



Government of Vanuatu PMB 9016, Port Vila, Vanuatu Telephone: 23122 / 22323 Email admin@centralschool.edu.vu

# Central School Home School Package

Year: 6



Ministry of Education and Training/Ministère de l'Education et de la Formation Republic of Vanuatu/République du Vanuatu

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

# **LESSON Plan**

Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	
A Contraction of the second se	Topic : Measurement : Millilitres & Litres Lesson number : 1 (Week 6)
Learning	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Connect between common metric units of capacity millilitres to litres or litres to millilitres.</li> <li>Convert millilitres to litres and vice versa.</li> <li>Use decimal notation to write or convert a unit to another</li> </ul>
outcomes	<ul><li>unit of capacity.</li><li>In this unit, students will exercise themselves in identifying different units of Capacity. Capacity is the amount that a container can hold.</li></ul>
Introduction	The capacity of this juice bottle Is 250mL.
CO PARA	Catch phrase for the lesson <i>The bigger the space, the bigger the quantity.</i>
· ·	Summary Litre (L) is a unit of capacity (or volume) used for the measurement of liquids.

	1 L = 1 000 mL
	$1 L = 1 000 cm^3$
Learners notes	
Learners notes	
	Millilitre (mL) is a unit of capacity equal to one thousandth of a
	litre.
	1.000  mL = 1  L
	$1 \text{ mL} = 1 \text{ mm}^3$
	$1 \text{ Int} = 1 \text{ cm}^2$
	Decimal point is a point or dot used to seperate a decimal from a whole number part.
	36.9
	Decimal Point
	Using decimal notation to write in litres : 439  mL = 0.439  L
	Remember, litres and millilitres are related by 1 000. In usung a calculator, press $439 \div 1000$ and press = the answer will be 0 439.
Visual aids	
L	



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Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	
Con the second	Topic : Measurement (Kilolitres & Megalitres) Lesson number : 2
	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Connect between common metric units of capacity kilolitres to megalitres or megalitres to kilolitres.</li> <li>Convert kilolitres to megalitres and vice versa.</li> </ul>
Learning outcomes	<ul> <li>Use decimal form to write or convert a unit to another unit of capacity.</li> </ul>
Introduction	In this unit, students will learn different types of measurements using kilolitres and megalitres. kL stands for kilolitres, ML stands for megalitres. These are other forms or units of capacity as learned from the previous lessons.
COP MAGE	Catch phrase for the lesson What gets measured, Gets MANAGED! -Peter Drucker-
	Summary 250 L 250 L 4 bathtubs hold about 1 kilolitre. 250 L 250 L 4 x 250 L = 1 kl
Learners notes	kL stands for kilolitres.     ML stands for megalitres.       1 kL = 1000 L     1 ML = 1000000 L or 1000 kL       1 kL is equal to 1 cubic metre.     1 ML is equal to 1000 cubic metres.



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Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	
A Contraction of the second se	Topic : Measurement (Cubic Centimetres & Millilitres) Lesson number : 3
Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Connect between common metric units of capacity and volume such as cubic centimetres to millilitres or millilitres to cubic centimetres.</li> <li>Convert cubic centimetres to millilitres and vice versa.</li> </ul>
Introduction	In this unit, students will learn the difference of capacity and volumes. Especially working with measurments, capacity and volume connects somehow to see how things takes up spaces. As learned previously, we know that capacity is about the amount a container can hold, whereas volume, is about the amount of space occupied by a 3D object.
COPACIENT STORE	Catch phrase for the lesson <i>The measure of who we are is what we do with what we have.</i> -Vince Lombardi



ď	Do exercises 1 to 4
Exercises	

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Assessment	
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Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	
Anne	Topic : Measurement (Millilitres & Litres) Lesson number : 4
Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Convert Millilitres to Litres and vise-versa.</li> <li>Use decimal notation to write units of millilitres to litres and vise-versa.</li> <li>Rewrite millilitres to litres and vise-versa.</li> </ul>
Introduction	In this unit, students will exercise converting millilitres to litres, using decimal notation to write millilitres to litres and rewriting millilitres to litres and vise-versa.
	Catch phrase for the lesson Measurement is the first step that leads to control and eventually to improvement. -H. James Harrington





