

UCIWAI SANGAM SCHOOL
SUPPLEMENTARY WORKSHEET

YEAR : 5**SUBJECT : ENGLISH**

STRAND	Strand 3 WRITING AND SHAPING
SUB STRAND	EN 5.3.4 LANGUAGE LEARNING PROCESSES AND STRATEGIES
CONTENT LEARNING OUTCOMES	EN 5.3.1.4 USE APPROPRIATE PROCESSES OF FORMAL WRITING STYLES TO COMPOSE SHORT FORMAL TEXT OF FAMILIAR TOPIC

NOTES**Punctuation: Commas**

A comma helps to divide up a sentence making it easier to read and understand.

e.g. Mr Burt, a vet, was last seen at the dog pound.

Commas also separate items in a list.

e.g. Peni bought a pair of socks, a vest, a sulu and a pair of flip flops.

They are also used to separate 2 or more descriptors in a sentence.

e.g. The crested iguana is an ugly, green, scaly and endangered species.

Activity:

Write the sentences below, punctuating them with commas.

1. Mrs. Delana the class 6 teacher is a kind woman.

2. I love my kindergarten teacher Mrs. Pillay.

3. David went on the hike with a map a pocket knife a compass a water bottle and a first aid kit.

4. Sheryl cleaned the washing machine and found a dollar coin a safety pin and a marble.

5. Tom's jacket was shabby dirty torn and smelly.

6. Mum's toe was swollen purple and painful.

UCIWAI SANGAM SCHOOL
SUPPLEMENTARY WORKSHEET

YEAR : 5**SUBJECT : MATHEMATICS**

STRAND	STRAND 2 MEASUREMENT
SUB STRAND	M5.2.1 LENGTH
CONTENT LEARNING OUTCOMES	M5.1.1.3 DEMONSTRATE AND EXPLAIN RELATIONSHIPS OF UNITS IN MEASURING LENGTHS.

Topic : MEASURING LENGTH

Length is the distance from one place to another. Length is measured using a ruler or a measuring tape. Standard unit to measure length **is metre**. **Shorter** distance is measured in centimetres. Any distance shorter than a cm is measured in millimetres. Very long distance is measured in kilometres.

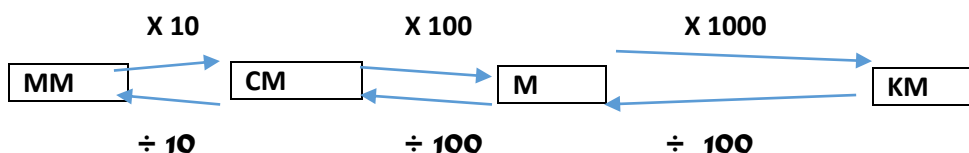
Mathematical Facts

10 millimetres = 1 centimetre

1000 millimetres = 1 metre

100 centimetres = 1 metre

1000 metres = 1 kilometre

CONVERTING MEASUREMENTS**ACTIVITY**

1. Use your measurement facts to convert these measurements to different units.

a. 3 cm = ____ mm

d. 10cm = ____ mm

b. 7 m = ____ cm

e. 4 000 m = ____ km

c. 5 km = ____ m

f. 70 mm = ____ cm

2. Order these units of lengths from shortest to longest.

a) 19cm 9m 250mm 20cm

b) 3m 290cm 310 cm 2950mm

c) 4 000mm 401 cm 350cm 4 000cm

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SUPPLEMENTARY WORKSHEET

YEAR: 5**SUBJECT: ELEMENTARY SCIENCE**

STRAND	Strand 2 MATTER
SUB STRAND	S5.2.1 INVESTIGATING MATTER
CONTENT LEARNING OUTCOMES	S 5.2.1.1 EXPLORE THE MEANING OF CHANGING THE THREE STATES OF MATTER

What is Matter?

Matter is everything around you. A matter occupies space and has weight. Desks, books, trees, water and even air is matter. Matter includes living things like plants and animals and non-living things such as tables and rocks. It comes in different states known as solid, liquid and gas.

