Home Learning Activities for Year 6 - Week 10 (30/03/20 - 03/04/20)

WALT (We are learning to...) describes the focus learning for the lesson.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WALT: write to inform Today you will be writing an Information Report about ballet. We know a little about the art form of ballet through our research on Li Cuxin's life and studying his text *'The Peasant Prince'.* Remember that an Information Report should include: - A title - Subheadings - Descriptive language - Well-researched facts - Clearly organised ideas in paragraphs Write an Information Report on ballet.	**WALT: persuade** *Below is an extract from a scene in Li's classroom at school.* ***In the School Classroom*** *The students march into class and they chant in English and wave the Little Red Book.* *Students Long live Chairman Mao! I love Chairman Mao!* *Long live Chairman Mao!* *I love Chairman Mao!* *Long live Chairman Mao!* *I love Chairman Mao!* *Teacher Song steps forward* *Teacher Good Morning Students.* *Students Good Morning Teacher Song.* *Teacher We wish Chairman Mao a long long life because our great leader*	**WALT: make connections** **COMPREHENSION - MAKING CONNECTIONS: TEXT TO SELF** In what ways was your childhood similar/different to Li's? At the age of eleven, Li says his ambition is 'to serve the Revolution and be a Red Guard for Chairman Mao'. What is your ambition (goal) as a 10/11 year old? What are the sources of your ambitions? How are yours and Li's goals similar/different? *(Consider identity factors: social, cultural, familial, personal, historical.)*	**WALT: respond to and compose texts** **The Lion King Motto** In the movie, Timon and Pumba live a carefree life in the jungle. Their motto, Swahili for "no worries," forms the basis for one of the movie's most popular songs. ***What is a motto?*** *A motto is a written statement to publicly declare the intentions, motivations, or beliefs of a person or group.* A motto can be both a simple statement of principles and a bold, rebellious call to action. It's a powerful reminder of	**WALT: respond to and compose texts** Write a motto to embody Li Cuxin's attitude to life, its triumphs and difficulties. Create a piece of propaganda to promote Li Cuxin and the Queensland Ballet, where he is the artistic director. The motto and the piece of propaganda should work together to persuade the audience to believe in Li and to attend a performance at the Queensland Ballet Company.

WALT: spell unfamiliar words Ask you parents to pre-test you on your fortnightly spelling words. **If unsure as to which list words you use, ask your adult to start testing you at the light green list, then move to the dark green list and so on. When you have made more than 15-20 errors, stop. Those words will become your list words for this week.* Once you have finished your pre-test, highlight the words you need to practise on your spelling sheet below. Rewrite your spelling list in alphabetical order. Practise typing out your spelling words. Time yourself and see if you can improve each day.	*saved us. He is our saviour, our sun, our moon.* *Children like you couldn't even dream of sitting here in the classroom but our beloved Chairman Mao has made it possible for everyone in China to have this privilege.* *Students Long Live Chairman Mao! I love Chairman Mao!* Using the above text as a starting point, research and discuss the Mao regime's use of propaganda. Research and discuss more examples of propaganda What is propaganda used for, and what are its features? ***What is propaganda?*** Research, check the dictionary, or ask an adult Create a piece of propaganda. This could be in the form of written	**WALT: spell unfamiliar words** Practise your spelling words for the fortnight. Do you notice any spelling patterns? Can you find any other words that also follow this pattern? Look in a dictionary to check for these patterns. Practise typing out your spelling words. Time yourself and see if you can improve each day. **Challenge:** Write an imaginative text that uses ALL of your spelling words and still makes sense!	who you are and why you're here. A good motto should have two things: **truth & grit.** Use the framework included below to begin writing some mottos which you believe in. **Fill in the blanks:** *Here's what we know for sure:* _____ _____. *We believe in* _____ _____. *We want to live in a world where* _____ _____. *We embrace* _____ _____. *We want nothing more than to* _____ _____. *We care deeply about* _____ _____. *We hope to one day* _____ _____.	**WALT: spell unfamiliar words** Practise your spelling words for the fortnight. Look up and write out the dictionary definitions of the words you do not know. Put them in a sentence (verbally or in writing) to show you can *apply* your new knowledge of their meanings.

	announcement; a poster featuring text and images; a performed advertisement made for television. You get to choose what you are going to be promoting with your propaganda.		*We feed off* _____ _____. *We will be responsible for* _____ _____. *We will show the world* _____ _____.	
WALT: Practise your typing skills Go to www.typing.com and practise your typing every day. Time how many words you can type in 1 minute.	**WALT: Practise your typing skills** Go to www.typing.com and practise your typing every day. Time how many words you can type in 1 minute.	**WALT: Practise your typing skills** Go to www.typing.com and practise your typing every day. Time how many words you can type in 1 minute.	**WALT: Practise your typing skills** Go to www.typing.com and practise your typing every day. Time how many words you can type in 1 minute.	**WALT: Practise your typing skills** Go to www.typing.com and practise your typing every day. Time how many words you can type in 1 minute.
Snack break and play outside				

