

TIMETABLE FOR CLASS 6 – Week beginning 22.6.20

Hi Class 6,

I hope you are all well and have had a lovely weekend. As with the last few weeks, the weekly timetable below is still written for all children in Class 6, whether at home, in a Class 6 pod or key worker group. If you are in one of the Class 6 pods, then the activities set out below are to be completed during the week **but day 1 and 2 are to be completed when you are in school.** That means if you are in Pod A, you will complete days 1 and 2 on Monday and Tuesday, but if you are in Pod B, you will complete days 1 and 2 on Thursday and Friday.

There is a lesson on drugs on day 1, which should be completed with an adult, either Mr Coupe or myself for the pods, or a parent for the other children. Your parents have been informed of this learning. I hope you enjoy all of the work this week – I am really looking forward to the newspaper article writing, I really enjoyed planning it.


Take care,



From Mr Penny

PE
9:00 – 9:35 PE with Joe Wicks @ <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Stay Active As A Family At Home
See the SASP website to find many physical activities you can do at home.
<https://www.sasp.co.uk/home-family-activities>

| | Maths (60 mins) | Literacy (60 mins) | Other (60 mins) | Ongoing |
|--|---|--|---|---|
| <p>Day 1 (Teacher led for Class 6 pods)</p> | <p>Open the following document on the school website: Flashback 4 week beginning 22.6.20 Complete Day 1 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 7 – Lesson 3 – Substitution</p> <p>https://whiterosemaths.co.uk/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p> | <p>Following the work last week, we are now going to write our newspaper articles on the story of The Three Billy Goats Gruff. If you need to remind yourself of the story, then click on the link below https://www.youtube.com/watch?v=aiy3a1v9Q2E</p> <p>Please look at the Jack and Jill article I have attached under the spellings to remind yourself of the structure and style to use. As with the Jack and Jill article, you will need to make your article balanced and leave the readers free to make their own choice about who is innocent or guilty.</p> <p>If you focus on writing the first half today then you can finish it tomorrow.</p> <p>Today you need to write:</p> <ul style="list-style-type: none"> • A headline • An opening paragraph including some of the 5 W's – I would focus on when, who and what. The where and why can be answered in the rest of the article • Another paragraph telling the reader what the Big Billy Goat and Troll think about the incident. • The viewpoints of a couple of local people. <p>I have had a go at writing a newspaper article about the incident of robbery from the story of Jack and the Beanstalk. Please have a look as it may help you write your newspaper article.</p> | <p>Science – drugs education – COMPLETE WITH A TEACHER OR PARENT</p> <p>Today, we will be doing some learning on the drugs and their impact on the body.</p> <p>Drugs are chemicals that can be taken into the body that have an impact on it.</p> <p>There are many legal drugs found in a variety of substances but also illegal drugs.</p> <p>Please watch the videos using the links below: https://www.bbc.co.uk/bitesize/topics/zrfr82/articles/zq982nb https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item616583/grade2/module616418/index.html Username: student3817 Password: milverton</p> <p>Then review the PowerPoint on the school website named Impact of drugs week beginning 22.6.20</p> <p>Please now talk to an adult at home or your teacher, if in a pod, about this learning.</p> | <p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p> |
| <p>Day 2 (Teacher led for)</p> | <p>Open the following document on the school website: Flashback 4 week beginning 22.6.20</p> | <p>Today you will continue to write your newspaper article on the story of The Three Billy Goats Gruff.</p> <p>Please read your work from yesterday and your plans to remind yourself of where you are and what you need to write next.</p> <p>Today you need to write:</p> | <p>Geography – settlements</p> <p>I was driving home from school the other day, and thought of a couple of questions. Why is Milverton a village? Why is Taunton a town?</p> <p>Today's lesson is all about settlements and the different types we have.</p> | <p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet</p> |

