## Diving into Mastery



## Percentage of an Amount (1)

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## Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:


These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

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.

## Aim

- Solve problems involving the calculation of percentages and the use of percentages for comparison.


## Percentage of an Amount (1) Diving

1 Match the equivalent fractions and percentages.


2 What is the quickest way to find $50 \%$ of a number?
To find 50\%, divide by two.
3 How can you use equivalent fractions to find 1\%, 10\% or $25 \%$ of a number?
Divide by the denominator of the equivalent fraction.
To find 1\%, divide by 100.
To find 10\%, divide by 10.
To find $25 \%$, divide by 4 .

## Percentage of an Amount (1) Diving

4 Complete this diagram to show the percentages of 800 .


## Percentage of an Amount (1) Diving

5 Calculate the percentages of these different amounts.


## Percentage of an Amount (1) Deeper

True or False?
To find $25 \%$ of an amount I can divide the amount by 2 and then divide it by 2 again.

True.
$25 \%=\frac{1}{4}$
To find $\frac{1}{4}$ of an amount we divide by 4 . We can also find $\frac{1}{4}$ by dividing by 2 and dividing by 2 again.

## $10 \%$ of $240=1 \%$ of 2400

True.
$240 \div 10=24$ is the same as $2400 \div 100=24$
$25 \%$ of $4680<50 \%$ of 2280

False<br>$25 \%$ of $4680=1170$ and $50 \%$ of $2280=1140$<br>$1170>1140$<br>$25 \%$ of $4680>50 \%$ of 2280

## Percentage of an Amount (1) Deepest

Choose a percentage from box $A$ and an amount from box $B$ then complete the percentage statement to make each of the numbers from C .

| A | B |
| :---: | :---: |
| $10 \%, 1 \%, 50 \%, 25 \%$ | $3000,300,30,70,700,7000,450$, <br> $4500,680,6800$ |


| Percentage <br> from A |  | Number from <br> B |  | Percentage <br> from A |  | Number from <br> B |  | Number from <br> C |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\%$ | of |  | + | $\%$ | of |  | $=$ |  |


| C |  |
| :---: | :--- |
| $10(1 \%$ of $300+1 \%$ of 700$)$ | $500(50 \%$ of $300+50 \%$ of 700$)$ |
| $1200(25 \%$ of $4500+25 \%$ of 300$)$ | $3700(50 \%$ of $6800+10 \%$ of 3000$)$ |
| A number between $500-800(25 \%$ of $680+50 \%$ of $700=520)$ |  |

Example answers are shown.

## Percentage of an Amount (1)

Dive in by completing your own activity!


## Need Planning to Complement this Resource?

## National Curriculum Aim

Solve problems involving the calculation of percentages and the use of percentages for comparison.

For more planning resources to support this aim, click here.


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