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Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	
A Contraction of the second se	Topic : Measurement (Cubic Centimetres & Litres) Lesson number : 5
	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Identify and connect cubic centimetres to litres.</li> <li>Convert cubic centimetres to litres and vise-versa.</li> </ul>
Learning outcomes	
Introduction	In this lesson, students will identify and use 3D objects to see how they fit or occupy a space. It gives an idea of the the difference of cubic centimetres and litres. With different objects, you will get different results. With the right equipements you can get the right results.
MAGE	Catch phrase for the lesson Be all in or get all out. There is no half way.
Central Sc	Summary Pour 30 mL of water into a measuring cylinder. One by one, place ten Centicubes into the cylinder and note the change in water level. Make sure the









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Date					
Caroline -	Topic : Numbers Patter Lesson number : 1	ns & Alget	ora A (Perc	entages)	
Learning outcomes	<ul> <li>By the end of this lesso</li> <li>Determine the perature of 100 obtineers of 100 o</li></ul>	n, students rcentage of ojects. aning of pe ntage into a ntage into a nethods of	should be a a given ob rcent. a decimal a fraction their own c	able to: ject(s)' pro- provide the state of the state o	esence within
Introduction	Many approaches work for solving percent problems. This lesson focuses on experimenting with a range of approaches and understanding why and how multiple approaches yield correct results. Students will learn about part-part and part-whole relationships and what percent means.				
CO MAGE	Catch phrase for the les There's a fine LINE bet	son tween Num	erator and	Denomina	ntor !
	Summary Write "%" it means "per hundred". The mathematical focus is on understanding the meaning of percent from two distinct perspectives: the fact that percent means "per hundred" and the visual representation of a given percent (60%) of a whole amount. Below the example is showing how we say and write percentage in				
	fraction and decimal for	rmat.	w we say al	na write pe	ercentage m
Learners	For example:				
110105	Number in Words	Decimal	Fraction	Percent	
	60 hundredths (decimal) 60 over 100 (fraction)	0.60	$\frac{60}{100}$	60%	



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Anne	Topic : Numbers Patterns & Algebra A (Percentages) Lesson number : 2
	<ul> <li>By the end of this lesson, student should be able to:</li> <li>Determine the percentage of a given object(s)' presence within a group of 100 objects</li> </ul>
	<ul> <li>Convert the percentage into a decimal</li> </ul>
Learning outcomes	<ul> <li>Convert the percentage into a decimal</li> <li>Convert the percentage into a fraction</li> </ul>
	As an extended activity for the previous lesson, lets see if the students remember the concepts of identifying percentages, converting them to decimals or fraction forms.
Introduction	Catch physics for the lesson
MASE	Don't forget the correct sign, Percentage is so easy. It's divine.
	Summary Use the same notes and concepts in lesson 1. (dated 25th May 2020)
Learners notes	
Visual aids	
1	Do exercises 1 to 4
Exercises	1905) Percentages
	What percentage of each square is coloured?
Central Sc	







Date	
A Contraction of the second se	Topic : Numbers Patterns & Algebra A (Percentages) Lesson number : 3
Learning outcomes	<ul> <li>By the end of this lesson, student should be able to:</li> <li>Determine the percentage of a given object(s)' presence within a group of 100 objects.</li> <li>Convert the percentage into a decimal</li> <li>Convert the percentage into a fraction</li> </ul>
Introduction	In this unit students will do more exercises relating to percentages converting to fractions and decimals.
	Catch phrase for the lesson <i>Turning back to a hundred</i> .
	Summary Notes and concepts same as lesson 1 (dated 25th May 2020)
Learners notes	
Exercises	Do exercises 1 to 4
Central Sc	40 out of 100 We can write a fraction as a decimal or a percentage. These mean the same as 40 out of 100. 0.4 0.40

