

# Lesson and Worksheet Format

Each topic is colour coded...

Green for approx. GCSE grades 1-3

Blue for approx. GCSE grades 4&5

Purple for approx. GCSE grades 6-9

**Green & Blue** for FOUNDATION tier

**Blue & Purple** for HIGHER tier

<p><b>ALGEBRA</b> Chapter 3: Algebra Part 1: Algebraic Notation</p> <p>Starter Video Worksheet – I'm giving it a try! Worksheet – I'm building my confidence! Worksheet – I'm ready for anything! Extension Homework</p>	<p><b>ALGEBRA</b> Chapter 4: Quadratics Part 6: Solving Quadratics - Graphically</p> <p>Starter Video Worksheet – I'm giving it a try! Worksheet – I'm building my confidence! Worksheet – I'm ready for anything! Extension Homework</p>	<p><b>ALGEBRA</b> Chapter 2: Linear Graphs Part 7: Parallel &amp; Perpendicular Lines</p> <p>Starter Video Worksheet – I'm giving it a try! Worksheet – I'm building my confidence! Worksheet – I'm ready for anything! Extension Homework</p>
--	---	--

Choose the lesson, accompanying worksheet and video by:

- TOPIC - select 'All'
- GCSE TIER - select 'Foundation' or 'Higher'
- GCSE GRADE - select '1-3' '4&5' or '6-9'