| | | | | |
|-----------------------------|---|--|---|--|
| <p>Class 6 pods)</p> | <p>Complete Day 2 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 7 – Lesson 4 – Solve simple one-step equations</p> <p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p> | <ul style="list-style-type: none"> • A paragraph with the viewpoint of the troll, perhaps with some speech. • A paragraph with the viewpoint of the Big Billy Goat Gruff perhaps with some speech. • A paragraph about the police and evidence they may have. • Your ending paragraph saying what is happening to the troll and Big Billy Goat Gruff now. <p>Remember to keep referring back to the modelled texts ('Jack and Jill' and 'Jack and the Beanstalk') which I have written to support you.</p> <p>Once you have finished writing your article, you will need to reread it and do any editing work required.</p> | <p>Please visit the website: https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv</p> <p>Watch the video and make some notes about the 4 main types of settlements.</p> <p>After the video has finished, please write down a definition for a hamlet, village, town and city. Then complete the quiz on the webpage.</p> <p>Finally, can you name one of each of these settlements in the UK? Check your answers by looking in at atlas, asking a parent or possibly checking on the internet.</p>  | <p>or attached, or create your own) Contact a friend or relative for a good chat</p> |
| <p>Day 3</p> | <p>Open the following document on the school website: Flashback 4 week beginning 22.6.20 Complete Day 3 questions. Mark with answers on the next page.</p> <p>MyMaths – Introduction to Algebra</p> <p>This is a revision task looking at algebra. You should be fine with the homework task, however do make sure you look at the lesson if you are struggling.</p> | <p>Pobble 365 narrative writing</p> <p>After looking at the story of The Three Billy Goats Gruff, I thought it would be good to think about some narrative writing using a troll picture as a stimulus. The troll in the picture we will use is very different to the one from The Three Bill Goats Gruff story.</p> <p>Please click on the link below: https://www.pobble365.com/the-troll/</p> <p>Today I would like you to answer the questions on the 'Question Time!' section of the web page, which is below the picture of the troll on the website. Please write your answers in your books or on some paper.</p> <p>If possible, discuss your answers with a parent or sibling at home.</p> | <p>Science – salt crystals</p> <p>It has been few weeks since you set up your salt crystal or sugar crystal experiments and I thought it would be a good idea to evaluate how they have formed so far.</p> <p>Have any salt crystals formed? Has the water all evaporated? If you used food colouring, have your crystals taken on that colour? Can you see any patterns or shapes in your salt crystals? Where did you leave your pot and was this a good place to leave it for evaporation?</p> <p>If you have any salt crystals, I would really like to see a picture of them if you would like to email one to me. Please don't worry if your salt crystals have not formed yet, they may take a few more weeks and you could do this session then.</p> <p>PE – home activities</p> <p>Please have a look at the PE home activities below the spellings on this timetable. Can you complete the 2 activities with a family member? Please be careful with these activities – especially if completing them inside of the house.</p> | <p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p> |

| | | | | |
|---------------------|--|---|--|---|
| <p>Day 4</p> | <p>Open the following document on the school website: Flashback 4 week beginning 22.6.20 Complete Day 4 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 8 – Lesson 3 – Convert metric measures</p> <p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p> | <p>Pobble 365 narrative writing</p> <p>Today we are going to do some narrative writing using the picture as a stimulus. Please find the picture using the link: https://www.pobble365.com/the-troll/</p> <p>Now, I would like you to read the 'Story starter!' section below the picture on the website.</p> <p>Today and tomorrow, we will be doing some writing following on from this story starter. Have a think about the troll and their character, are they friendly or not? Why are they in the village/town? Where did they come from? What do people think of the troll? Are there any more trolls? Make some notes and take some time to plan your ideas. Ensure you focus on high quality vocabulary.</p> <p>Using your plan, I would like you to write a couple of paragraphs of narrative, please do not write pages and pages! I want you to write a short amount of high quality text following on from the text on the website.</p> <p>You will need to try to match the quality of the modelled writing on the website. I would like to see some descriptive language; can you include any alliteration, metaphors or similes?</p> | <p>Art</p> <p>Visit the website: https://www.pobble365.com/the-troll/</p> <p>Please scroll down to the section titled 'Perfect picture!' and have a go at drawing the troll's home. You could colour it in using resources you have at home. I have included a couple of pictures below, which may help you to imagine the type of house the troll lives in.</p> <div style="display: flex; justify-content: space-around;">   </div> | <p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p> |
|---------------------|--|---|--|---|