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Date			
Contraction of the second seco	Topic : Numbers Patterns & Algebra A (Finding Percentages) Lesson number : 4		
Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Find a percent of a given quantity.</li> <li>Find a quantity given a part and the percent that part is of the whole.</li> <li>Use percents in money calculations.</li> </ul>		
Introduction	In this unit, students will try to find out percentages of a quantity. It will require multiplication and division skills to calculate answers.		
CO PARA	Catch phrase for the lesson Fractions speaks louder than percentage.		
Learners notes	SummaryTo find a percentage of a quantity, write the percentage as a fraction. If we know $\frac{1}{10}$ of an amount we can multiply by 3 to find $\frac{3}{10}$ of the amount. <b>25% of \$18030% of \$1000</b> $= \frac{1}{4}$ of \$180 $\frac{1}{10}$ of \$1000 = \$100 $= \frac{1}{4}$ of \$180 $\frac{1}{10}$ of \$1000 = \$100 $= $45$ $= $300$ 25% of \$180 is \$45. $30\%$ of \$1000 is \$300.		
Visual aids			







Name : Ruth Edmond & Lyndon Tambe Subject : Maths

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Date	
Anne	Topic : Numbers Patterns & Algebra A (Finding Percentages) Lesson number : 5
Learning	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Find a percent of a given quantity.</li> <li>Find a quantity given a part and the percent that part is of the whole.</li> <li>Use percents in money calculations.</li> </ul>
outcomes	
	In this unit, students will do more exercises relating to finding percentages.
Introduction	
COP A STOCK	Catch phrase for the lesson As facts : 4 out of 3 People Struggle With Math. 5 out of 4 People Struggle with Math. 5/4ths of People Have Trouble With Fractions. Answer : 96% percent of these statistics are made up.
	Summary Notes and concepts are the same as in lesson 4 (Dated 28th May 2020)
Learners notes	
Visual aids	
Exercises	Do exercises 1 to 3           NUMBER & ALGEBRA           Finding Percentages
Central Sch	Image: Text of the percentage of each amount.Remember to convert each percentage to a fraction.a 10% of \$70b 25% of \$32c 50% of \$30d 20% of \$40

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Date	
Contraction of the second seco	Topic : Number Patterns & Algebra B (Order of Operations) Lesson number : 1
Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Identify and explain steps in the order of operations.</li> <li>Solve operation exercises or activities demonstrating their understanding of the order of operations.</li> </ul>
Introduction	In this unit, students will understand and explain the relationship between addition and subtraction, and between multiplication and division. They will explore guesses and proof, recognising the uncertainty of expressions and equations that include more than one <b>operation</b> .
CONTRACTOR OF THE PARTY OF THE	Catch phrase for the lesson BEDMAS: Remember algebra's order of operations with the phrase, "Big Elephants Destroy Mice And Snails." This trick for remembering the order of operations reminds you of which steps to take and when: Brackets, Exponents/roots, Divide, Multiply, Add, Subtract (BEDMAS).
Learners notes	<ul> <li>Summary</li> <li>How do we solve this? 4 + 5 x 6</li> <li>If you add 4 to 5 first, and get 9, then multiply 9 by 6 which equals 54, the answer is incorrect.</li> <li>When you have multiple operations meaning addition, subtraction, multiplication, and/or division, in one expression, you must follow</li> </ul>





ŕ	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Teacher	
Date	

Contraction of the second seco	Topic : Number Patterns & Algebra B (Strategies with decimals) Lesson number : 2			
Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Define Decimal.</li> <li>Identify decimal value.</li> <li>Solve addition of decimals.</li> </ul>			
Introduction	with operations. It's basics where, they learn how to read, write and compare decimal numbers giving where their values are. By using addition, it will demonstrate variety of ways how we use decimal numbers.			
COP MIMAGE	Catch phrase for the lesson The dot is a point. Not a fullstop.			
· · · · · · · · · · · · · · · · · · ·	Summary Decimal is a part of a number, written after a dot. That <b>dot</b> is called a <b>Decimal Point.</b> That point or dot used to separate a decimal from a whole number part.			
Learners notes	36.9			
	Decimal Point			



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Teacher	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Date	Wednesday 3rd June 2020
A Contraction of the second se	Topic : Number Patterns & Algebra B (Addition of decimals) Lesson number : 3

