Numicon Planning Numicon 6 NPC CAL 5

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Activity Group Title** | Exploring percentages, fractions, and decimals  |
| Learning Opportunities, Language, Important activities and challenges | Educational contextThis activity group focuses on using the language of percentage to describe and calculate proportions of some whole, and on percentage, common fraction and decimal equivalents. Key everyday contexts in which children encounter percentages involve money and measures, e.g. percentage discounts and special offers such as ‘50% extra free’ or ‘25% bigger’. Other areas of the curriculum, e.g. geography and science, also offer plenty of relevant opportunities.As children prepare for doing a range of routine calculations in a test environment, see Preparing for Formal Testing 4.Learning opportunities• To understand relationships between percentages, fractions and decimals.• To express a simple proportion as a fraction with denominator 100, and convert it to percentage and decimal equivalents.• To realize that percentages are useful for comparing proportions where the totals involved vary, e.g. 15 out of 20 and 35 out of 50 are more easily compared if they are expressed as 75% and 70%.• To understand that percentages are also used as operators, to find quantities which represent particular proportions of a total quantity.• To calculate simple percentages of quantities and to find new quantities following a percentage increase or decrease.• To interpret and calculate with data presented in the form of percentages.Language:percentage, per cent, in every, for every, out of, proportion, hundredth, half, quarter, tenth, fraction, decimal, numerator, denominator, equivalent, simplify, discount, less, reduction, money off, more, bigger, extra |
| **Quick warm-up**Maintenance fromTeaching Handbook Whole Class activities | With your partner write a description of ‘percentage’ |  |  | NZ Population Data:Statistics NZSearch for latest figures using your tablet. | Would you prefer to calculate interest rates in percentages, fractions or decimals. Why? |
| **Exploration** using the Pupil Book Practice sectionand Opening Pages on Oxford Owl to solve problems | Page 34Question 1 | 35Question 1 | 36Questions 1 and 2 | 37 after the focus teaching | Explorer Progress Book 6a, pp. 18–19 |
| **Whole Class**1. Discuss the outcomes
2. Focus Activities from Teaching Handbook
 | Focus Activities 1 and 21. Making connections between fractions, decimals and percentages | Focus Activity 2. Using percentages to compare scores | Focus Activity 3. Calculating simple percentage increases | Focus Activity 4. Calculating simple percentage decreases5. Exploring data involving percentages |  |
| **Independent** Activities from Teaching HandbookandPupil Book In-depth | After activity 2Complete PB 102 | After activity 3After activity 4Complete PB 103 | After Activity 5Complete PB 104Explore More 11 Supermarket Offers | After activity 6Complete PB 105 |  |
| **Reflection****Whole class** |  |  |  |  |  |