Day 5 – This is now a choice day depending on how you have got on this week. You can either have a go at Day 5 below OR you can spend some quality time finishing learning from Days 1-4 OR you can do both. You can also 'dip' into Day 5 too. I don't mind as long as you are continuing your learning as best you can.

| | | | | |
|---------------------|---|---|---|---|
| <p>Day 5</p> | <p>Open the following document on the school website: Flashback 4 week beginning 22.6.20 Complete Day 5 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 8 – Lesson 4 – Miles and kilometres</p> <p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p> | <p>Pobble 365 narrative writing</p> <p>Today we are going to use the picture again from yesterday. Please find the picture using the link: https://www.pobble365.com/the-troll/</p> <p>Continue with your narrative writing from yesterday.</p> <p>Keep thinking about the troll and their character, are they friendly or not? Why are they in the village/town? Where did they come from? What do people think of the troll? Are there any more trolls? Make some notes and take some time to plan your ideas. Ensure you focus on high quality vocabulary.</p> <p>When you have finished, please can you have a read through and make any edits needed.</p> | <p>Spelling test – ask someone to test you on your spellings from this week.</p> <p>Use this time to complete all of your work.</p> | <p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p> |
|---------------------|---|---|---|---|

Please choose five of the words in your list and write them in a sentence.

*Challenge! Can you write 5 sentences with two spellings in each?

1. _____

2. _____

3. _____

4. _____

5. _____

SOCK BOWLS

AGE: 7 to 11

NUMBER OF PEOPLE: 2+

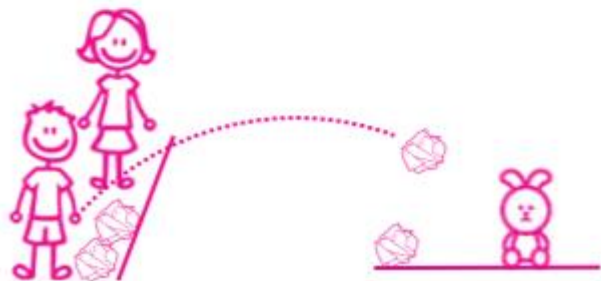
SPACE NEEDED: Living Room

EQUIPMENT NEEDED: 1 soft toy, 3 rolled up socks per person. Ideally 1 colour per person

HOW TO PLAY:

Place a soft toy on the floor. Each person takes it in turn to throw one of their bunched up socks or paper ball closest to a toy. After all socks are thrown, the closest to the toy wins that round.

The winner of the previous round chooses where to place the toy for the new round. First to 6 wins an end.



STEP BACK THROW

AGE: 5+

NUMBER OF PEOPLE: 2-4

SPACE NEEDED: Garden or Park

EQUIPMENT NEEDED: Ball or rolled up socks and a target/bucket

HOW TO PLAY:

Set up a target and increasing distances (every 0.5 metres using leaves or twigs).

Take turns shooting into the target using a rolled up sock. If you are successful, your next throw will be from the next distance.

First to finish all the distances wins.



You can make it a race where you both go at the same time and throw when you're ready. This means you're doing shuttles whilst retrieving the ball.

To make it easier, use a bigger target.



Substitution

1

 = 4  = 5

Use the given facts to work out the calculations.

a)  +  + 

b)  +  - 

c)  +  +  +  + 

2

 = 12  = 5

Use the given facts to work out the calculations.

a)  - 

b)  × 

c) Create your own calculation that will be equal to 22

3

If $x = 5$, write the values of the expressions in the corresponding grid.

The first one has been done for you.

| | | |
|----------|---------------|------------|
| $3x$ | x^2 | $2x - 5$ |
| $4x + 2$ | $\frac{x}{2}$ | $2(x + 1)$ |
| $7x$ | $x + 9$ | $x - 7$ |

| | | |
|----|--|--|
| 15 | | |
| | | |
| | | |

4

If $a = 10$ and $b = 6$, work out the values of the expressions.

a) $a + b =$

d) $2a + b =$

b) $a - b =$

e) $3a - 17 =$

c) $2a =$

f) $2(a - b) =$

5

If $m = \frac{4}{5}$ and $k = 0.1$, work out the value of $m + 2k$



6



Mo

It does not matter what p and q are, $p + q$ and $q + p$ will always give the same answer.