## Each lesson takes the following format...

<p><b>Slide 1</b></p> <ul style="list-style-type: none"> <li>Subject Area, Chapter and Part (Lesson Title)</li> <li>Quick links to specific parts of the lesson</li> <li>Links back to this page appear regularly throughout the lesson</li> <li>Calculator / Non-Calculator. This indicates whether a calculator is necessary or not for most of the questions, it acts as a guidance only.</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>NUMBER</b></p> <p style="text-align: center;"><b>Chapter 4: Fractions</b></p> <p style="text-align: center;"><b>Part 3: Ordering Fractions</b></p> <p><b>Starter</b> Video Worksheet – I'm giving it a try! Worksheet – I'm building my confidence! Worksheet – I'm ready for anything! <b>Extension</b> Homework</p> </div>																
<p><b>Slide 2</b></p> <ul style="list-style-type: none"> <li>Starter task</li> <li>Questions relating to 16 different areas of core skills relevant to that level</li> <li>Beneficial for a productive start to a lesson whilst promoting retrieval of previous learning</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p>Answer 4 questions to make a straight line vertically, horizontally or diagonally.</p> <table border="1" style="width: 100%; font-size: small;"> <tr> <td>Write 180 as a product of prime factors</td> <td>If <math>a = 5</math>, <math>b = 8</math> and <math>c = -5</math>, calculate <math>7a - bc</math></td> <td>A laptop that cost £200 was increased in price by 10%. How much does it cost now?</td> <td>The ratio of red to blue beads is 2 : 7 and blue to green beads is 4 : 7. What is the ratio of red to green beads?</td> </tr> <tr> <td>Calculate <math>\frac{142}{\theta}</math></td> <td>Factorise <math>12a^2 + 14a</math></td> <td>Find the nth term of the sequence 1.5, 5.5, 11.7</td> <td>Calculate <math>1/4 \times 2/9</math></td> </tr> <tr> <td>Calculate <math>1/8 + 2/5</math></td> <td>Estimate <math>62.82 \times 6.92</math></td> <td>Share 200 in the ratio 2 : 8</td> <td>Expand and simplify <math>(x - 8)(x - 4)</math></td> </tr> <tr> <td>Solve <math>4(4y + 8) = 96</math></td> <td>The mean of three numbers is 8.5. Calculate the missing value 6.7, 8.1, 7</td> <td>Does the coordinate (2, 5) lie on the graph <math>y = 2x - 3</math>?</td> <td>Calculate the size of one interior angle in a regular heptagon.</td> </tr> </table> <p style="text-align: right;"><b>Answers</b></p> </div>	Write 180 as a product of prime factors	If $a = 5$ , $b = 8$ and $c = -5$ , calculate $7a - bc$	A laptop that cost £200 was increased in price by 10%. How much does it cost now?	The ratio of red to blue beads is 2 : 7 and blue to green beads is 4 : 7. What is the ratio of red to green beads?	Calculate $\frac{142}{\theta}$	Factorise $12a^2 + 14a$	Find the nth term of the sequence 1.5, 5.5, 11.7	Calculate $1/4 \times 2/9$	Calculate $1/8 + 2/5$	Estimate $62.82 \times 6.92$	Share 200 in the ratio 2 : 8	Expand and simplify $(x - 8)(x - 4)$	Solve $4(4y + 8) = 96$	The mean of three numbers is 8.5. Calculate the missing value 6.7, 8.1, 7	Does the coordinate (2, 5) lie on the graph $y = 2x - 3$ ?	Calculate the size of one interior angle in a regular heptagon.
Write 180 as a product of prime factors	If $a = 5$ , $b = 8$ and $c = -5$ , calculate $7a - bc$	A laptop that cost £200 was increased in price by 10%. How much does it cost now?	The ratio of red to blue beads is 2 : 7 and blue to green beads is 4 : 7. What is the ratio of red to green beads?														
Calculate $\frac{142}{\theta}$	Factorise $12a^2 + 14a$	Find the nth term of the sequence 1.5, 5.5, 11.7	Calculate $1/4 \times 2/9$														
Calculate $1/8 + 2/5$	Estimate $62.82 \times 6.92$	Share 200 in the ratio 2 : 8	Expand and simplify $(x - 8)(x - 4)$														
Solve $4(4y + 8) = 96$	The mean of three numbers is 8.5. Calculate the missing value 6.7, 8.1, 7	Does the coordinate (2, 5) lie on the graph $y = 2x - 3$ ?	Calculate the size of one interior angle in a regular heptagon.														