The Three States of Matter.

Matter is classified as solid, liquid and gas. Each Matter has its own property. A property describes how an objects looks, feels or acts.

- PROPERTIES OF SOLID-**
1. Does not change its shape easily.
 2. It keeps its own shape when put in a container.
 3. Particles are joined together and cannot move around.

- PROPERTIES OF LIQUID**
1. Takes up the shape of any container. Has no fixed shape.
 2. It has definite volume.
 3. Particles slide over each.

- PROPERTIES OF GAS**
1. Invisible but you can feel it.
 2. Particles move around freely in all direction. Takes up space

Activity 1: Classify each object in the list below under each correct heading in the table.

Water, stone, table, juice, smoke, coconut oil, steam, biscuit, ice, oxygen

Solid	Liquid	Gas

Activity 2.

- 1 What is matter? Explain in your own words.

2. Name the states of matter.

3. Where can you see matter?

4. Write two properties of solids.

UCIWAI SANGAM SCHOOL
SUPPLEMENTARY WORKSHEET

YEAR : 5**SUBJECT : HEALTHY LIVING**

STRAND	Strand 3 SAFETY
SUB STRAND	H 5.3.1 PERSONAL SAFETY
CONTENT LEARNING OUTCOMES	H5.3.1.1 RECOGNISE AND DEMONSTRATE PERSONAL SAFETY PRACTISES AND BEHAVIOUR WHEN BEING ALONE

NOTES**PERSONAL SAFETY**

Personal safety is the freedom from worry that you might suffer physical harm and threats of physical harm. No matter how much we strive to make our environment as safe as possible, accidents at home can still happen - even in the most well set out environment. When it comes to the health of our families, especially for those with young children, it makes sense to know exactly what to do if these common scenarios do occur.

Personal Safety is the study of how you can identify, describe and discuss risks and hazards in your environment that may pose a threat to your health and safety. It is important that you learn to follow safety procedures when you are alone either at home, school or travelling in a car or bus or when playing outdoors or when out swimming or on field trips.

SOME SAFETY SKILLS

Here are some basic and essential safety skills that you can learn in order to have a safe and peaceful time with your family.

- a) You should watch out for loose wires or cables, carpets or rugs or even things that scatter around in order for you to avoid tripping, slipping or falling apart.
- b) Avoid playing on the stairs and other high places such as the trees or roofs.
- c) Do not play with fire or heat.
- d) Do not play with candles, matches, cigarettes and electrical sockets.
- e) Watch out for sharp things objects like scissors, knives, razors and needles. When you see them scattered or left within the house vicinity, tell your parents about it or return it to the proper places.
- f) Avoid touching poisonous substances such as bleaches, shampoos, insect sprays, gels and lotions etc.

Activity:

1. What safe activities can you think of that you can do when looking after your small brother or sister at your home?

2. Identify some household cleaning chemicals that you can use to clean your homes with.

3. Which of the household work that you do is the hardest and why is it hard?

4. Read the passage below and use the words in the box to correctly complete the sentences.

Follow don't advise not under

We must _____ the safety rules at home so that we _____ get hurt. We must seek _____ from our parents if we are handling things near a fire. We must help our younger brother's and sister's _____ to play near or _____ tall trees. Always go with a trusted Adult when going to the supermarket or the market.

5. What will you do if you identify any hazard area in your classroom?

6. Identify a risky place at your home.

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YEAR : 5**SUBJECT : HINDI**

STRAND	Strand 3 लिखना एवं निमाण करना
SUB STRAND	H 5.3.2 भाषा की विशेषताएँ एवं नियम
CONTENT LEARNING OUTCOMES	H5.2.1.1 प्रस्तुत जानकारी की समझ दर्शाने के लिए उन विशेषताओं को पहचानना जो परिचित व अपरिचित लिखित व दृश्य संबंधी पाठ में विशेषताएँ पाए जाते हैं

क. इनके विपरीत अर्थ वाले शब्द लिखो :