Mathematics (simplifying fractions) **WALT: write fractions in their simplest form.** **Warm up** Recite your 3, 4 and 6 times tables out loud. **Vocabulary** Numerator – top number of the fraction. Denominator – bottom number of the fraction. Highest Common Factor (HCF) - the largest number that can be divided into another number. For example, the highest common factor of 12 and 16 is 4. **Learning task** **1.** Watch the following video on how to identify the Highest Common Factor (HCF) https://www.youtube.com/watch?v=K0d_ZJzAAME **2.** Find the Highest Common Factor of the following number; A) 4 and 32 B) 6 and 18 C) 12 and 18	**Mathematics (equivalent fractions)** **WALT: determine equivalent fractions.** **Warm up** Number of the day 6-digit. Go to the following link and answer the questions. https://mathsstarters.net/numoftheday/6digit **Vocabulary** Numerator – top number of the fraction. Denominator – bottom number of the fraction. Equivalent – fractions with different numerators and denominators that are equal in value for example, ½ = 2/4 = 3/6, etc. **Learning task** 1. Roll two dice where the smallest number is the numerator and the largest number is the denominator. 2. Record or write the fraction. 3. Choose a number to multiply the numerator and denominator by to create an equivalent fraction.	**Mathematics (problem solving)** **WALT: solve problems involving fractions.** **Warm up** Recite your 9, 10 and 11 times tables out loud. **Problem solving questions** **1.** Josh offers Sam ¾ of his cake, or 2/5. Which is a better offer? Explain why. 2. Mr Chapman wins the lottery. He gives Miss Lord ¼, he gives Miss Feeney 3/6 and Mr Wicks 4/16. Who receives the most money? Why? 3. Edward had a pie that he cut up into 8 equal pieces. Charlie had a pie which is the same size, but he cut it into 4 pieces. They both ate 3 pieces. Who ate the most? Prove it using a diagram. 4. Order these from smallest to largest. 3/4 , 3/5, 9/10, 17/20 (these numbers above are fractions)	**Mathematics (length)** **WALT: convert between units of length.** **Warm up** Number of the day 6-digit. Go to the following link and answer the questions. https://mathsstarters.net/numoftheday/6digit **Vocabulary** Millimetres = mm Centimetres = cm Metres = m Kilometres = km **Learning Task** 1. The key for today's maths is to understand that; 10mm = 1cm 100cm = 1m 1000m = 1km 2. **When we convert between mm to cm, here is an example:** **10mm = 1cm** **12mm = 1.2cm** **25mm = 2.5cm** **141mm = 14.1cm** **3. When we convert between cm to m, here is an example:** **100cm = 1m** **150cm = 1.50m or 1.5m**	**Mathematics (length)** **WALT: compare distances.** **Warm up** Recite your 11 and 12 times tables out loud. **Vocabulary** Length, width, height, dimensions **Learning Task** 1. In and around your home. Measure the length of different objects. **Estimate before measuring.** 2. Ensure these objects require all the units of measurement you were converting between yesterday. *For example –* *Width of books = mm* *Toaster= cm* *Lounge = m* 3. Consider measuring the different dimensions of the objects, i.e. length and height. 4. Convert each length into another unit. *5.* Compare object between each other. *For example -* *The kettle is 40cm in height, and the toaster is 25cm in*

<table>
<tr>
<td>3. Create your own 4 examples. Try to challenge yourself!
4. Complete the two pages in the Mathematics Resources for Monday.</td>
<td>4. Complete the two pages in the Mathematics Resources for Tuesday.</td>
<td></td>
<td>245cm = 2.45m
52cm = 0.52m

4. Convert between the following units of measurement.
<table><tr><th>mm to cm</th><th>cm to m</th></tr><tr><td>1. 45mm
2. 120mm
3. 88mm
4. 252mm
5. 1047mm</td><td>6. 120cm
7. 255cm
8. 1130cm
9. 4001cm
10. 65012cm</td></tr><tr><th>cm to mm</th><th>m to cm</th></tr><tr><td>1. 1cm
2. 4.8cm
3. 17.4cm
4. 101.0cm
5. 455.5cm</td><td>6. 1.2m
7. 0.88m
8. 12.91m
9. 136.61m
10. 104.01m</td></tr></table>5. Complete the three pages in the Mathematics Resources for Thursday.</td>
<td>height. So, the kettle is 15m taller than the toaster.</td>
</tr>
<tr>
<td>Challenge

Simplify the following fraction;
$\frac{114}{282}$
What is the simplest form? How many ways can you show a simpler fraction?</td>
<td>Challenge

How many different ways can you share ½ a pizza with your friends?</td>
<td>Challenge