Do you agree with Mo? _____

Explain your answer.

7

$$m = 7 \quad n = 5$$

Write $>$, $<$ or $=$ to compare the expressions.

a) $2m$ ○ 10

b) $n - 1$ ○ 5

c) $2n + m$ ○ $2m + n$

d) $7n$ ○ $5m$

8

$$a = 10$$

Write the expressions in order, starting with the smallest value.

| | | | |
|------|---------|---------------|-------|
| $5a$ | $a + 5$ | $\frac{a}{5}$ | a^2 |
| | | | |

9

$$a = 15$$

Write three different algebraic expressions that give a value of 40

10

Complete the table.

| x | $5x$ | $5x - 1$ |
|-----|------|----------|
| 2 | | |
| 10 | | |
| 12 | | |
| | 25 | |
| | | 34 |
| | | 99 |

Solve simple one-step equations



- 1 Write an equation for each part-whole model.
Work out the value of the multilink cube in each equation.

a)

=

b)

=

- 2 There are some counters under the cup.



There are 10 counters in total.

- a) If c is the number of counters under the cup, explain why $c + 6 = 10$

- b) Work out the value of c .

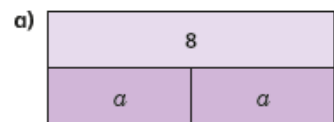
$c =$

- c) How many counters are under the cup?

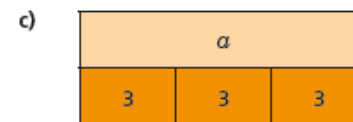


- 3 Write algebraic equations to represent the bar models.

Find the value of a in each one.



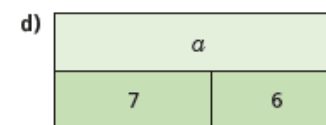
$a =$



$a =$



$a =$



$a =$

- 4 Nijah is solving the equation $x - 8 = 20$

$$x - 8 = 20$$

$$x = 20 - 8$$

$$x = 12$$

What mistake has Nijah made?

5 Solve the equations.

a) $x + 7 = 20$

$x =$

b) $10y = 80$

$y =$

c) $4m = 22$

$m =$

d) $g - 3 = 15$

$g =$

e) $32 = t - 5$

$t =$

f) $\frac{u}{6} = 3$

$u =$

6 Filip thinks of a number.

He subtracts 5 from his number.

He ends up with 10

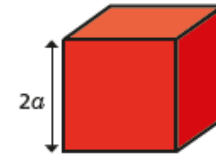
Write an algebraic equation to represent Filip's problem.

Solve the equation to work out his number.

7 Dexter builds a tower.

Each block is 2α high.

He uses 7 blocks.



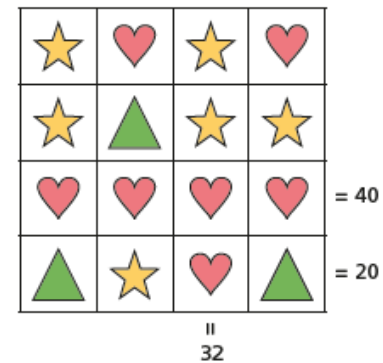
The total height of his tower is 42 cm.

Write an equation to represent the height of Dexter's tower and find the value of α .

$\alpha =$ cm

8 Work out the value of each shape.

Write the equations that you solved to find the value of each shape.



♥ =

★ =

▲ =

Work out the missing total of each row and column.

Compare answers with a partner.



Convert metric measures

- 1 How many centimetre cubes can you fit along a metre stick?



What does this tell you?

- 2 Complete the sentences.

a) There are grams in 1 kilogram.

There are kilograms in one tonne.

b) There are millilitres in 1 litre.

c) There are millimetres in 1 centimetre

There are centimetres in 1 metre.

There are metres in 1 kilometre.



