Pupils should be taught to:	As outcomes, Year 7 pupils should, for example:

Understand percentage as the number of parts per 100; recognise the equivalence of fractions, decimals and percentages; calculate percentages and use them to solve problems

Understand percentage as the number of parts in every 100, and express a percentage as an equivalent fraction or decimal. For example:

Convert percentages to fractions by writing them as the number of parts per 100, then cancelling. For example:

- 60% is equivalent to $^{60}/_{100} = \frac{3}{5}$;
- 150% is equivalent to $^{150}/_{100} = \frac{3}{2} = 1\frac{1}{2}$.

Convert percentages to decimals by writing them as the number of parts per 100, then using knowledge of place value to write the fraction as a decimal. For example:

- 135% is equivalent to $135 \div 100 = 1.35$.

Recognise the equivalence of fractions, decimals and percentages.

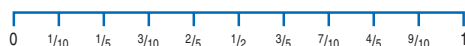Know decimal and percentage equivalents of simple fractions.

For example, know that $1 \equiv 100\%$. Use this to show that:

- $\frac{1}{10}$ = 0.1 which is equivalent to 10%;
- $\frac{1}{100}$ = 0.01 which is equivalent to 1%;
- $\frac{1}{8}$ = 0.125 which is equivalent to $12\frac{1}{2}$%;
- $1\frac{3}{4}$ = 1.75 which is equivalent to 175%;
- $\frac{1}{3}$ = 0.333… which is equivalent to $33\frac{1}{3}$%.

Express simple fractions and decimals as equivalent percentages by using equivalent fractions. For example:

- $\frac{3}{5}$ = $^{60}/_{100}$ which is equivalent to 60%;
- $\frac{7}{20}$ = $^{35}/_{100}$ which is equivalent to 35%;
- $2\frac{3}{4}$ = $^{275}/_{100}$ which is equivalent to 275%;
- 0.48 = $^{48}/_{100}$ which is equivalent to 48%;
- 0.3 = $^{30}/_{100}$ which is equivalent to 30%.

Use number lines to demonstrate equivalence.

See Y456 examples (pages 32–3).

Link the equivalence of fractions, decimals and percentages to the probability scale (pages 278–9), and to the interpretation of data in pie charts and bar charts (pages 268–71).