Create your own challenging questions involving equivalent fractions and get your parents/siblings to solve them.</td>
<td>Challenge

Brainstorm where you use each unit of measurement in real life.
mm, cm and m
Come up with as many as you can. Try to fill an entire page!</td>
<td>Challenge

Find objects in your backyard or inside your home that are exactly 2m.</td>
</tr>
</table>

WALT: recognise and practise strategies that nurture mental health and wellbeing **WILF: I can be kind to myself** Watch and follow: Be Kind to Yourself Choose ANY activity that makes you happy and allows you to be kind to yourself. eg reading a book, playing a game, lego. Set a timer for 15 minutes. **Mindful Reflection:** Tell someone how you feel after doing this activity. Do you feel happier, more relaxed?  	**WALT: recognise and practise strategies that nurture mental health and wellbeing** **WILF: I can focus my attention on one activity** Click on the link and find the episode 'Hide and Seek' Watch: Bluey Episode - Hide and Seek Put the timer on for 10 minutes. Ask a sibling or parent to play hide and seek with you. **Mindful Reflection:** How is playing with someone else good for your wellbeing? Tell your play buddy.	**WALT: recognise and practise strategies that nurture mental health and wellbeing** **WILF: I can explore the outdoors using my mind to focus on nature** Set a timer for 15 minutes. Silent search for beautiful natural objects - What does it look like? - What colour is it? - What does it smell like? - Can I touch it? - What does it feel like? Silent search for minibeasts and other creatures that move. DO NOT TOUCH THE MINIBEAST. When you find a creature, watch the creature in silence - What does it look like? - How does it move? - What colours can you see on its body? **Mindful Reflection:** How has this quiet time of being in the 'present' made you feel? You might like to create an artwork based on what you discovered, adding how this mindful activity made you feel.	**WALT: recognise and practise strategies that nurture mental health and wellbeing** **WILF: I can get energized with music** Click on the link below or move to your favourite song. Mindful Movement **Mindful Reflection:** Getting your body moving is good for your physical wellbeing. Do you feel different after moving to the music? Find a sibling/parent to do the activity with you again. 	**WALT: recognise and practise strategies that nurture mental health and wellbeing** **WILF: I can notice my emotions** Trace your hands. On one hand, describe nervous feelings about an event. On the other hand, describe hopeful and excited feelings about the same event. Decorate your hands with colours and patterns. **Mindful Reflection:** Talk to someone about the feelings you have added to each hand. 
Make your lunch and play outside				

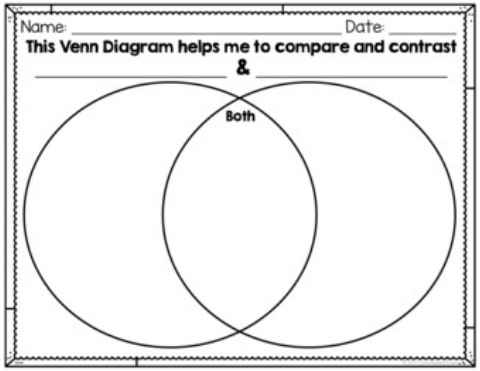
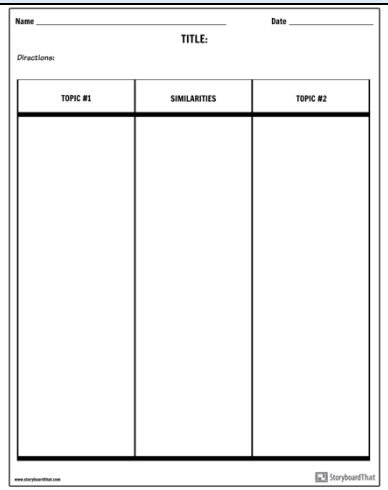
Geography **WALT: explore the cultural diversity of Asia** Revisit your research on a country in Asia from last week. This week, you will conduct some independent research on a *different* country in Asia. Tomorrow, you will be comparing and contrasting the two nations. When conducting and recording your research, remember to consider the following categories: employment, lifestyle, population, history, cuisine, languages, cultural traditions etc. Use a mind map or dot points to record your notes.	**Geography** **WALT: compare and contrast** Today, you will be creating a comparison between the two Asian countries you have researched. You may choose to present this learning as a Venn Diagram, in a table, or as two 'fact files'. See some examples below. When comparing the Asian countries, make sure you compare them in terms of the different categories (eg. population, language etc) and point out what is similar and what is different. Teach someone else in your family what you have learned about the two countries.	**Creative Arts** **WALT: make an Oriental fan artwork** Follow the link below to create an Oriental fan with a paper plate. http://arteascuola-miriampaternoster.blogspot.com/2013/04/oriental-fans-with-paper-plates.html?m=1 You can use textas if you don't have access to paints.	**Science – Earth & Space** **WALT: investigate geological changes to our Earth's surface** What I'm Looking For: - an understanding of earthquakes – causes, locations, effects -clear notes on the effects of ground structure in an earthquake OPTIONAL BUILDING TASK:- • suitable design ideas for an earthquake proof building (labelled diagrams and notes) • A suitable success criteria for your building's test phase • appropriate selection and safe use of tools and equipment when producing your design • Lesson notes are posted on Google Classroom. Access codes for each class are: **6B - n4aqnrd** **6C - rltx5dq** **6FB - 4zphsvr** **6L - intankf**	**Personal Development & Health** **WALT: identify the pressures that the media places upon our social and cultural identity** Watch the BTN clip https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20191205/11771540 Consider and answer the following questions: • *What forms of social media influence you in your life?* • *Is this a positive or negative influence?* • *How might you go about minimising this influence?* *Design a poster to instruct others about the influence of the media.*

