**Stage 6 Cambridge Primary Mathematics Assessment**

**Learning Objectives Covered:**

- **6Nf.01:** Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions).
- **6Nf.03:** Use knowledge of equivalence to write fractions in their simplest form.
- **6Nf.04:** Recognise that fractions, decimals (one or two decimal places), and percentages can have equivalent values.

**Section A: Division as a Fraction & Terminology**

1. The horizontal line between the numerator and denominator in a fraction is called the _____.
2. Representing the fraction $\frac{1}{2}$ as a division statement yields **1** ÷ ____.
3. In an improper fraction such as $\frac{5}{2}$, the _____ is larger than the denominator.
4. Using a calculator to divide the numerator by the denominator for the improper fraction $\frac{5}{2}$ gives a decimal value of _____.

**Section B: Simplifying Fractions**

**Instructions:** Write the missing numbers to express each fraction in its simplest form.

5. A fraction is in its simplest form when the numerator and denominator share no common factors other than _____.
6. A learner simplifies $\frac{12}{24}$ to $\frac{6}{12}$. To express this fraction in its simplest form, it must be simplified further to _____.
7. Expressed in its simplest form, the fraction $\frac{4}{10}$ simplifies to _____.

**Section C: Equivalence & Misconception Checks**

**Instructions:** Complete each equivalent fraction, decimal, or percentage statement.

8. Shading 25 squares out of a 100-square grid represents the fraction $\frac{25}{100}$, which has a decimal equivalent of _____.
9. The fraction $\frac{1}{5}$ is equivalent to the decimal 0.20 and the percentage _____**%**.
10. A learner incorrectly writes $\frac{1}{2}$ as 1.2. The correct equivalent decimal for $\frac{1}{2}$ is _____.

LIVEWORKSHEETS