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# Central School Home School Package 

## Year: 6



## HOME SCHOOL PACKAGE CONTENT

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Year 6 Mathematics Term 2 Work Plan 2020

| Term | Week | Topic | Learning Outcome | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 6 | Measurement | - Connect between common metric units of capacity millilitres to litres or litres to millilitres. <br> - Convert millilitres to litres and vice versa. <br> - Use decimal notation to write or convert a unit to another unit of capacity. <br> - Connect between common metric units of capacity kilolitres to megalitres or megalitres to kilolitres. <br> - Convert kilolitres to megalitres and vice versa. <br> - Use decimal form to write or convert a unit to another unit of capacity. <br> - Connect between common metric units of capacity and volume such as cubic centimetres to millilitres or millilitres to cubic centimetres. <br> - Convert cubic centimetres to millilitres and vice versa. <br> - Convert Millilitres to Litres and viseversa. <br> - Use decimal notation to write units of millilitres to litres and vise-versa. <br> - Rewrite millilitres to litres and viseversa. <br> - Identify and connect cubic centimetres to litres. <br> - Convert cubic centimetres to litres and vise-versa. | Millilitres and Litres 3:19 NSP <br> Lesson 1 | Kilolitres and Megalitres 3:20 NSP <br> Lesson 2 | Cubic <br> Centimetres and Millilitres 3:21 NSP <br> Lesson 3 | Millilitres and Litres 3:22 NSP <br> Lesson 4 | Cubic <br> Centimetre <br> $s$ and <br> Litres <br> 3:23 NSP <br> Lesson 5 |
|  | 7 | Numbers, patterns and Algebra A | - Determine the percentage of a given object(s)' presence within a group of 100 objects. <br> - Memorise the meaning of percent. <br> - Convert the percentage into a decimal or fractions <br> - Determine the percentage of a given object(s)' presence within a group of 100 objects. <br> - Determine the percentage of a given object(s)' presence within a group of 100 objects. <br> - Convert the percentage into a decimal or fraction <br> - Find a percent of a given quantity. <br> - Find a quantity given a part and the percent that part is of the whole. <br> - Use percents in money calculations. <br> - Find a percent of a given quantity. <br> - Find a quantity given a part and the percent that part is of the whole. <br> - Use percents in money calculations. | Percentages 1:04 NSP | Percentages 1:05 NSP <br> Lesson 2 | Percentages 1:06 NSP <br> Lesson 3 | Finding Percentage s 1:26 NSP | Finding Percentage s 1:27 NSP |
|  | 8 | Numbers, patterns and Algebra B | - Identify and explain steps in the order of operations. <br> - Solve operation exercises or activities demonstrating their understanding of the order of operations. <br> - Define Decimal. <br> - Identify decimal value. <br> - Solve addition of decimals. <br> - Solve additions of decimals. <br> - Identify trading decimal. <br> - Solve additions of decimals. <br> - Identify that when adding decimals, all decimal points are under each points. <br> - Solve subtraction of decimal problems. <br> - Identify that when subtracting decimals, all decimal points are under each points. | Order of Operations 2:20 NSP <br> Lesson 1 | Strategies with decimals 2:21 NSP | Addition of Decimals 2:22 NSP | Addition of Decimals 2:23 | Subtractio <br> n of Decimals 2:24 |

## LESSON Plan

Name : Ruth Edmond \& Lyndon Tambe
Subject : Maths


Exercises
Do exercises 1 to 4
3:19) Millifites and Lities


1 Use decimal notation to write these as litres.


Remember, litres and millilitres are related by 1000 .

0
Rewrite the following as millilitres.

c 0.145 L
 f 0.026 L

(3) Use decimal notation to write the following as litres.
a 2 L 346 mL $\square$ d 4L207 mL $\qquad$
b 4 L 475 mL $\square$ c 3 L 149 mL $\square$ e 1 L 947 mL

f 6 L 503 mL $\square$
(4) Rewrite the following as millilitres.
a $3 \cdot 104 \mathrm{~L}$ $\square$ b $5 \cdot 624$ [ $\square$ c 2.891 L
f 7.235 L
i 9.094 L $\square$
Assignment
Name : Ruth Edmond \& Lyndon Tambe

|  | A Kilolitre (kL) is a derived metric SI (System International) <br> measurement unit of volume with sides equal to one metre (1m) <br> and as such, is equivalent to one cubic metre (1m). One kilolitre <br> (1kL) is equal to one thousand litres (1 000L). The Kilolitre is <br> used to measure volume of liquid. |
| :--- | :--- |
| Megalitre (ML) is also a metric unit of capacity equal to a million <br> litres. One gigalitre (1gaL) equals to <br> 1000 million litres. The number sounds big, but what do they <br> really look like ? A standard olymbic-size swimming pool contains <br> 2.5ML or 2,500,000 litres of water. <br> (note : appreviations for megalitre is written in capital letters. Eg. <br> ML. This appreviation is more or less like the millilitre, only that <br> the appreviation for millilitre is written as a lowercase ( $m$ ) and a <br> capital (L) = mL <br> See the difference : mL = Millilitre <br> ML = Megalitre |  |