Physical Education (approx. 30 mins) **WALT: use the fundamental skill of overarm throwing.** **Equipment: tennis ball or something similar.** **Watch the following video:** https://www.youtube.com/watch?v=KTfg9KGHT1k **Or** **See appendix 1** Children practise the technique outlined in the video for overarm throwing.	**Physical Education** (approx. 30 mins) **WALT: use the fundamental skill of catching.** **Equipment: tennis ball or something similar.** **Watch the following video:** https://www.youtube.com/watch?v=FTNE65QXpO8 **Or** **See appendix 2** Children practise the technique outlined in the video for catching.	**Physical Education** (approx. 30 mins) **WALT: use the fundamental skill of kicking.** **Equipment: soccer ball or something similar.** **Watch the following video:** https://www.youtube.com/watch?v=yk5Gku_Ojas&list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&index=4 **Or** **See Appendix 3** For the rest of the week, students are working on a variety of skills involving kicking. This first video focuses on passing. Children practise the technique outlined for passing.	**Physical Education** (approx. 30 mins) **WALT: use the fundamental skill of kicking.** **Equipment: soccer ball or something similar.** **Watch the following video:** https://www.youtube.com/watch?v=Kni_u2ydDpQ&list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&index=16 **Or** **See Appendix 3** Children practise the technique outlines for control and pass.	**Physical Education** (approx. 30 mins) **WALT: use the fundamental skill of kicking.** **Equipment: soccer ball or something similar.** **Watch the following video:** https://www.youtube.com/watch?v=7qoHvp0XFX4&list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&index=6 **Or** **See Appendix 3** Children practise the technique outlined for shooting/striking.

Spelling Words

Alpha Group Late: Derivational Spellers	**Beta Group** Middle: Derivational Spellers	**Gamma Group** Early: Derivational Spellers	**Delta Group** Early: Derivational Spellers
Unit 6: Blue Sort 36 **LATIN ROOTS: bene, mal,** **Prefixes: ante, post** benefit, malfunction, antebellum, postpone, beneficial, malevolent, dismal, ante meridian, benefactor, anterior, post meridian, malaria, malice, benediction, postmortem, postscript, posterior, malefactor, malicious, benevolent, maladroit, postbellum, malcontent, antedate	**Unit 4: Blue Sort 19** **Vowel Alternation: Long to short** please, pleasant athlete, athletic, mine, mineral, type, typical breathe, breath, crime, criminal, revise, revision, humane, humanity, nature, natural, ignite, ignition cave, cavity precise, precision	**Unit 2: Blue Sort 8** **Suffixes: – MENT, -LESS & -NESS** payment, breathless, laziness, powerlessness, replacement, hopeless, blindnessfearlessn ess, employment, thoughtless, dizziness, punishment, priceless, politeness, agreement, flawle ss, friendliness, amusement, tactless, emptiness, government, fruitless, saltiness	**Unit 1: Blue Sort 1** **PREFIXES: in/un. dis/mis** insincere, uneasy, dishonest, misspell, informal, unaware, disbelief, misfortune, infrequent, unknown, disorder, mistake, inhuman, undress, disconnect, misleading, inexpensive, unfasten,

Geography Resources

Some Useful Websites for Research	Example: a Venn Diagram	Example: a table	Example: Fact File
National Geographic for Kids https://www.natgeokids.com/au/category/discover/geography/ Countries of the World – Asia https://www.countries-ofthe-world.com/countries-of-asia.html Nations Online https://www.nationsonline.org/oneworld/turkey.htm			

Mathematics Resources

Monday

Fractions – simplifying fractions

These fractions are all equivalent to one half: $\frac{1}{2}$ $\frac{2}{4}$ $\frac{6}{12}$ $\frac{75}{150}$ $\frac{3455}{6910}$

Which is the simplest? $\frac{1}{2}$

A fraction is in its simplest form when 1 is the only number that both numbers can be divided by.
We simplify fractions to make reading and working with fractions easier.