<p><b>Slide 3</b></p> <ul style="list-style-type: none"> <li>Solutions to slide 2</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Answers</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><math>2^2 \times 3^2 \times 5</math></td> <td>75</td> <td>£528</td> <td>8 : 21</td> </tr> <tr> <td><math>38^\circ</math></td> <td><math>2a(6a+7)</math></td> <td><math>4n - 3</math></td> <td><math>1/18</math></td> </tr> <tr> <td><math>21/40</math></td> <td>420</td> <td>40 : 160</td> <td><math>x^2 - 12x + 32</math></td> </tr> <tr> <td><math>y = 4</math></td> <td>7</td> <td><math>5 = 3(2) - 3</math> No</td> <td><math>128.6^\circ</math></td> </tr> </table> <p style="text-align: right;"><b>Back to the start!</b></p> </div>	$2^2 \times 3^2 \times 5$	75	£528	8 : 21	$38^\circ$	$2a(6a+7)$	$4n - 3$	$1/18$	$21/40$	420	40 : 160	$x^2 - 12x + 32$	$y = 4$	7	$5 = 3(2) - 3$ No	$128.6^\circ$
$2^2 \times 3^2 \times 5$	75	£528	8 : 21														
$38^\circ$	$2a(6a+7)$	$4n - 3$	$1/18$														
$21/40$	420	40 : 160	$x^2 - 12x + 32$														
$y = 4$	7	$5 = 3(2) - 3$ No	$128.6^\circ$														
<p><b>Slide 4</b></p> <ul style="list-style-type: none"> <li>Notes page, these questions are discussed and completed in the video</li> <li>Questions get progressively more difficult and directly relate to the differentiated tasks in slides 6-11</li> <li>Link to video</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Ordering Fractions</b></p> <p>1) Fill in the box with <math>&lt;</math>, <math>&gt;</math> or <math>=</math>: <math>\frac{3}{4}</math> <input type="checkbox"/> <math>\frac{5}{6}</math></p> <p>2) Put these fractions in ascending order: <math>\frac{3}{4}</math>, <math>\frac{7}{5}</math>, <math>\frac{5}{6}</math></p> <p>3) Put these fractions in descending order: <math>\frac{2}{3}</math>, <math>\frac{5}{10}</math>, <math>\frac{4}{5}</math></p> <p>4) Write down a fraction between: <math>\frac{1}{2}</math> and <math>\frac{3}{7}</math></p> <p style="text-align: right;"><b>Notes</b></p> </div>																
<p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Annotated notes and questions from slide 4 and as discussed in the video</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Ordering Fractions</b></p> <p>1) Fill in the box with <math>&lt;</math>, <math>&gt;</math> or <math>=</math>: <math>\frac{3}{4}</math> <input type="checkbox"/> <math>\frac{5}{6}</math></p> <p>2) Put these fractions in ascending order: <math>\frac{3}{4}</math>, <math>\frac{7}{5}</math>, <math>\frac{5}{6}</math></p> <p>3) Put these fractions in descending order: <math>\frac{2}{3}</math>, <math>\frac{5}{10}</math>, <math>\frac{4}{5}</math></p> <p>4) Write down a fraction between: <math>\frac{1}{2}</math> and <math>\frac{3}{7}</math></p> <p style="text-align: right;"><b>Back to the start!</b></p> </div>																
<p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>'I'm giving it a try!'</li> <li>The first, and most straight-forward, of the 3 tasks</li> <li>These differentiated tasks allow students to build up their confidence as they progress through the different levels of difficulty</li> <li>Many of these first tasks start with questions that are similar where only small details are changed, this helps students to develop a deeper mathematical understanding</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>I'm giving it a try!</b></p> <p>1. Fill in the boxes using <math>&lt;</math>, <math>&gt;</math> or <math>=</math>:</p> <p>(a) <math>\frac{1}{3} &lt; \frac{2}{5}</math> (b) <math>\frac{2}{3} &gt; \frac{3}{5}</math> (c) <math>\frac{1}{2} = \frac{3}{6}</math> (d) <math>\frac{4}{5} &gt; \frac{6}{7}</math> (e) <math>\frac{3}{4} &lt; \frac{5}{6}</math></p> <p>2. Put these fractions in ascending order (smallest to biggest):</p> <p>(a) <math>\frac{1}{2}, \frac{3}{4}, \frac{5}{6}</math> (b) <math>\frac{2}{3}, \frac{4}{5}, \frac{6}{7}</math> (c) <math>\frac{3}{4}, \frac{5}{6}, \frac{7}{8}</math> (d) <math>\frac{8}{12}, \frac{7}{12}, \frac{10}{12}</math> (e) <math>\frac{10}{9}, \frac{9}{9}, \frac{8}{9}</math></p> <p>3. Put