- 3 Complete the bar models.

a)

| | | | |
|---------|---------|------|------|
| 1 km | 1 km | 1 km | 1 km |
| 1,000 m | 1,000 m | | |

There are m in 4 km.

b)

| | | | | | | |
|---------|---------|---------|------|------|------|------------------|
| 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | $\frac{1}{2}$ kg |
| 1,000 g | 1,000 g | 1,000 g | | | | |

There are g in $6\frac{1}{2}$ kg.

- 4 Complete the conversions.

a) 2 kg = g

b) 1 l = ml

5 kg = g

5 l = ml

10 kg = g

11 l = ml

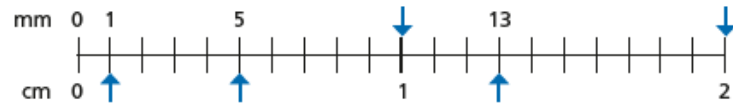
12 kg = g

- 5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.



- 6 What measurements are the arrows pointing to?
Label them on the number line.



- 7 Complete the conversions.

a) $10 \text{ mm} = \square \text{ cm}$ $\square \text{ mm} = 1.1 \text{ cm}$

$11 \text{ mm} = \square \text{ cm}$ $\square \text{ mm} = 10.1 \text{ cm}$

$\square \text{ mm} = 11 \text{ cm}$

b) $2.1 \text{ km} = \square \text{ m}$ $2.01 \text{ km} = \square \text{ m}$

$2.001 \text{ km} = \square \text{ m}$ $2.011 \text{ km} = \square \text{ m}$

- 8 Write $>$, $<$ or $=$ to complete the statements.

a) $100 \text{ m} \bigcirc 1 \text{ km}$ b) $5.1 \text{ l} \bigcirc 5,100 \text{ ml}$

$10 \text{ m} \bigcirc 10 \text{ cm}$ $607 \text{ l} \bigcirc 0.607 \text{ ml}$

$10.1 \text{ mm} \bigcirc 101 \text{ cm}$ $0.05 \text{ l} \bigcirc 5 \text{ ml}$

- 9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Dora

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

Amir

You can just multiply 1.05 by 1,000!



Who do you agree with? _____

Explain your thinking.

- 10 What is the mass of one of the boxes?

Give your answer in grams.



- 11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

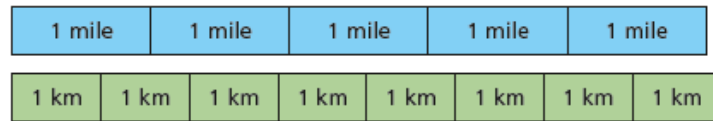
b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

Miles and kilometres

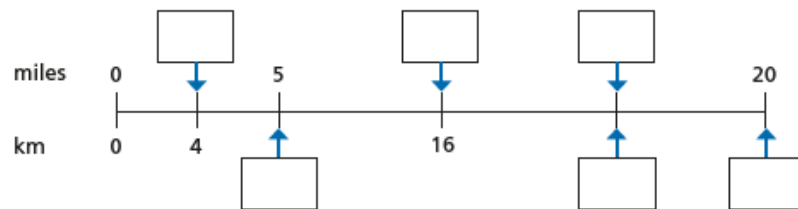
1 Tick the statements that are true.

Use the bar model to help you.



- a) 5 miles is approximately equal to 8 kilometres.
- b) 1 mile is longer than 1 kilometre.
- c) 2 kilometres is longer than 1 mile.
- d) 2 kilometres is longer than 2 miles.

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

- a) 5 miles = kilometres
- 10 miles = kilometres
- 15 miles = kilometres
- b) miles = 16 kilometres
- mile = 1.6 kilometres
- miles = 0.8 kilometres

4 Complete the conversions.

- a) miles = 160 km
- b) 45 miles = km
- c) = 640 km
- d) 95 miles = km
- e) 7.5 miles = km
- f) 2 miles = km

5



If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.

| | | | | |
|-----|---|------------------|---|-----|
| + 5 | ↘ | 5 miles ≈ 8 km | ↙ | + 5 |
| | | 10 miles ≈ 13 km | | |

Explain Whitney's mistake.



- 6 A marathon is approximately 26.2 miles.
How far is this in kilometres?

- 7 The maximum speed limit on residential roads in the UK is 30 miles per hour.



In France, the maximum speed limit on residential roads is 50 kilometres per hour.



