

**UCIWAI SANGAM SCHOOL**  
**SUPPLEMENTARY WORKSHEET**

**YEAR : 6****SUBJECT : ENGLISH**

<b>STRAND</b>	Strand 3 WRITING AND SHAPING
<b>SUB STRAND</b>	EN 6.3.4 LANGUAGE LEARNING PROCESSES AND STRATEGIES
<b>CONTENT LEARNING OUTCOMES</b>	EN 6.3.1.4 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 describers 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.**

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

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- I love my kindergarten teacher Mrs. Pillay.

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

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

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

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- Mum's toe was swollen purple and painful.

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**UCIWAI SANGAM SCHOOL**  
**SUPPLEMENTARY WORKSHEET**

YEAR : 6

SUBJECT : MATHEMATICS

<b>STRAND</b>	STRAND 2 MEASUREMENT
<b>SUB STRAND</b>	M6.2.1 LENGTH
<b>CONTENT LEARNING OUTCOMES</b>	M6.1.1.3 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.

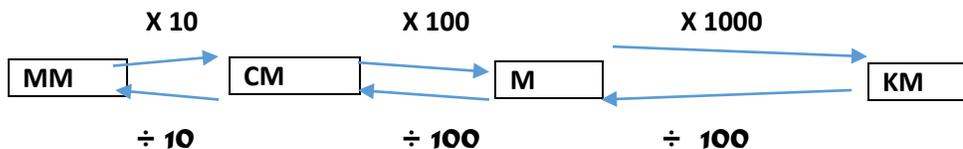
**Mathematical Facts**

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.  $3 \text{ cm} = \underline{\hspace{1cm}} \text{ mm}$

d.  $10 \text{ cm} = \underline{\hspace{1cm}} \text{ mm}$

b.  $7 \text{ m} = \underline{\hspace{1cm}} \text{ cm}$

e.  $4 \text{ 000 m} = \underline{\hspace{1cm}} \text{ km}$

c.  $5 \text{ km} = \underline{\hspace{1cm}} \text{ m}$

f.  $70 \text{ mm} = \underline{\hspace{1cm}} \text{ cm}$

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

a) 19cm 9m 250mm 20cm

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b) 3m 290cm 310 cm 2950mm

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

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**UCIWAI SANGAM SCHOOL**  
**SUPPLEMENTARY WORKSHEET**

**YEAR: 6****SUBJECT: ELEMENTARY SCIENCE**

<b>STRAND</b>	Strand 2 MATTER
<b>SUB STRAND</b>	S6.2.1 INVESTIGATING MATTER
<b>CONTENT LEARNING OUTCOMES</b>	S 6.2.1.1 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.

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2. Name the states of matter.

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3. Where can you see matter?

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4. Write two properties of solids.

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**UCIWAI SANGAM SCHOOL**  
**SUPPLEMENTARY WORKSHEET**

**YEAR : 6****SUBJECT : HEALTHY LIVING**

<b>STRAND</b>	Strand 3 SAFETY
<b>SUB STRAND</b>	H 6.3.1 PERSONAL SAFETY
<b>CONTENT LEARNING OUTCOMES</b>	H6.3.1.1 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?

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

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

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

Follow   don't   advise   not   under
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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?

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6. Identify a risky place at your home.

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**UCIWAI SANGAM SCHOOL**  
**SUPPLEMENTARY WORKSHEET**

YEAR : 6

SUBJECT : HINDI

STRAND	Strand 3 लिखना एवं निँमाण करना
SUB STRAND	H 6.3.2 भाषा की विशेषताएँ एवं नियम
CONTENT LEARNING OUTCOMES	H6.2.1.1 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 ।

**UCIWAI SANGAM SCHOOL  
SUPPLEMENTARY WORKSHEET**

**YEAR : 6****SUBJECT : SOCIAL STUDIES**

<b>STRAND</b>	Strand 2 TIME CONTINUITY AND CHANGE
<b>SUB STRAND</b>	SS 6.2.1 UNDERSTANDING THE PAST
<b>CONTENT LEARNING OUTCOMES</b>	SS6.2.1.1 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?

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2. Explain the term Indentured Labour system.

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

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

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5. Name all the sugar mills in Fiji.

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

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**1078 UCIWAI SANGAM SCHOOL**

**CAKACA LAVAKI KALASI 6**

Wilika na itukutuku ka koto oqori era ka qai sauma na kena taro. Wirina na matanivola ko sa digitaka.

E dua na vula I mamaca balavu a vakavuna na macamaca ni veitobu wai ena dua na yanuyanu. Sa duatani na nodra karamaca na kena I taukei.

E na dua na bogi a qai yaco e dua na ka veivakurabuitaki. Ni davo koto e na nona lomanivale e dua na marama, a qai kidacala ni sa kadruvi yani na yavana. E na rarama ni nona cina, a raica rawa ni dua na lairo ko ya.

A taviraka yani ki tuba ka mai davo tale koto. Sega ni dede, sa baci kadruvi koya tale yani. A tucake tale na marama oqo ka taviraka yani ki tautuba. Ia, ni baci kadruvi koya tale yani sa sega ni taviraka tani.

Ni vakadikeva vinaka na lairo, a qai raica ni suasua vinaka ka savasava tale tu ga na yagona. Na veika e raica na marama oqo, e vakadeitaka vua ni cabe mai waidranu na lairo.

E yacovi koya na marama oqo e dua na marau levu. A taura na nona cina ka muri Ra Lairo ni sa qasi lesu yani ki tautuba. Na veimuri oqo, e rau siro kina baravi ka cabe ki na dua na delana lailai. E koto e kea e dua na qara ka solega tu na gusu ni qara na wabosucu. A curu ki loma ni qara na lairo ka muri koya yani na marama oqo.

**E vaka e raica na kena vudi dreu** na marama oqo ni sa raica na tobu wai makare ka toka e loma ni qara. A tekiduru ka tabaka na gunu. Ni sa tucake ka vakadinadinataka na ka veivakurabuitaki oqo, a qai raica ni davo koto na lairo e na bati ni wai.

A vakatavitaviya na daku ni lairo na marama oqo, ka vakavinavinaka vua. A mai goole yani ki tautuba na lairo ka rau sega ni sota tale.

A qai vakaraitaka na marama oqo na veika a yaco. E **tara bewa** na nodra marau na itaukei ni yanuyanu ko ya e na veidusimaki veivakurabuitaki ni lairo.

I Vurevure ni Tukutuku: **NANUMA LESU- MINISTRY OF EDUCATION-1993**

1. Na cava e ra maca kina na veitobu?

A. Na di ni mati

B. Na tau bi ni uca

C. na liwa ni cagi

D. na draki mamaca

2. Ni dua e karamaca, e tukuni ni via \_\_\_\_\_.  
A. Gunu  
B. Kana  
C. Iako  
D. moce
3. A qasi yani vakavica ki loma ni vale na lairo?  
A. Dua  
B. Rua  
C. tolu  
D. va
4. A tavraki vakavica ki tautuba na lairo?  
A. Dua  
B. Tolu  
C. rua  
D. va
5. A cava a kidacala kina na marama oqo?  
A. Na laukati ni yavana  
B. Na kadruvi ni yavana  
C. na nona karamaca  
D. na nona moce yadrayadra
6. E kila vakacava na marama oqo ni cabe mai wai na lairo?  
A. Na suasua ni yagona  
B. Na lumisa ni yagona  
C. na soso ni yagona  
D. na mamaca ni qana
7. E vaka e raica na kena vudi dreu. E kena ibalebale, \_\_\_\_\_.  
A. Kamikamica na ka e raica.  
B. Raica e dua na ka e taleitaka.  
C. Via kana vudi dreu.  
D. Raica e dua na ka dreu.
8. A cava e dramica kina na ligana na marama oqo ni tara oti na daku ni lairo?  
A. E via kila se wai cava e cabe mai kina.  
B. E via kila se vakalewe na lairo.  
C. A katia na ligana na lairo  
D. A katakata na ligana.
9. Ni da tekiduru, e da vakayagataka na \_\_\_\_\_.  
A. Ligada  
B. Keteda  
C. uluda  
D. duruda
10. A ka veivakurabuitaki cava a yaco e na bogi ko ya?  
A. Na tau ni uca  
B. Na suasua ni lairo  
C. na veidusimaki ni lairo  
D. na mamaca ni veitobu