these fractions in descending order (biggest to smallest):</p> <p>(a) <math>\frac{4}{5}, \frac{1}{2}, \frac{3}{4}</math> (b) <math>\frac{2}{3}, \frac{5}{6}, \frac{7}{8}</math> (c) <math>\frac{7}{8}, \frac{6}{7}, \frac{5}{6}</math> (d) <math>\frac{6}{10}, \frac{5}{10}, \frac{4}{10}</math> (e) <math>\frac{2}{3}, \frac{4}{5}, \frac{6}{7}</math></p> <p>4. Write down a fraction between:</p> <p>(a) <math>\frac{1}{2}</math> and <math>\frac{3}{7}</math> (b) <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> (c) <math>\frac{3}{4}</math> and <math>\frac{5}{6}</math> (d) <math>\frac{4}{5}</math> and <math>\frac{6}{7}</math> (e) <math>\frac{1}{2}</math> and <math>\frac{4}{6}</math></p> <p style="text-align: right;"><b>Answers</b></p> </div>																
<p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>Solutions to slide 6</li> <li>Students are prompted to evaluate their own understanding and confidence after each of the 3 tasks with space to make reflective notes and stars to shade creating a clear visual self-assessment</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Answers</b></p> <p><b>I'm giving it a try!</b></p> <p>1. (a) <math>&lt;</math> (b) <math>&gt;</math> (c) <math>=</math> (d) <math>&gt;</math> (e) <math>&lt;</math></p> <p>2. (a) <math>\frac{1}{2} &lt; \frac{3}{4} &lt; \frac{5}{6}</math> (b) <math>\frac{2}{3} &lt; \frac{4}{5} &lt; \frac{6}{7}</math> (c) <math>\frac{7}{8} &lt; \frac{6}{7} &lt; \frac{5}{6}</math> (d) <math>\frac{8}{12} &lt; \frac{7}{12} &lt; \frac{10}{12}</math> (e) <math>\frac{10}{9} &lt; \frac{9}{9} &lt; \frac{8}{9}</math></p> <p>3. (a) <math>\frac{4}{5} &gt; \frac{3}{4} &gt; \frac{1}{2}</math> (b) <math>\frac{2}{3} &gt; \frac{5}{6} &gt; \frac{7}{8}</math> (c) <math>\frac{7}{8} &gt; \frac{6}{7} &gt; \frac{5}{6}</math> (d) <math>\frac{6}{10} &gt; \frac{5}{10} &gt; \frac{4}{10}</math> (e) <math>\frac{2}{3} &gt; \frac{4}{5} &gt; \frac{6}{7}</math></p> <p>4. Some possible answers: (a) <math>\frac{1}{3}</math> (b) <math>\frac{1}{2}</math> (c) <math>\frac{3}{4}</math> (d) <math>\frac{5}{6}</math> (e) <math>\frac{1}{2}</math></p> <p style="text-align: right;"><b>Back to the start!</b></p> </div>																
<p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>'I'm building my confidence!'</li> <li>The second, and slightly more difficult, of the 3 tasks</li> <li>These differentiated tasks allow students to build up their confidence as they progress through the different levels of difficulty</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>I'm building my confidence!</b></p> <p>1. Fill in the boxes using <math>&lt;</math>, <math>&gt;</math> or <math>=</math>:</p> <p>(a) <math>\frac{1}{2} &lt; \frac{2}{3}</math> (b) <math>\frac{1}{3} &lt; \frac{1}{4}</math> (c) <math>\frac{2}{3} &gt; \frac{1}{2}</math> (d) <math>\frac{1}{2} &lt; \frac{3}{4}</math> (e) <math>\frac{1}{3} &lt; \frac{2}{3}</math></p> <p>2. Put these fractions in ascending order (smallest to biggest):</p> <p>(a) <math>\frac{1}{2}, \frac{3}{4}, \frac{5}{6}</math> (b) <math>\frac{2}{3}, \frac{4}{5}, \frac{6}{7}</math> (c) <math>\frac{3}{4}, \frac{5}{6}, \frac{7}{8}</math> (d) <math>\frac{8}{12}, \frac{7}{12}, \frac{10}{12}</math> (e) <math>\frac{10}{9}, \frac{9}{9}, \frac{8}{9}</math></p> <p>3. Put these fractions in descending order (biggest to smallest):</p> <p>(a) <math>\frac{4}{5}, \frac{1}{2}, \frac{3}{4}</math> (b) <math>\frac{2}{3}, \frac{5}{6}, \frac{7}{8}</math> (c) <math>\frac{7}{8}, \frac{6}{7}, \frac{5}{6}</math> (d) <math>\frac{6}{10}, \frac{5}{10}, \frac{4}{10}</math> (e) <math>\frac{2}{3}, \frac{4}{5}, \frac{6}{7}</math></p> <p>4. Write down a fraction between:</p> <p>(a) <math>\frac{1}{2}</math> and <math>\frac{3}{7}</math> (b) <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> (c) <math>\frac{3}{4}</math> and <math>\frac{5}{6}</math> (d) <math>\frac{4}{5}</math> and <math>\frac{6}{7}</math> (e) <math>\frac{1}{2}</math> and <math>\frac{4}{6}</math></p> <p style="text-align: right;"><b>Answers</b></p> </div>																