- a) Which country has the higher speed limit for these roads?

- b) What is the difference between the speed limits in miles per hour?



- 8 Esther cycles 70 miles over 4 days.
On day 1 she cycles 14 miles.
On day 2 she cycles 32 km.
On day 4 she cycles twice as far as she does on day 3
How far does she cycle on day 4?
Give units with your answer.

- 9 Use a map of your local area.
Find something that is approximately:
a) 1 mile away from your school

- b) 1 km away from your school

- c) 5 miles away from your school



- d) 5 km away from your school

Compare answers with a partner.



Substitution

1

 = 4  = 5






Use the given facts to work out the calculations.

a)  +  + 

13

b)  +  - 

3

c)  +  +  +  + 

23

2

 = 12  = 5

Use the given facts to work out the calculations.

a)  - 

7

b)  × 

60

c) Create your own calculation that will be equal to 22

e.g. $\triangle + \square + \square$

6



It does not matter what p and q are, $p + q$ and $q + p$ will always give the same answer.

Mo

Do you agree with Mo? Yes

Explain your answer.

Addition is commutative.

7

$m = 7$ $n = 5$

Write $>$, $<$ or $=$ to compare the expressions.

a) $2m$ $>$ 10

b) $n - 1$ $<$ 5

c) $2n + m$ $<$ $2m + n$

d) $7n$ $=$ $5m$

3

If $x = 5$, write the values of the expressions in the corresponding grid. The first one has been done for you.

| | | | | | |
|----------|---------------|------------|----|-----|----|
| $3x$ | x^2 | $2x - 5$ | 15 | 25 | 5 |
| $4x + 2$ | $\frac{x}{2}$ | $2(x + 1)$ | 22 | 2.5 | 12 |
| $7x$ | $x + 9$ | $x - 7$ | 35 | 14 | -2 |

4

If $a = 10$ and $b = 6$, work out the values of the expressions.

a) $a + b = 16$

d) $2a + b = 26$

b) $a - b = 4$

e) $3a - 17 = 13$

c) $2a = 20$

f) $2(a - b) = 8$

5

If $m = \frac{4}{5}$ and $k = 0.1$, work out the value of $m + 2k$

1

8

$a = 10$

Write the expressions in order, starting with the smallest value.

| | | | |
|---------------|---------|---------------|-------|
| $5a$ | $a + 5$ | $\frac{a}{5}$ | a^2 |
| $\frac{a}{5}$ | $a + 5$ | $5a$ | a^2 |

9

$a = 15$

Write three different algebraic expressions that give a value of 40 e.g.

$2a + 10$ $3a - 5$ $\frac{8a}{3}$

10

Complete the table.

| x | $5x$ | $5x - 1$ |
|-----|------|----------|
| 2 | 10 | 9 |
| 10 | 50 | 49 |
| 12 | 60 | 59 |
| 5 | 25 | 24 |
| 7 | 35 | 34 |
| 20 | 100 | 99 |

Solve simple one-step equations



- 1 Write an equation for each part-whole model. Work out the value of the multilink cube in each equation.

a)

$3x = 6$

$x = 2$

b)

$x + 4 = 18$

$x = 14$

- 2 There are some counters under the cup.



There are 10 counters in total.

- a) If c is the number of counters under the cup, explain why $c + 6 = 10$
- b) Work out the value of c . $c = 4$
- c) How many counters are under the cup? 4

- 5 Solve the equations.

| | |
|-----------------|----------------------|
| a) $x + 7 = 20$ | d) $g - 3 = 15$ |
| $x = 13$ | $g = 18$ |
| b) $10y = 80$ | e) $32 = t - 5$ |
| $y = 8$ | $t = 37$ |
| c) $4m = 22$ | f) $\frac{u}{6} = 3$ |
| $m = 5.5$ | $u = 18$ |

- 6 Filip thinks of a number. He subtracts 5 from his number. He ends up with 10. Write an algebraic equation to represent Filip's problem.

$x - 5 = 10$

Solve the equation to work out his number.

