

 Notes for parents. Activity next page.**The purpose of this task is to have your child:**

- practise identifying and writing simple fractions, and be able to express a common fraction as a percentage

**Think about this:**

- Make sure that a pencil and paper are available.
- As your child chooses a name to investigate, ensure that they recognise that denominator (bottom number) of the fractions that they write will be, in the first instance, the same number as the number of letters in the chosen name.  
For example, if the name is Evie, the parts are quarters because there are 4 letters. For example, a  $\frac{1}{4}$  of the letters are 'v'.  
For example, a  $\frac{2}{4}$  of the letters are 'e'.
- Encourage your child to also recognise and record simple equivalent fractions. For example,  $\frac{2}{4}$  of the letters in Evie are the same (e,e), so  $\frac{1}{2}$  of the letters are the same ( $\frac{2}{4} = \frac{1}{2}$ ).
- Check whether your child is familiar with percentages. If not, just focus on fractions.
- Talk with your child about some of the facts they have recorded for chosen names, and together, check these for accuracy.



# Activity | Fraction friends

Y5

Manu's friend is **Peter**. Manu can see these fraction facts about the letters in Peter's name:

.....  
 $\frac{2}{5}$  of the letters are the same (e,e)  
.....

$\frac{1}{5}$  of the letters is a 't'  
.....

60% of the letters are consonants (p,t,r)  
.....

40% of the letters are vowels (e,e)  
.....

80% of the letters are lower case letters  
(not capital letters, e,t,e,r)  
.....

Write down the names of **at least 5 people** you know.  
Beside each person's name, see how many fraction facts  
you can record about the letters in their name.

You might also like to investigate your name and  
the names of people in your family.