**Slide 9**

- Solutions to Slide 8
- Students are prompted to evaluate their own understanding and confidence after each of the 3 tasks with space to make reflective notes and stars to shade creating a clear visual self-assessment

**Answers**

**I'm building my confidence!**

1. (a)  $(b) < (c) > (d) > (e) >$

2. (a)  $\frac{1}{2} > \frac{1}{4}$  (b)  $\frac{2}{5} > \frac{1}{3}$  (c)  $\frac{3}{8} > \frac{1}{4}$  (d)  $\frac{4}{10} > \frac{1}{5}$  (e)  $\frac{5}{12} > \frac{1}{3}$

3. (a)  $\frac{4}{8} > \frac{1}{2}$  (b)  $\frac{5}{10} > \frac{1}{2}$  (c)  $\frac{6}{12} > \frac{1}{2}$  (d)  $\frac{7}{14} > \frac{1}{2}$  (e)  $\frac{8}{16} > \frac{1}{2}$

4. Some possible answers: (a)  $\frac{1}{2}$  (b)  $\frac{1}{3}$  (c)  $\frac{1}{4}$  or  $\frac{1}{5}$  or  $\frac{1}{6}$  or  $\frac{1}{7}$  or  $\frac{1}{8}$  or  $\frac{1}{9}$  or  $\frac{1}{10}$  or  $\frac{1}{11}$  or  $\frac{1}{12}$  or  $\frac{1}{13}$  or  $\frac{1}{14}$  or  $\frac{1}{15}$  or  $\frac{1}{16}$

Now that you have marked your work, take time to reflect on how confident you are feeling.

By Reflections: ☆☆☆☆ [Back to the start!](#)

**Slide 10**

- 'I'm ready for anything!'
- The third, and most challenging, of the 3 tasks
- These differentiated tasks allow students to build up their confidence as they progress through the different levels of difficulty

**Answers**

**I'm ready for anything!**

1. Fill in the boxes using  $<$ ,  $>$  or  $=$

(a)  $\frac{2}{3} > \frac{1}{2}$  (b)  $\frac{3}{4} > \frac{1}{2}$  (c)  $\frac{1}{4} < \frac{1}{2}$  (d)  $\frac{5}{12} > \frac{1}{2}$  (e)  $\frac{3}{4} > \frac{1}{2}$

2. Put these fractions in ascending order (smallest to biggest):

(a)  $\frac{5}{12} < \frac{1}{2} < \frac{2}{3}$  (b)  $\frac{2}{5} < \frac{1}{3} < \frac{3}{4}$  (c)  $\frac{1}{3} < \frac{1}{4} < \frac{1}{2}$  (d)  $\frac{5}{12} < \frac{1}{2} < \frac{2}{3}$

3. Put these fractions in descending order (biggest to smallest):

(a)  $\frac{3}{4} > \frac{1}{2} > \frac{1}{3}$  (b)  $\frac{3}{4} > \frac{1}{2} > \frac{1}{3}$  (c)  $\frac{3}{4} > \frac{1}{2} > \frac{1}{3}$  (d)  $\frac{3}{4} > \frac{1}{2} > \frac{1}{3}$  (e)  $\frac{3}{4} > \frac{1}{2} > \frac{1}{3}$

4. Write down a fraction between:

(a)  $\frac{1}{2}$  and  $\frac{1}{3}$  (b)  $\frac{1}{2}$  and  $\frac{1}{4}$  (c)  $\frac{1}{2}$  and  $\frac{1}{5}$  (d)  $\frac{1}{2}$  and  $\frac{1}{6}$  (e)  $\frac{1}{2}$  and  $\frac{1}{7}$

