

NUMBERS AND THE NUMBER SYSTEM

Pupils should be taught to:

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 (continued)

As outcomes, Year 7 pupils should, for example:

Use, read and write, spelling correctly: change, total, value, amount, sale price, discount, decrease, increase, exchange rate, currency, convert...

Use the equivalence of fractions, decimals and percentages to compare two or more simple proportions and to solve simple problems.

Discuss percentages in everyday contexts. For example:

- Identify the percentage of wool, cotton, polyester... in clothes by examining labels.
- Work out what percentage of the pupils in the class are boys, girls, aged 11, have brown eyes...
- Discuss the use of percentages to promote the sales of goods, e.g. to indicate the extra amount in a packet.

Answer questions such as:

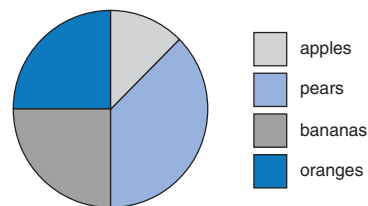
- Estimate the percentage of this line that is blue.



- 12% of a 125 g pot of yoghurt is whole fruit. How many grams are not whole fruit?
- 48% of the pupils at a school are girls. 25% of the girls and 50% of the boys travel to school by bus. What percentage of the whole school travels by bus?

Use proportions to interpret pie charts. For example:

- Some people were asked which fruit they liked best. This chart shows the results.



Estimate:

- a. the percentage of the people that liked oranges best;
- b. the proportion that liked apples best;
- c. the percentage that did not choose pears.

[Link to problems involving percentages \(pages 2–3\).](#)