15

- 3 Write algebraic equations to represent the bar models. Find the value of a in each one.

a) $a = 4$

c) $a = 9$

b) $a = 5$

d) $a = 13$

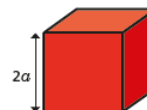
- 4 Nijah is solving the equation $x - 8 = 20$

$x - 8 = 20$
 $x = 20 - 8$
 $x = 12$

What mistake has Nijah made?

She should have added 8 to 20
 $x = 28$

- 7 Dexter builds a tower. Each block is $2a$ high. He uses 7 blocks.



The total height of his tower is 42 cm.

Write an equation to represent the height of Dexter's tower and find the value of a .

$14a = 42$ $a = 3$ cm

- 8 Work out the value of each shape. Write the equations that you solved to find the value of each shape.

| | | | | |
|---|---|---|---|------|
| ★ | ♥ | ★ | ♥ | = 40 |
| ★ | ▲ | ★ | ★ | |
| ♥ | ♥ | ♥ | ♥ | = 20 |
| ▲ | ★ | ♥ | ▲ | |

32

♥ = 10 ★ = 6 ▲ = 2

Work out the missing total of each row and column.

Compare answers with a partner.



Convert metric measures

1 How many centimetre cubes can you fit along a metre stick?



100

What does this tell you?

2 Complete the sentences.

a) There are grams in 1 kilogram.

There are kilograms in one tonne.

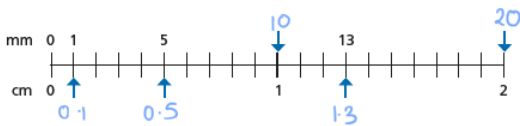
b) There are millilitres in 1 litre.

c) There are millimetres in 1 centimetre

There are centimetres in 1 metre.

There are metres in 1 kilometre.

6 What measurements are the arrows pointing to? Label them on the number line.



7 Complete the conversions.

a) 10 mm = cm mm = 1.1 cm

11 mm = cm mm = 10.1 cm

mm = 11 cm

b) 2.1 km = m 2.01 km = m

2.001 km = m 2.011 km = m

8 Write >, < or = to complete the statements.

a) 100 m 1 km b) 5.1 l 5,100 ml

10 m 10 cm 607 l 0.607 ml

10.1 mm 101 cm 0.05 l 5 ml

3 Complete the bar models.

| | | | |
|---------|---------|---------|---------|
| 1 km | 1 km | 1 km | 1 km |
| 1,000 m | 1,000 m | 1,000 m | 1,000 m |

There are m in 4 km.

b)

| | | | | | | |
|---------|---------|---------|---------|---------|---------|------------------|
| 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | $\frac{1}{2}$ kg |
| 1,000 g | 1,000 g | 1,000 g | 1,000 g | 1,000 g | 1,000 g | 500 g |

There are g in $6\frac{1}{2}$ kg.

4 Complete the conversions.

a) 2 kg = g

b) 1 l = ml

5 kg = g

5 l = ml

10 kg = g

11 l = ml

12 kg = g

5 A bag of dog food weighs 2.5 kg. Write this weight in grams.



g

9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Dora

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.



Amir

You can just multiply 1.05 by 1,000!

Who do you agree with? Both

Explain your thinking.

10 What is the mass of one of the boxes?

Give your answer in grams.



g

11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

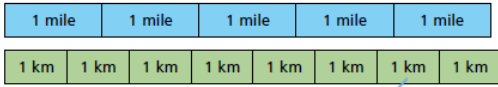
g

b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

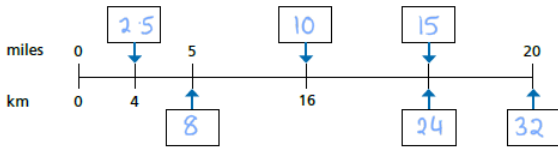
g

1 Tick the statements that are true.
Use the bar model to help you.



- a) 5 miles is approximately equal to 8 kilometres.
- b) 1 mile is longer than 1 kilometre.
- c) 2 kilometres is longer than 1 mile.
- d) 2 kilometres is longer than 2 miles.

