you will get the common denominator product of 15.

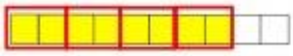
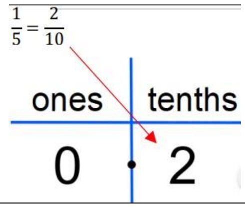
Stem Sentences
Fractions

Multiplying whole numbers and fractions			
	The whole has been divided into ___ equal parts, and one of these parts is _____.	Structure	 $\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}+\frac{1}{9}=9\times\frac{1}{9}$ • *'The whole has been divided into nine equal parts, and one of these parts is $\frac{1}{9}$.'*
	_____ lot(s) of _____ is equal to _____.	Structure / language	 • $\frac{2}{9}+\frac{2}{9}+\frac{2}{9}+\frac{2}{9}$ • $4\times\frac{2}{9}$ • $\frac{2}{9}\times4$ • *'Four lots of $\frac{2}{9}$ is equal to $\frac{8}{9}$.'*
	To multiply a fraction and a whole number, we multiply the numerator by the whole number and keep the denominator the same.	**Generalisation**	
	___ lots of ___ is equal to ___ lots of ___.	Structure	Commutativity: $3\times\frac{4}{5}=\frac{12}{5}=2\frac{2}{5}$ $\frac{4}{5}\times3=\frac{12}{5}=2\frac{2}{5}$ 3 x 4/5 = 4/5 x 3
	'Each part is $\frac{1}{\square}$ of the whole; *$\frac{1}{\square}$ of ___ is ___.'* *'___ is divided into ___ equal parts;*	Structure / language	 *'Each part is $\frac{1}{5}$ of the whole;* *$\frac{1}{5}$ of 15 is 3.'*
	__ of __ = ___ ___ lots of ___ = _____	Structure / language	 *'$\frac{1}{2}$ of 10 = 5'* *'2 lots of 5 = 10.'*
	When a whole number is multiplied by a unit fraction, it makes the whole number smaller	**Generalisation**	

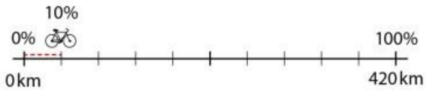
Stem Sentences
Fractions

	To calculate a fraction of a quantity, find the unit fraction of the quantity. Then multiply the unit fraction by the numerator.	**Generalisation**	Calculate $\frac{3}{5}$ of 15  Find the unit fraction ($\frac{1}{5}$) of 15 by dividing 15 into five equal parts. $\frac{1}{5}$ of 15 is 3 so $\frac{3}{5}$ of 15 is 9.
	When a whole number is multiplied by a proper fraction, it makes the whole number smaller	**Generalisation**	
	There were ___equal parts in the whole. Each of the three parts was halved so we now have ___ equal parts in the whole.	Language / structure	 There were 3 equal parts in the whole. Each of the three parts was halved so we now have six equal parts in the whole.
	When multiplying unit fractions, multiply the denominators.	**Generalisation**	$\frac{1}{2}\times\frac{1}{6}=\frac{1}{12}$ $\frac{1}{6}\times\frac{1}{2}=\frac{1}{12}$ $\frac{1}{3}\times\frac{1}{5}=\frac{1}{15}$ $\frac{1}{5}\times\frac{1}{3}=\frac{1}{15}$
	When multiplying unto fractions, the product is smaller than the fractions being multiplied. .	**Generalisation**	
	To multiply fractions, we can multiply the numerators ad multiply the denominators.	**Generalisation**	$\frac{4}{5}\times\frac{2}{3}=\frac{8}{15}$
Dividing fractions			
	To divide a fraction by a whole number, we can change it to an equivalent multiplication. To divide by ____, we can multiply by ____.	Structure	 $\frac{1}{3}\div 5=\frac{1}{15} \longrightarrow \frac{1}{3}\times\frac{1}{5}=\frac{1}{15}$ *'To divide a fraction by a whole number, we can change it to an equivalent multiplication. To divide by five, we can multiply by $\frac{1}{5}$.'*
	To divide a fraction by a whole number, we can change it to an equivalent multiplication.	**Generalisation**	

Stem Sentences
Fractions

	To divide by ___ we can multiply by ___	Structure	$\frac{1}{3} \div 4 = \frac{1}{12}$ $\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$
	If we divide into __ equal groups, then each of the groups is because ____ ÷__ = __	Structure	 = 2/7 If we divide six 1/7 into 3 equal groups, then each of the groups os 2/7 because 6 ÷3 = 2
	If the divisor is a factor of the numerator, just divide the numerator by the denominator and keep the denominator the same.	**Generalisation**	$\frac{8}{10} \div 4 = \frac{2}{10}$ 
		Linking fractions, decimals and percentages	
	In order to use a place value chart to help convert a fraction to a decimal, the fraction must be expressed as a tenth, hundredth or thousandth.	Generalisation	
	A fraction can be converted into a decimal by dividing the numerator by the denominator.	**Generalisation.**	$\frac{1}{5} = \begin{array}{r} 0.2 \\ 5\overline{)1.^{1}0} \end{array}$
	• '___.___ is equivalent to $\frac{\square}{\square}$.' 'We know that $\frac{\square}{\square} < \frac{\square}{\square}$, so ___.___ < $\frac{\square}{\square}$.' or • '$\frac{\square}{\square}$ is equivalent to ___.___.' 'We know that ___.___ < ___.___, so ___.___ < $\frac{\square}{\square}$.'	Structure	'0.6 is equivalent to $\frac{3}{5}$.' 'We know that $\frac{3}{5} < \frac{4}{5}$, so $0.6 < \frac{4}{5}$.' $0.6 < \frac{4}{5}$ $0.6 = \frac{3}{5}$ $\frac{3}{5} < \frac{4}{5}$
	In order to convert a percentages to a fraction, first convert it to a fraction with a denominator of 100 then simplify.	**Generalisation**	$45\% = \frac{\square}{100} = \frac{\square}{20}$ $12\% = \frac{12}{100} \underset{\div 4}{\overset{\div 4}{=}} \frac{3}{25}$
	To find 50% of a number, halve it.	**Generalisation**	'Zara is doing a 420 km charity bike ride. So far, she has completed 50% of the route. How far has she cycled?'  • '100% of 420 km is 420 km.' • '50% of 420 km is $\frac{1}{2}$ of 420 km.' • 'Zara has cycled 210 km.'

Stem Sentences
Fractions

	To find 10% of a number, divide it by ten.	**Generalisation**	*'Rishi has completed 10% of the same bike ride. How far has he cycled?'*  • *'100% of 420 km is 420 km.'* • *'10% of 420 km is $\frac{1}{10}$ of 420 km.'* • *'Rishi has cycled 42 km.'*
	To find 1% of a number, divide it by hundred.	**Generalisation .**	*'100% of 420 km is 420 km.'* *'1% of 420 km is $\frac{1}{100}$ of 420 km.'* *'James has cycled 4.2 km.'*

Credit: Enigma