Answers

**Slide 11**

- Solutions to slide 10
- Students are prompted to evaluate their own understanding and confidence after each of the 3 tasks with space to make reflective notes and stars to shade creating a clear visual self-assessment

**Answers**

**I'm ready for anything!**

1. (a)  $(b) > (c) < (d) > (e) >$

2. (a)  $\frac{1}{2} > \frac{1}{4}$  (b)  $\frac{2}{5} > \frac{1}{3}$  (c)  $\frac{3}{8} > \frac{1}{4}$  (d)  $\frac{4}{10} > \frac{1}{5}$  (e)  $\frac{5}{12} > \frac{1}{3}$

3. (a)  $\frac{4}{8} > \frac{1}{2}$  (b)  $\frac{5}{10} > \frac{1}{2}$  (c)  $\frac{6}{12} > \frac{1}{2}$  (d)  $\frac{7}{14} > \frac{1}{2}$  (e)  $\frac{8}{16} > \frac{1}{2}$

4. Some possible answers: (a)  $\frac{1}{3}$  or  $\frac{1}{4}$  or  $\frac{1}{5}$  or  $\frac{1}{6}$  or  $\frac{1}{7}$  or  $\frac{1}{8}$  or  $\frac{1}{9}$  or  $\frac{1}{10}$  or  $\frac{1}{11}$  or  $\frac{1}{12}$  or  $\frac{1}{13}$  or  $\frac{1}{14}$  or  $\frac{1}{15}$  or  $\frac{1}{16}$

Now that you have marked your work, take time to reflect on how confident you are feeling.

By Reflections: ☆☆☆☆ [Back to the start!](#)

**Slide 12**

- Extension task
- This task could be a problem-solving task, a puzzle, or an open-ended task, an exam-style question, a real-life context (bigger picture) question, or a task that interleaves the topic being learnt with other areas of Mathematics
- The extension tasks are written to provide challenge and encourage deep-thinking, giving students an opportunity to apply their knowledge to more complex questions

**Answers**

**Extension**

Use the clues to put the fractions in the correct places.

Right of  $\frac{1}{2}$  is a number greater than  $\frac{1}{2}$  but less than  $\frac{3}{4}$ .  
 Right of the largest is a number greater than  $\frac{1}{2}$  but less than  $\frac{3}{4}$ .  
 Top right is a number less than  $\frac{1}{2}$  but greater than  $\frac{1}{3}$ .  
 B is the smallest fraction.

A	B	C
D	E	F
G	H	I

Under the smallest fraction is a number greater than  $\frac{1}{2}$  but less than  $\frac{3}{4}$ .  
 Above  $\frac{1}{2}$  is the second largest number.  
 Left of  $\frac{1}{2}$  is a number greater than  $\frac{1}{3}$  but less than  $\frac{1}{2}$ .

Answers:  $\frac{1}{2}$  is the largest fraction.  $\frac{1}{3}$  is under  $\frac{1}{2}$ .  
 1 1 2 1 3 1 2 3 4  
 2 3 3 4 4 5 5 5 5

**Slide 13**

- Solutions to slide 12

**Answers**

$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{3}$
$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$
$\frac{4}{5}$	$\frac{2}{5}$	$\frac{3}{5}$

[Back to the start!](#)

**Slide 14**

- Homework task comprising of 2 halves
- 5 core skills questions relevant to that level
- A task relating to the lesson. This section is often very similar to the questions that were on slides 4 and 5 and discussed during the video. Students, if struggling with the homework, can re-watch the video thus promoting independent learning
- Students are, once again prompted to evaluate their own understanding and confidence with space to make reflective notes and stars to shade creating a clear visual self-assessment