1 **Circle the simplest fraction in each group:**

a $\frac{1}{2}$ $\frac{2}{4}$ $\frac{50}{100}$

b $\frac{33}{99}$ $\frac{3}{9}$ $\frac{1}{3}$

c $\frac{25}{100}$ $\frac{1}{4}$ $\frac{5}{20}$

d $\frac{2}{3}$ $\frac{6}{9}$ $\frac{16}{24}$

To find the simplest fraction, we divide both the numerator and the denominator by the same number. It makes sense for this to be the biggest number we can find so we don't have to keep dividing. This number is called the **Highest Common Factor (HCF)**.

Look at: $\frac{6}{18} = \frac{?}{?}$ What is the biggest number that goes into both 6 and 18?

6 is the biggest number that goes into 18 and 6.

$\frac{6 \div 6}{18 \div 6} = \frac{1}{3}$

2 **Find the highest common factor and then simplify:**

a $\frac{15}{20}$ HCF is ☐ → $\frac{15 \div \square}{20 \div \square} = \frac{\square}{\square}$

b $\frac{9}{30}$ HCF is ☐ → $\frac{9 \div \square}{30 \div \square} = \frac{\square}{\square}$

c $\frac{16}{24}$ HCF is ☐ → $\frac{16 \div \square}{24 \div \square} = \frac{\square}{\square}$

d $\frac{12}{36}$ HCF is ☐ → $\frac{12 \div \square}{36 \div \square} = \frac{\square}{\square}$

3 **Wally says he has simplified these fractions as far as he can. Is he right? If not, find the simplest fraction:**

a $\frac{16}{20} \rightarrow \frac{8}{10}$

b $\frac{50}{100} \rightarrow \frac{25}{50} \rightarrow \frac{5}{10}$

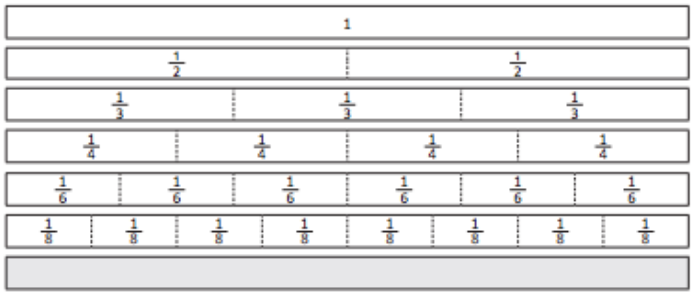
c $\frac{24}{36} \rightarrow \frac{4}{6}$

d $\frac{15}{20} \rightarrow \frac{3}{4}$

Tuesday

Fractions – equivalent fractions

Equivalent fractions have the same value but they have different denominators.
This means they have been divided into a different number of parts.



1 **Use the wall to find the equivalent fractions:**

a What fractions can you find that are equivalent to $\frac{2}{3}$? _____

b What fractions can you find that are equivalent to $\frac{3}{4}$? _____

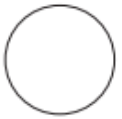
c How many eighths are equivalent to $\frac{1}{2}$? _____

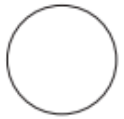
d How many quarters are equivalent to $\frac{4}{8}$? _____

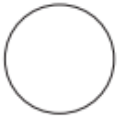
e Divide the bottom row into twelfths. Find some equivalent fractions for $\frac{4}{12}$. _____

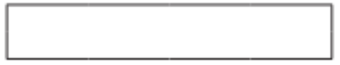
2 **Divide and shade the shapes to show the following equivalent fractions. The first one has been done for you.**

a $\frac{1}{2} = \frac{2}{4}$ 

b $\frac{1}{4} = \frac{2}{8}$ 

c $\frac{3}{4} = \frac{6}{8}$ 

d $\frac{1}{2} = \frac{2}{4}$ 

e $\frac{1}{4} = \frac{2}{8}$ 

Fractions – simplifying fractions

4 **Write the following fractions in their simplest form:**

a $\frac{28}{49} = \frac{\square}{\square}$ b $\frac{12}{20} = \frac{\square}{\square}$ c $\frac{24}{42} = \frac{\square}{\square}$ d $\frac{13}{39} = \frac{\square}{\square}$

e $\frac{32}{36} = \frac{\square}{\square}$ f $\frac{9}{15} = \frac{\square}{\square}$ g $\frac{16}{48} = \frac{\square}{\square}$ h $\frac{15}{55} = \frac{\square}{\square}$

If you are not sure what the HCF is, guess, check and improve is a useful strategy. Try your choice out and then look at your new fraction.

Could it be any simpler? Is 1 the ONLY number that could go into both the numerator and the denominator?