By the end of this lesson, students should be able to:				
	• Solve additions of decimals.			
	• Identify trading decimal.			
Learning				
outcomes				
	In this unit, students will apply decimal strategies to solve addition using addition numbers and place values and experiencing trading			
Introduction	decimais.			
	Catch phrase for the lesson			
MAGE	Trading is easy, you give me what I want, I give you what you want.			
	Summary			
	Addition of Decimals			
Learners notes	Felicity drank 2.857 L of water. James drank 3.375 L. Trading with decimals is like			
	How much did they drink altogether?			
	1 1 1 We trade 10 thousandths for			
	2 · 8 5 7 L 1 hundredth, then trade 10 hundredths			
	$\frac{+3 \cdot 3}{6 \cdot 2} \frac{7}{3} \frac{5}{2} \frac{L}{L}$ for a one.			
Visual aids				
1	Do these exercises			
Exercises	1 a U Tth Hth Thth b U Tth Hth Thth c U Tth Hth Thth d U Tth Hth Thth e U Tth Hth Thth			
	2.413 3.592 6.842 4.693 1.761			
L				
Central So	$= \frac{+1.2/0}{-1.2} + \frac{+0.12}{-1.2} + \frac{+1.20}{-1.20} + \frac{+1.20}{$			

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	By the end of this lesson, students should be able to:				
	<ul> <li>Solve additions of decimals.</li> <li>Identify that when adding decimals all decimal points are</li> </ul>				
<b>X</b>	• Identify that when adding decimals, all decimal points are under each points.				
Learning					
outcomes	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.				
Introduction					
	Catch phrase for the lesson				
	Decimal points align makes an addition.				
IMAGE	Summony				
	Summary				
•	Addition of Decimals				
	Zeros at the end of concer				
Learners notes	$3 \cdot 19 \qquad 3 \cdot 190$ $7 \cdot 5 \qquad 7 \cdot 500$ $9 \cdot 237 \qquad 9 \cdot 237$ $decimals$ $don't change$ values.				
	Keep the points under points. $19 \cdot 92.7$				
Visual aids					
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Exercises					
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Ì.	Name : Ruth Edmond & Lyndon Tambe Subject : Maths
Teacher	
Date	
A CONTRACT OF CONTRACT.	Topic : Number Patterns & Algebra B (Subtraction of decimals) Lesson number : 5

Learning outcomes	<ul> <li>By the end of this lesson, students should be able to:</li> <li>Solve subtraction of decimal problems.</li> <li>Identify that when subtracting decimals, all decimal points are under each points.</li> </ul> In this unit, students will continue to using decimal strategies to subtract decimals and finding out that in placing numbers according			
Introduction	to their decimal values, the decimal points are aligned to each ot	ther.		
	Catch phrase for the lesson Decimal points align makes an addition.			
Learners notes	Summary NUMBER & ALGEBRA Subtraction of Decimals Keep the points under points. $1 \ 6 \ 1$ $9 \ 6 \ 4 \ 3$ $9 \ 6 \ 4 \ 3$ $9 \ 6 \ 4 \ 3$ $6 \ 7$ $1 \ 6 \ 1$ $9 \ 6 \ 4 \ 3$ $6 \ 7$ $1 \ 6 \ 1$ $1 \ 6 \ 7$ $1 \ 6 \ 1$ $1 \ 6 \ 7$	ONCEPT		
Visual aids				
K	Do exercises 1 and 2			
Exercises	<b>D</b> a 16.6 <b>b</b> 31.46 <b>c</b> 72.54 <b>d</b> 99.21	4		
	$- 8 \cdot 4 - 25 \cdot 99 - 56 \cdot 75 - 86 \cdot 83$	<u>1</u>		
Central So	<b>e</b> $82 \cdot 3$ <b>f</b> $96 \cdot 5$ <b>g</b> $102 \cdot 3$ <b>h</b> $47 \cdot 32$ <u>-79 \cdot 6</u> <u>-38 \cdot 72</u> <u>-99 \cdot 68</u> <u>-29 \cdot 6</u>	2 6		

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## WEEKLY CHECKLIST For Parents:

#### Term: 2 Week number 6 Date..... to..... Month: .....

Subject	Number	Days	Tick	Parents comment	Signature

of lessons	when activity is complete	
1		
2		
3		
4		
5		
6		

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

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

5		
6		

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

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				