**Answers**

**Homework**

Retrieval Homework	Topic Homework
1) Calculate $\frac{1}{2} + \frac{1}{3}$	1) Fill in the boxes with $<$ , $>$ or $=$
2) Share 110 in the ratio 1:9	2) Put these fractions in ascending order:
3) Expand $(x-2)(x-9)$	3) Put these fractions in descending order:
4) Increase £300 by 84%	(a) $\frac{2}{5} > \frac{1}{3} > \frac{1}{4}$ (b) $\frac{2}{5} > \frac{1}{3} > \frac{1}{4}$
5) Solve $7(2y+7) = 133$	4) Write down a fraction between:
	$\frac{1}{2}$ and $\frac{1}{3}$

By Reflections: ☆☆☆☆

**Slide 15**

- Solutions to slide 14

**Answers**

**Homework**

**Retrieval Homework**

(1)  $\frac{5}{6}$  (2) 11.99 (3)  $x^2 - 11x + 18$  (4) £552 (5)  $y = 6$

**Topic Homework**

(1)  $>$  (2)  $\frac{2}{5} > \frac{1}{3} > \frac{1}{4}$  (3) (a)  $\frac{2}{5} > \frac{1}{3} > \frac{1}{4}$  (b)  $\frac{2}{5} > \frac{1}{3} > \frac{1}{4}$  (c)  $\frac{2}{5}$

[Back to the start!](#)

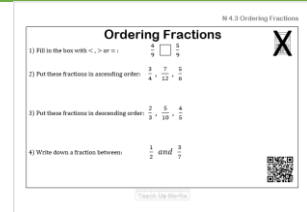
Each accompanying worksheet takes the following format...

Note: each section of the worksheet appears on a separate page.

This is to allow for individual choice when printing.

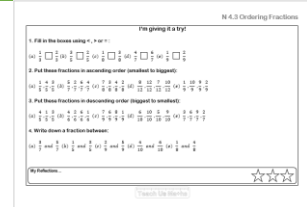
**Page 1**

- Student copy of the notes page seen in the video and on [slides 4/5](#)
- Lesson title and code appears on all worksheet pages
- QR code link to video
- Calculator / Non-Calculator. This indicates whether a calculator is necessary or not for most of the questions, it acts as a guidance only.



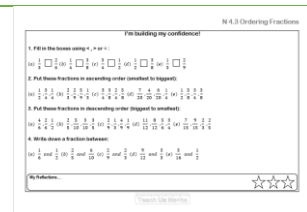
**Page 2**

- Student copy of 'I'm giving it a try!'
- The first, and most straight-forward, of the 3 tasks seen on [slide 6](#) with self-evaluation section seen on [slide 7](#)



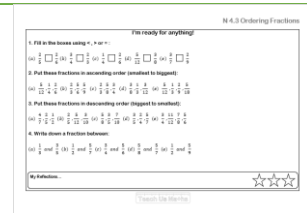
**Page 3**

- Student copy of 'I'm building my confidence!'
- The second, and slightly more difficult, of the 3 tasks seen on [slide 8](#) with self-evaluation section seen on [slide 9](#)



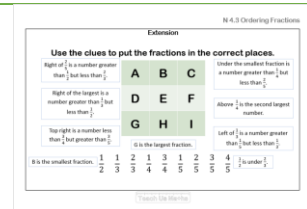
**Page 4**

- Student copy of 'I'm ready for anything!'
- The third, and most challenging, of the 3 tasks seen on [slide 10](#) with self-evaluation section seen on [slide 11](#)



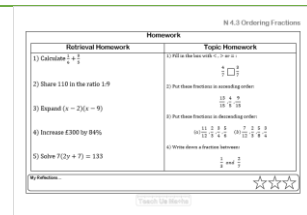
**Page 5**

- Student copy of the extension task seen on [slide 12](#)



**Page 6 & 7**

- Student copy of the homework task seen on [slide 14](#)
- The same homework task appears on 2 separate pages to allow for more choice when printing (e.g. 2 pages to a sheet)



**Page 8**

- This final page contains the solutions to pages 2-7 of the worksheet. In the lesson these solutions appear on the slides immediately following each task ([slides 7, 9, 11, 13, 15](#))