5 **Solve the following problems. Write your answers in the simplest form:**

a Luke scored $\frac{16}{20}$ on a test. What fraction was incorrect? $\frac{\square}{\square}$

b Marika scored $\frac{12}{20}$ on the same test. What fraction did she get right? $\frac{\square}{\square}$

c 25 out of the 75 kids in Year 6 ride their bikes to school. What fraction does this represent? $\frac{\square}{\square}$

d Out of the 26 students in 6F, 14 rate Maths as their favourite subject. What fraction is this? $\frac{\square}{\square}$

e What fraction did not choose Maths as their favourite subject? $\frac{\square}{\square}$

6 **Colour and match the fractions on the bottom row with their simplest form:**

$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{5}$	$\frac{1}{9}$	$\frac{1}{4}$	$\frac{3}{4}$
$\frac{15}{20}$	$\frac{25}{100}$	$\frac{9}{81}$	$\frac{60}{100}$	$\frac{12}{18}$	$\frac{40}{80}$

Fractions – equivalent fractions

To find equivalent fractions without drawing diagrams we use the numerators and denominators to guide us.

Imagine your share of a cake is half. It is too big to pick up so you cut your half into halves. You now have 2 quarters of the cake.

You have doubled the number of parts (the denominator) and by doing this you have doubled the number of parts (the numerator).

This method can be used to find all equivalent fractions.

$\frac{1}{2} = \frac{\square}{4}$ (×2 above and ×2 below)

3 **Use the clues to help you make the equivalent fractions:**

a $\frac{1}{3} = \frac{\square}{12}$ (×4) b $\frac{1}{2} = \frac{3}{\square}$ (×3) c $\frac{2}{3} = \frac{\square}{9}$ (×3) d $\frac{3}{8} = \frac{\square}{40}$ (×5)

e $\frac{1}{3} = \frac{\square}{9}$ f $\frac{1}{4} = \frac{\square}{8}$ g $\frac{3}{4} = \frac{15}{\square}$ h $\frac{2}{4} = \frac{\square}{2}$

4 **We can also reduce the number of parts in a whole. We divide to do this:**

a $\frac{18}{24} = \frac{3}{\square}$ (÷6) b $\frac{9}{21} = \frac{3}{\square}$ (÷3) c $\frac{40}{48} = \frac{5}{\square}$ (÷8)

d $\frac{12}{18} = \frac{\square}{3}$ e $\frac{12}{21} = \frac{4}{\square}$ f $\frac{25}{40} = \frac{\square}{8}$

Whatever we do to the top, we do to the bottom. Whatever we do to the bottom, we do to the top.

CHECK

5 **Answer the following:**

a Cassie's table of kids won a pizza for having the most table points at the end of term. There are 6 kids at the table. What fraction of the pizza will they each receive? $\frac{\square}{\square}$

b The pizza has been cut into 12 pieces. How many slices does each kid get? _____

What is this as a fraction? $\frac{\square}{\square}$

c Stavros reckons that because they got 2 slices they got more than they would have if the pizza had been cut into 6 pieces. Is he right? Explain your answer with words or diagrams.

Thursday

Units of length – convert measurements

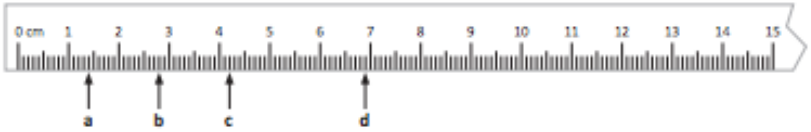
Measurements can be expressed using different units.
When we convert from a larger unit to a smaller unit, we multiply:

cm ⟶ mm 34 cm = (34 × 10) mm = 340 mm

When we convert from a smaller unit to a larger unit, we divide:

cm ⟶ m 34 cm = (34 ÷ 100) m = 0.34 m

1 **Express the lengths shown on the ruler in 2 ways:**



a ____ mm ____ cm b ____ mm ____ cm

c ____ mm ____ cm d ____ mm ____ cm

2 **Convert these lengths to centimetres:**

a 200 mm = ____ cm b 405 mm = ____ cm c 8 238 mm = ____ cm

d 2 m = ____ cm e 19 m = ____ cm f 450 m = ____ cm

3 **Convert these lengths to metres:**

a 400 cm = ____ m b 28 cm = ____ m

c 3 250 mm = ____ m d 482 cm = ____ m

e 123 cm = ____ m f 7 777 mm = ____ m

g 4 341 mm = ____ m h 187 cm = ____ m

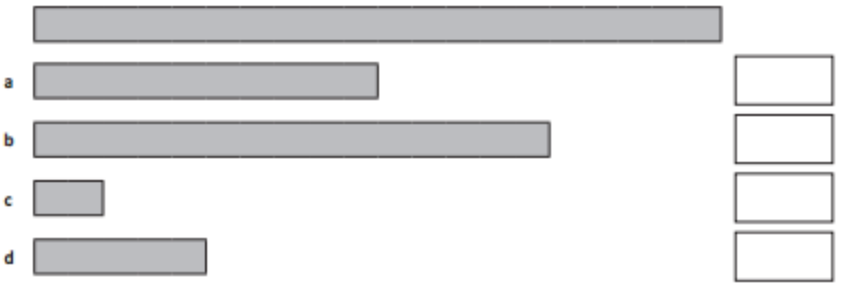
i 198 mm = ____ m

Friday

Units of length – estimate and measure

In real life, we often estimate measurements. Can you think of a time you would estimate instead of measuring exactly? Or a time you would estimate first, then measure more precisely?