Assignment
Copic : Measurement (Cubic Centimetres \& Millilitres)
Learners notes
Exercises
Assignment
Name : Ruth Edmond \& Lyndon Tambe
Subject : Maths
Learners notes

Assignment
Name : Ruth Edmond \& Lyndon Tambe
Subject : Maths


References



(1) What percentage of each square is coloured?
$\square$
Assessment
References

|  | Name : Ruth Edmond \& Lyndon Tambe Subject : Maths |
| :---: | :---: |
| Teacher |  |
|  |  |

Date
Topic : Numbers Patterns \& Algebra A (Percentages)
Lesson number : 2
$\square$
References


| Date |  |
| :--- | :--- |
| Topic : Numbers Patterns \& Algebra A (Percentages) |  |
| Lesson number : 3 |  |


References

|  | Name : Ruth Edmond \& Lyndon Tambe Subject : Maths |
| :---: | :---: |
| Teacher |  |
|  |  |

Topic : Numbers Patterns \& Algebra A (Finding Percentages)
Besson number: 4



Topic : Numbers Patterns \& Algebra A (Finding Percentages)
Lesson number : 5
$\square$
Assessment



| Date |
| :--- | :--- | | Topic : Number Patterns \& Algebra B (Order of Operations) |
| :--- |
| Lesson number : 1 |


|  | - The order of operations states that multiplication and division must be done before addition and subtraction. For the sample problem, first you would multiply 5 by 6 which is 30 , then add 4 , equalling 34 . |
| :---: | :---: |
|  | Order of Operations <br> Brackets ( ) <br> Exponents $n^{x}$ <br> Order of <br>  Operations |
|  | Do exercises 1 to 4 |
|  | NUMBER \& AIGEBRA <br> 2:20) Order of Operations |
|  |  |


$\square$

By the end of this lesson, students should be able to:
Define Decimal.
Identify decimal value.
Solve addition of decimals.


A Tn theoen
Assessment

Learning

outcomes | In this unit, students will apply decimal strategies to solve addition |
| :--- |
| Solve additions of decimals. |
| Identify trading decimal. |
| decimals. |

$\square$

Learning

outcomes $\quad$| In this unit, students will continue to practise doing adding decimals |
| :--- |
| and finding out that in placing numbers according to their decimal |
| values, the decimal points are aligned to each other. |
| Identify that when adding decimals, all decimal points are |
| under each points. |



| Teacher | Name : Ruth Edmond \& Lyndon Tambe Subject : Maths |
| :---: | :---: |
|  |  |
|  | Topic : Number Patterns \& Algebra B (Subtraction of decimals) Lesson number : 5 |

By the end of this lesson, students should be able to:
Solve subtraction of decimal problems.
Identify that when subtracting decimals, all decimal points are
outcomes
under each points.
Assessment
$\square$

## WEEKLY CHECKLIST For Parents:

Term: 2 Week number 6 Date...... to...... Month: .............
Subject $\quad$ Number $\quad$ Days $\quad$ Tick $\quad$ Parents comment $\quad$ Signature

|  | of <br> lessons |  | when <br> activity is <br> complete |  |  |
| :--- | :---: | :--- | :---: | :--- | :--- |
|  | 1 |  |  |  |  |
|  | 2 |  |  |  |  |
|  | 3 |  |  |  |  |
|  | 4 |  |  |  |  |
|  | 5 |  |  |  |  |
|  | 6 |  |  |  |  |

Term: 2 Week number 7 Date...... to...... Month: .............

| Subject | Number <br> of <br> lessons | Days | Tick <br> when <br> activity is <br> complete | Parents comment | Signature |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1}$ |  |  |  |  |
|  | 2 |  |  |  |  |
|  | 3 |  |  |  |  |
|  | $\mathbf{3}$ |  |  |  |  |


|  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | 5 |  |  |  |  |
|  | 6 |  |  |  |  |

## Term: 2 Week number 8 Date...... to...... Month: .............

| Subject | Number <br> of <br> lessons | Days | Tick <br> when <br> activity is <br> complete | Parents comment | Signature |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 |  |  |  |  |
|  | 2 |  |  |  |  |
|  | 3 |  |  |  |  |
|  | 4 |  |  |  |  |
|  | 5 |  |  |  |  |