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

- a) 5 miles = kilometres
- b) miles = 16 kilometres
- 10 miles = kilometres
- mile = 1.6 kilometres
- 15 miles = kilometres
- miles = 0.8 kilometres

6 A marathon is approximately 26.2 miles.
How far is this in kilometres?

7 The maximum speed limit on residential roads in the UK is 30 miles per hour.



In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

France

b) What is the difference between the speed limits in miles per hour?

4 Complete the conversions.

- a) miles = 160 km
- d) 95 miles = km
- b) 45 miles = km
- e) 7.5 miles = km
- c) = 640 km
- f) 2 miles = km

5



If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.

$$+ 5 \left\{ \begin{array}{l} 5 \text{ miles} \approx 8 \text{ km} \\ 10 \text{ miles} \approx 13 \text{ km} \end{array} \right. + 5$$

Explain Whitney's mistake.

8 Esther cycles 70 miles over 4 days.

- On day 1 she cycles 14 miles.
- On day 2 she cycles 32 km.
- On day 4 she cycles twice as far as she does on day 3
- How far does she cycle on day 4?
- Give units with your answer.

9 Use a map of your local area. *Various answers.*

Find something that is approximately:

- a) 1 mile away from your school

- b) 1 km away from your school

- c) 5 miles away from your school

- d) 5 km away from your school

Compare answers with a partner.

The Hill Enquirer

15th June 2020

YOUR FAVOURITE WEEKLY NEWSPAPER

Jealous Jill Jolts Jack!

On Saturday 13th June, Jill Hill was taken into court after causing atrocious injuries to the head of her brother, Jack; however, the question still to be answered is: was she to blame?

Jill protests that the incident was a complete 'accident' as they climbed a hill to fetch some water, whereas Jack had a very different story – he claims that Jill 'pushed' him down the hill following a small disagreement between the two.

Citizens of Hilltown (the home town of both Jack and Jill) have very different views on the event.

"The hill is a death trap – I have fallen many a time on my way home, I am sure he just tripped," commented local girl, Goldilocks.

"She's a nasty fmg that Jill! She's always pushin' him!" claims family friend, Mr Wolf.

After being taken out of intensive care Jack has now commented on the events

and claims that he was walking calmly up the hill to fetch some water, in the early hours of Monday morning, with his sister, Jill. Then suddenly she shoved him from behind so aggressively that his knees buckled and he tumbled down the hill, hitting his head hard – leaving him in agony.

Jill is still claiming that she is innocent, "It's always the same; I get blamed even though I didn't even touch him!"

Police have confirmed that the brother and sister had argued the previous day about the profits from their water-collection business from which Jill was receiving a reduced share. They are asking for any further witnesses to come forward.

For the time being, Jill will remain in police custody while further investigations take place. Meanwhile, Jack remains in hospital in a stable, but critical condition.



Jack and Jill last Friday

Fairy Tale News

20th June 2020

YOUR FAVOURITE WEEKLY NEWSPAPER

Cloud Castle Robbed!

On Tuesday 16th June, Jack Bean was taken into court on suspicion of stealing from a castle owned by Mr A. Giant twice in the last month; however, the question still to be answered is: Jack Bean, innocent or guilty?

Jack protests that he is innocent as he only ever climbs the beanstalk to admire the 'lovely local views', whereas the giant has a very different story – he claims that Jack is the culprit and has taken two prized possessions including a hen which lays golden eggs.

Citizens of Bean town (the home town of both Jack and Mr Giant) have very different views on the event.

"He's innocent I tell ya, he's never stole nothin' in his life!" claims family friend, Goldilocks.

"I've seen Jack coming down the beanstalk with 'golden items' on more than one occasion," commented local girl, Rapunzel.

Fifty-four year old Mr A. Giant, claims that he was in his garden when he heard his hen clucking and saw a small boy, resembling Jack Bean, dashing off with the prized asset down a green beanstalk.

Jack is still claiming that he is innocent, "I have climbed up the beanstalk but only to see the lovely views of the countryside. It's always the same: I am innocent but people don't believe me."

Police have confirmed that Jack has been questioned about a robbery previously but that this was many years ago and that it will not be taken into account for the current crime.

For the time being, Jack will remain in police custody while further investigations take place. Meanwhile, Mr A. Giant hopes to have his missing items returned soon.