1 **When we compare, we often use fractional language to help us. For example, "He was twice her size!" or "My bedroom is $\frac{2}{3}$ the size of this." Look at the top bar and then the bars below. What fraction of the top bar do you estimate that the lower bars represent?**



2 **Draw each of these lines in mm:**

a 64 mm

b 37 mm

c 27 mm

d 82 mm

3 **Make a choice from the box (on the right) to fill the gaps in these statements:**

a A desk is about _____ metre high.

b A basketballer is about _____ metres high.

c A dinner fork is about 19 _____ long.

d A soccer pitch is between 100 and 110 _____ long.

e A crayon could be about _____ cm long.

centimetres
metres
1
8.6
2

Units of length – convert measurements

When we order lengths it's easiest to convert them into the same unit first. Here, we are converting to cm:

14 cm 128 mm 1.1 m **convert** ⟶ 14 cm 12.8 cm 110 cm

Now we can clearly see the order of these lengths.

4 **Put these measurements in order from shortest to longest:**

a	13 cm	120 mm	3 m	
b	5 700 mm	5 m	540 cm	
c	3.25 m	300 cm	325 mm	

5 **Use these *Guinness World Record* facts to fill in the missing values.**

Source: *Guinness World Book Records* 2008

	metres	centimetres	millimetres
Longest tongue	0.095 m	cm	95 mm
Tallest living person	2.57 m	257 cm	mm
Longest hair	m	5 267 cm	mm
Longest fingernails	7.513 m	cm	7 513 mm
Smallest tooth	m	cm	3 mm
Longest leg hair	0.127 m	cm	mm

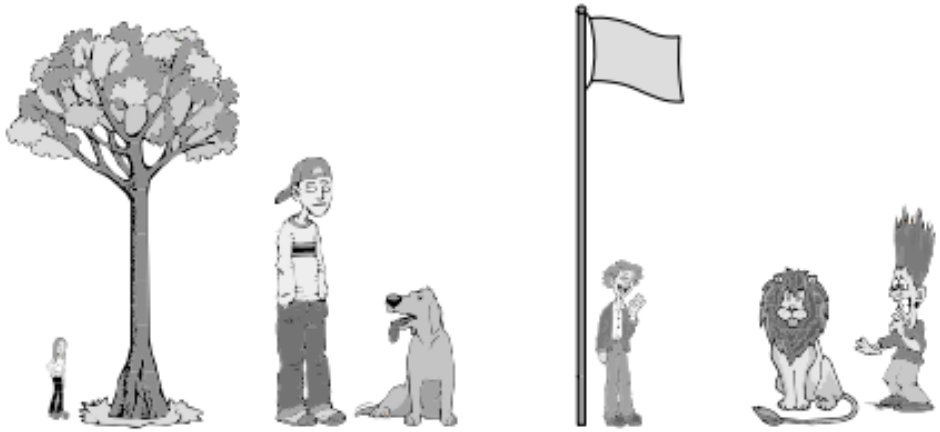
6 **Choose one of the above measurements and work out the length of your equivalent body part. Express your measurement in three different units.**

7 **Without revealing your findings for question 6, ask your friend to measure you. Is their answer the same as yours? If not, why do you think the answers are different?**

Units of length – estimate and measure

Comparing lengths or heights with a known measurement is a useful strategy. The known measurement is called a benchmark.

4 **The average height of an adult woman is around 1.6 m and a man is around 1.8 m. Use these benchmarks to estimate the height of the objects below:**