जैसे - बड़ा - छोटा

१. सुबह - -----

२. खाली - -----

३. अन्दर - -----

४. सवाल - -----

ख. रेखांकित शब्दों की जगह पर पर्यावाची शब्द लिखो ।

उदाहरण: रोशन मुस्कुराते हुए खिड़की के पास आया । (सामने)

१. अंशू कमरे के अन्दर कसरत करता है । (-----)

२. चिड़िया पेड़ के ऊपर बैठी है । (-----)

३. पिताजी घर के बाहर खड़े हैं । (-----)

४. राहुल उदास है । (-----)

ग. भाषा - 'ने' और 'से' का प्रयोग ।

१. सीमा ----- भी चालाकी ----- काम लिया ।

२. देव ----- मोहन ----- पूछा ।

३. अध्यापक जी ----- बच्चों ----- कबीर के विषय में चर्चा की ।

४. माँ ----- बच्चों को बड़े प्यार ----- पाला ।

५. नीरू ----- लपक कर बड़े प्रेम ----- बालक को उठा लिया ।

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SUPPLEMENTARY WORKSHEET

YEAR : 5**SUBJECT : SOCIAL STUDIES**

STRAND	Strand 2 TIME CONTINUITY AND CHANGE
SUB STRAND	SS 5.2.1 UNDERSTANDING THE PAST
CONTENT LEARNING OUTCOMES	SS5.2.1.1 INVESTIGATE THE IMPACTS OF DIFFERENT ETHNIC TO THE DEVELOPMENT OF FIJI

(READ THE NOTES CAREFULLY)**The Arrival of Other Ethnic Groups to Fiji.**

When the Europeans have settled well in Fiji, they purchased land in exchanged with firearms that could be used in tribal wars at that time. The colonial government had started farms of sugarcane and cotton wools and they needed people to work for them. The iTaukei were reluctant to work on the farms so Sir Arthur Gordon, the Governor General decided to bring labour from overseas. Slaves from Solomon Islands were imported or blackbirded to Fiji to work on the farms.

The Early Indians.

In 1879, Indians first arrived in Fiji in the Leonidas from Calcutta as indentured servants to work on the sugar plantations until 1916. Of the new arrivals, some 85% were Hindus, 14% Muslims, and the rest were mainly Christians and Sikhs. Most of the migrants were men 20 to 40 years of age from the poor, uneducated and agricultural castes. Life in India was never easy, and economic conditions had pushed them to accept the inducement offered by the British Empire to work in the sugarcane farms in Fiji. After the indentured system was abolished, however, most chose to stay in Fiji even after they were offered passages back to India, and the majority became independent farmers and businessmen. Today, Indians make up a significant portion of the Fijian population and have greatly contributed to the development of Fiji.

ACTIVITY ANSWER THE FOLLOWING QUESTIONS

1. What is blackbirding?

2. Explain the term Indentured Labour system.

3. In which year did the indentured labour system stop?

4. Name the first ship in which the Indian labourers were brought to Fiji.

5. Name all the sugar mills in Fiji.

6. What do you understand by the abbreviation **FSC**?

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CAKACAKA LAVAKI KALASI 5

Vola e dua na ivola vua na tamamu ka digitaka na vosa e veiganiti me vakatawani kina na veivanua sa lala koto.

Vakayagataka ga na Yacamu.

Raviravi

Nadroga

I _____

Bula vinaka Ta. Au nuitaka ni ko bulabula vinaka tiko.

Ta, e ka ni _____ me'u tukuna yani ni'u sa rawata na noqu _____ e ke.

Me vaka ni sa na toso cake na noqu _____, au kerea mo vakauta mai e na baqe na noqu isau ni I vola ni vuli kei na I _____ ni vuli.

Ta, e totoka vei au na tiko e ke vei _____ ka ni dau lomani au dina o'koya. Au sa loloma vakabibi tu yani. Me noda vata na loloma ni Turaga.

_____ mada Ta.

_____ lomani

Moce	kalasi	12 ni Jiuai	marau	Yako
Luvemu	veitarogi	Nei	Ta	sulu