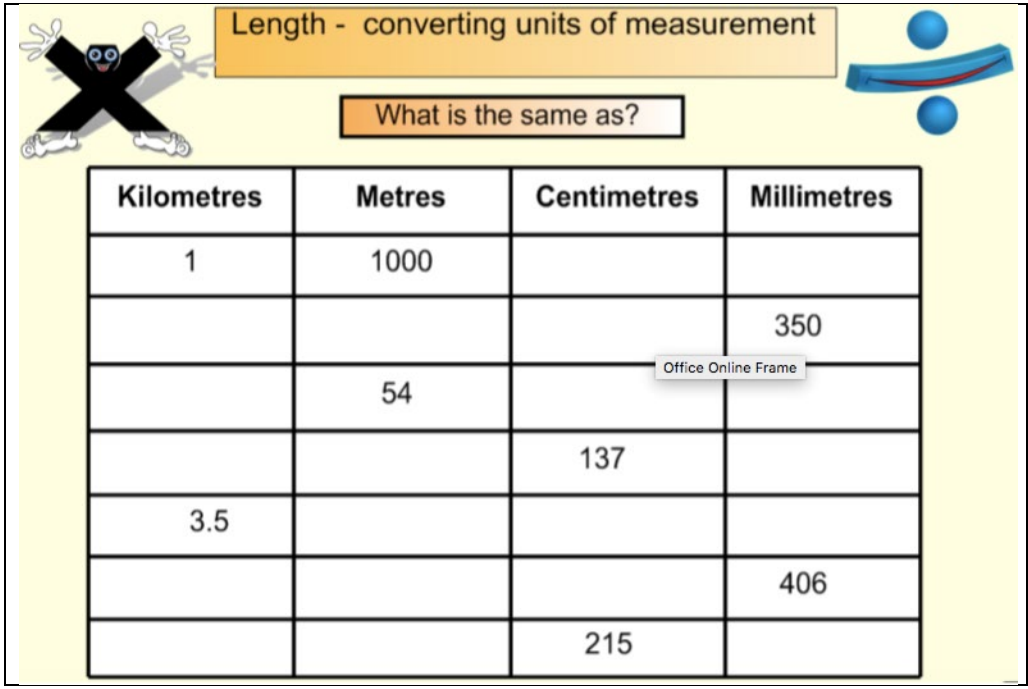


a ☐ b ☐ c ☐ d ☐

5 **Measure yourself. Using that measurement as a benchmark, estimate the height of 5 objects around the school. Now measure them. How close were your estimations?**

My height:

	Object	Estimation	Actual measurement
1			
2			
3			
4			
5			

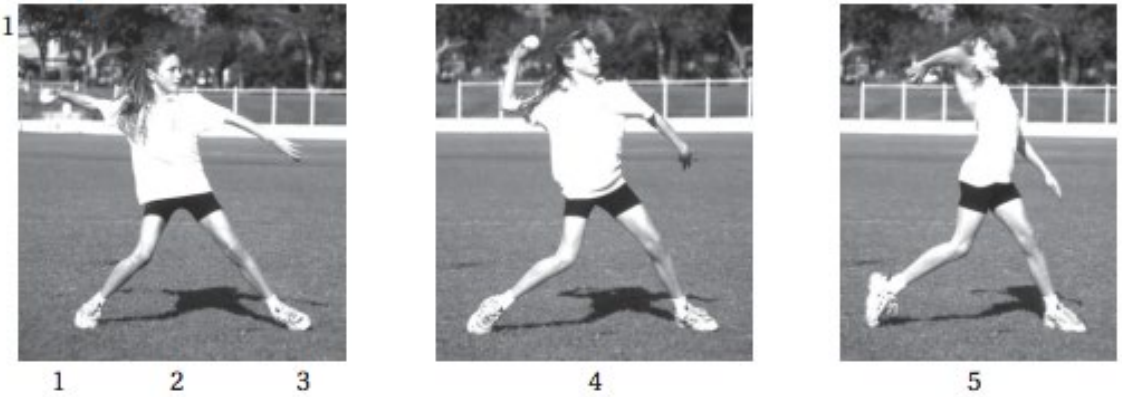


Kilometres	Metres	Centimetres	Millimetres
1	1000		
			350
	54		
		137	
3.5			
			406
		215	

PHYSICAL EDUCATION APPENDIX

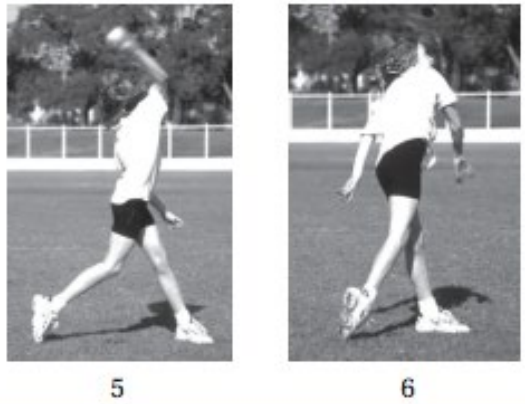
Appendix 1: Overarm Throw

Skill components



1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

(Introductory components marked in bold)



Appendix 2: Catching

Skill components




1 2 3 4 5 6

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

(Introductory components marked in bold)

Appendix 3: Kicking

Skill components

1 2 3 4 5 6

1. **Eyes focused on the ball throughout the kick.**
2. Forward and sideward swing of arm opposite kicking leg.
3. **Non-kicking foot placed beside the ball.**
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. Contacts ball with top of the foot (a "shoelace" kick) or instep.
6. Kicking leg follows through high towards target area.

(Introductory components marked in bold)

Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday