

**WEEKLY HOME STUDENT
PACKAGE**

NAME : **YEAR 6**

NOTES TO PARENTS.

Bula Vinaka to all parents.

1. Please give the chance to your child to complete all tasks given.
2. You may assist your child BUT he/she should do all the writing.
3. Due to COVID restrictions, we are requesting the parents, if it is possible to be in school on Mondays to collect or drop the completed worksheet.

Monday 5th will be the first pick-up for the 1st Weekly Home Student Package and has to be returned to school on Monday 12th for the teachers to mark and at the same time you will collect the 2nd Weekly Home Student Package.

Looking forward for your support and co-operation.

All the best Year 6 students and be safe at all times.

MRS NAIVALUVOU
YEAR 6 TEACHER.

Strand	• M1 NUMBERS & NUMERATION
Sub-strand	M1.2 Fractions, M1.3 Decimals
Content Learning Outcome	<ul style="list-style-type: none"> ✓ M6.1.2.1 Select and apply mathematical operations on fractions involving the same or different denominators calculations on fractions using operations. ✓ M6.1.3.1 Relate and explain mathematical calculations using operations for decimals to 2 decimal places.

Converting Fractions to Decimals

Step I: Convert the fraction into an equivalent fraction with denominator 10 or 100 or 1000 if it is not so.

Step II: Take the given fraction's numerator. Then mark the decimal point after one place or two places or three places from right towards left if the given fraction's denominator is 10 or 100 or 1000 respectively.

(i) $\frac{7}{100} = 0.07$ (iii) $\frac{999}{1000} = 0.999$

(ii) $\frac{77}{100} = 0.77$ (iv) $\frac{9999}{1000} = 9.999$

Decimal to Fraction

0.32 = $\frac{32}{100}$ = $\frac{8}{25}$

hundredths ↗

To convert a **decimal** to a **fraction**, identify the place value of the last decimal place. Write the decimal as a fraction using the place value as the denominator. Simplify the fraction.

1. Peni sold 32 coconuts by the roadside. Two eighths of the coconuts were 'fresh bu' and the rest were matured ones. Half of the matured nuts were big while the others were small.
 - a. How many coconuts were 'fresh bu'?
 - b. What fraction of the coconuts were matured?
 - c. How many matured coconuts were small?

2. Susan went to town, she bought two dozen buns for \$1.50 per dozen. She also bought one dozen eggs which costs \$2.50 per dozen. She gave \$20 to the shopkeeper.

- a. How much did she spend altogether?
- b. What change did she get?
- c. How many buns are there in two dozen?

3. From half a watermelon, Ana ate $\frac{2}{8}$ and Sally ate $\frac{1}{4}$. How much watermelon did they eat altogether?

Activity II

1. Add the following fractions:

a. $8\frac{1}{4} + 2\frac{1}{2} =$

b. $4\frac{1}{2} + 2\frac{1}{3} =$

c. $6\frac{1}{4} + \frac{2}{3} =$

d. $1\frac{1}{2} + 4\frac{1}{6} =$

2. Change the following fractions to decimals:

a. $\frac{2}{10} =$

b. $\frac{125}{100} =$

c. $\frac{35}{1000} =$

3. Find the products:

a. (i) $100 \times 3.03 =$

(ii) $10 \times 4.5 =$

(iii) $1,000 \times 3.03 =$

(iv) $1000 \times 4.5 =$

b. Find the quotients:

(i) $947.3 \div 7 =$

(ii) $345 \div 5 =$

(iii) $\$97.64 \div 6 =$

(iv) $\$ 54.04 \div 4 =$

1098 Sabeto Sangam School
ENGLISH WORKSHEET
YEAR 6

STRAND 1: Listening And Speaking

SUB STRAND 1.1: Language Features and Rules

Learning Outcome: Describe and identify parts of speech and use them appropriately

Achievement Indicator:

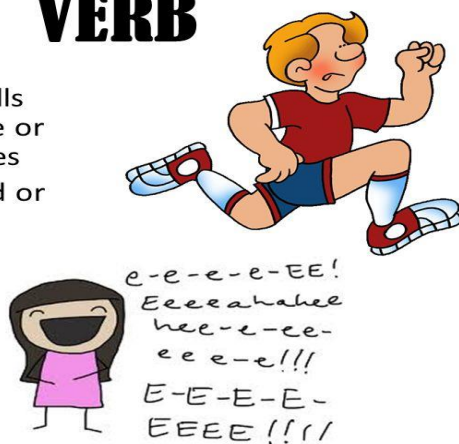
- Define the parts of speech
- Identify its function

Parts of speech:

The part of speech explain how a word is used in a sentence.

VERB


- **Definition:**
 - a word that tells what someone or something does
 - an action word or word of being
- **Examples:**
 - sit
 - laugh
 - run
 - jump



e-e-e-e-EE!
 Eeeeeahahaha
 hee-e-ee-
 ee e-e!!!
 E-E-E-E-
 EEEE!!!!



ACTIVITY 1- **Underline** the **verbs** from the sentence below

1. The baker bakes great cake.
2. The postman works whole day except Sunday.
3. The teacher is going to take us to the zoo.
4. His uncle can drive us to school tomorrow morning.
5. They could hear the ambulance down the street.



NOUNS

A noun is a person, place, animal, thing, or idea.

 Person man Ann girl Steve child Grandma Grandpa	 Place Paris city school home Asia space kitchen	 Animal dog cat whale lion bee bull lizard	 Thing book pencil apple flower disease shoe cap
--	--	--	---

www.vocabularypage.com

ACTIVITY 2 - Fill in the blanks with the words given

1. Every night we read a _____ together on bed.
2. The dirty little _____ played in the mud puddle.
3. She walked up the _____ to her bedroom
4. Mary threw the _____ into the lake.
5. Dad wants to paint the _____ blue.

room
stairs
stone
pig
book



ACTIVITY 3

Read the passage given above carefully and note down all the adjectives

CAMPING

My family likes to go camping every summer. We like to sit under the bright stars shining through the dark sky. We like to listen to the chirping crickets and crackling fires. Sticky marshmallows on melted chocolates fill up our tummies. At night we snuggle in our warm, cozy sleeping bags and tell scary stories until we fall asleep.



Activity 4: Circle the **adverbs** in the sentences given.

1. The bird flew early in the morning.
2. The lizard sat lazily on the rock in the sun.
3. The sky was full of brightly colored fireworks.
4. Please clean the windows carefully.
5. I will eat breakfast tomorrow.

1098 Sabeto Sangam School
ELEMENTARY SCIENCE WORKSHEET
YEAR 6

Strand	S1: LIVING THINGS AND ENVIRONMENT
Sub-strand	S1.2 Living Together
Content Learning Outcome	Investigate and research how human activities affect plants and animals

Lesson Notes

Majority of the environmental problems are caused by human activities. Such activities like farming, building houses and roads, disposing of waste or rubbish. Even though these activities benefit humans, they are creating problems in the environment.

Activity

1. Study the pictures below and note **the cause of pollution and how can it be solved.**

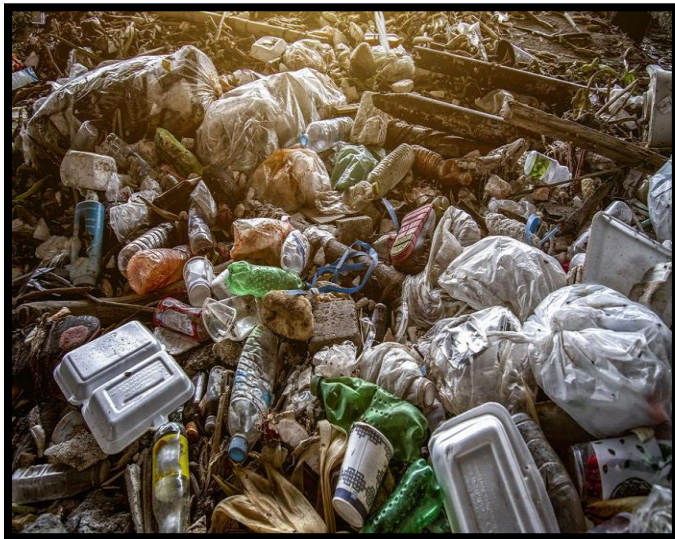


Figure 1

cause: _____

solution: _____



Figure 2

cause: _____

solution: _____



Figure 3

cause: _____

solution: _____



Figure 4

cause: _____

solution: _____

2. From the pictures above, describe how are these activities are affecting the environment?

Figure 1:

Figure 2:

Figure 3:

Figure 4:

1098 Sabeto Sangam School
HEALTHY LIVING WORKSHEET
YEAR 6

Strand	Building Healthy relationship
Sub-strand	Relationships
Content Learning Outcome	Outline ways of managing healthy and positive relationships in different social settings.

Lesson Notes

What is relationship?

Relationship is the way in which a person is connected to another person or to people or to a group. Our relationship towards others describes our personality. We have relationships with members of our family, our school or class teachers, our friends, our school or class mates, our neighbors and even our pets.

Maintaining Healthy and Positive Relationships.

We must be able to **be friendly and polite** when working with other people. Our good manners will allow us lots of friends. We become healthy and strong when we maintain good and positive relationship.

Activity

1. List down at least 5 **positive qualities** that you should have that will help you maintain good and healthy relationships.

2. How are emotions such as anger, fear and jealousy harmful in a relationship?

3. Please read the statements below and decide whether this relationship is **positive** or **negative**. Put a tick in the correct box.

a. My sisters argue all the time. As soon as they are alone they started shouting at each other?

positive negative

b. I always share my lunch with my friends in school. positive negative

c. My mother hugs and gives me a kiss before I go to bed. positive negative

1098 Sabeto Sangam School
Social Studies Worksheet
YEAR 6

Strand	SS2 Time, Continuity and Change
Sub-strand	SSS6.2.1 Understanding the Past
Content Learning Outcome	SS6.2.1.1 Explain the reasons behind the ceding of Fiji to Great Britain and highlight the important events that occurred and their significance to Fiji's history and present.

Lesson Notes

It is always important to know the history of any country like Fiji. Knowing our history helps us understand our past and also know how our future looks like. If we want to know how our country looks like today, we have to look at our past for answers.

Below are some important historical events of our country, Fiji.

History of Fiji-Pre-Contact to Contact Period

Date	Event
1500 BC	Fiji was suggested to have been settled by Polynesians before Micronesians, but there is no evidence

1820 to 1874

Date	Event
1822	European settlement begins at Levuka, Fiji's first modern town.
1830	The first Christian missionaries from Tahiti, Hatai, Arue and Tahaara, arrive at Lakeba
1835	Methodist missionaries, William Cross and David Cargill, arrive in Lakeba.
1840	First visit from an American exploring expedition commanded by Captain Charles Wilkes.
1845	Conversion of Ratu Ravisa (Varani), chief of Viwa, influenced by the ministry of Rev. John Hunt
1847	Prince Enele Ma'afu of Tonga arrived in Fiji and established himself in Lakeba by 1848
1849	Trading store of United States Consul and settler Williams accidentally destroyed by stray cannon fire and subsequently looted by Fijian natives
1851	First threatening visit from the United States Navy, demanding US \$ 5,000 for Williams's losses
1853	Warlord Ratu Seru Epenisa Cakobau installed as Vunivalu (Paramount Chief) of Bau, and claims the title of <i>Tui Viti</i> (King of Fiji)
1854	Cakobau converts to Christianity
1855	John Brown Williams's home is destroyed by arson
1858	Cakobau offers to cede the islands to the United Kingdom for US\$40,000
1862	The United Kingdom refuses to annex Fiji
1865	Confederacy of Fijian chiefs formed.
1867	Cakobau crowned <i>King of Bau</i> by European settlers.
1868	The Australian-based Polynesia Company obtains land near Suva, and promise to pay Cakobau's debts.
1871	Forming Kingdom of Fiji as a constitutional monarchy, with Cakobau as King
1872	John Bates Thurston, visits the United Kingdom on Cakobau's behalf wishing to cede the islands.
1874	10 October - Fiji becomes a British colony.

Activity:

Answer the following questions correctly.

1. What happened to the US Consul and J. B. Williams home?

2. Who destroyed Williams home?

3. Why were the US Navy threatening and demanding money from Fiji?

4. How much money did the US Navy demanded?

5. Did the Fijian people gave the money demanded? Why?

6. Who is Cakobau?

7. What did Cakobau do in order to meet US Navy's demand?

8. How much offer did he gave to the United Kingdom?

9. Did the United Kingdom finally accept the offer?

10. When did Fiji finally become the British Colony?

11. Where did the signing of the Deed take place?

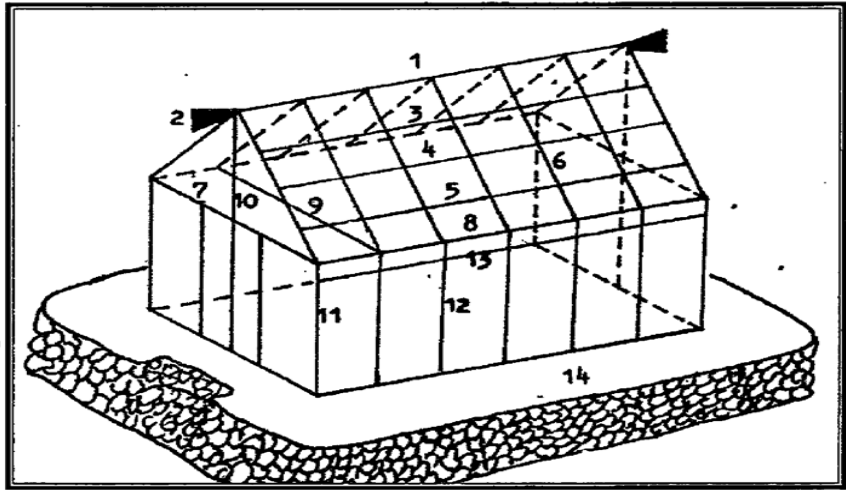
---Best of Luck---

1098 Sabeto Sangam School
Vosa Vaka-viti Worksheet
YEAR 6

Matana	NA iVAKARAU VAKAVANUA
Matana Lalai	Cakacaka ni Liga
Veika me rawati.	Kila ka dusimaka vakamatata na veitiki ni vale vakaviti

NA VEITIKI NI VALE

1. doka
2. loru / i bosa
3. bolo
4. i cavai
5. i vauvau
6. i sa
7. kaukubu
8. kautabu
9. i coka
10. bou
11. duru
12. i latu
13. i qasiqasi ni kalavo
14. yavu



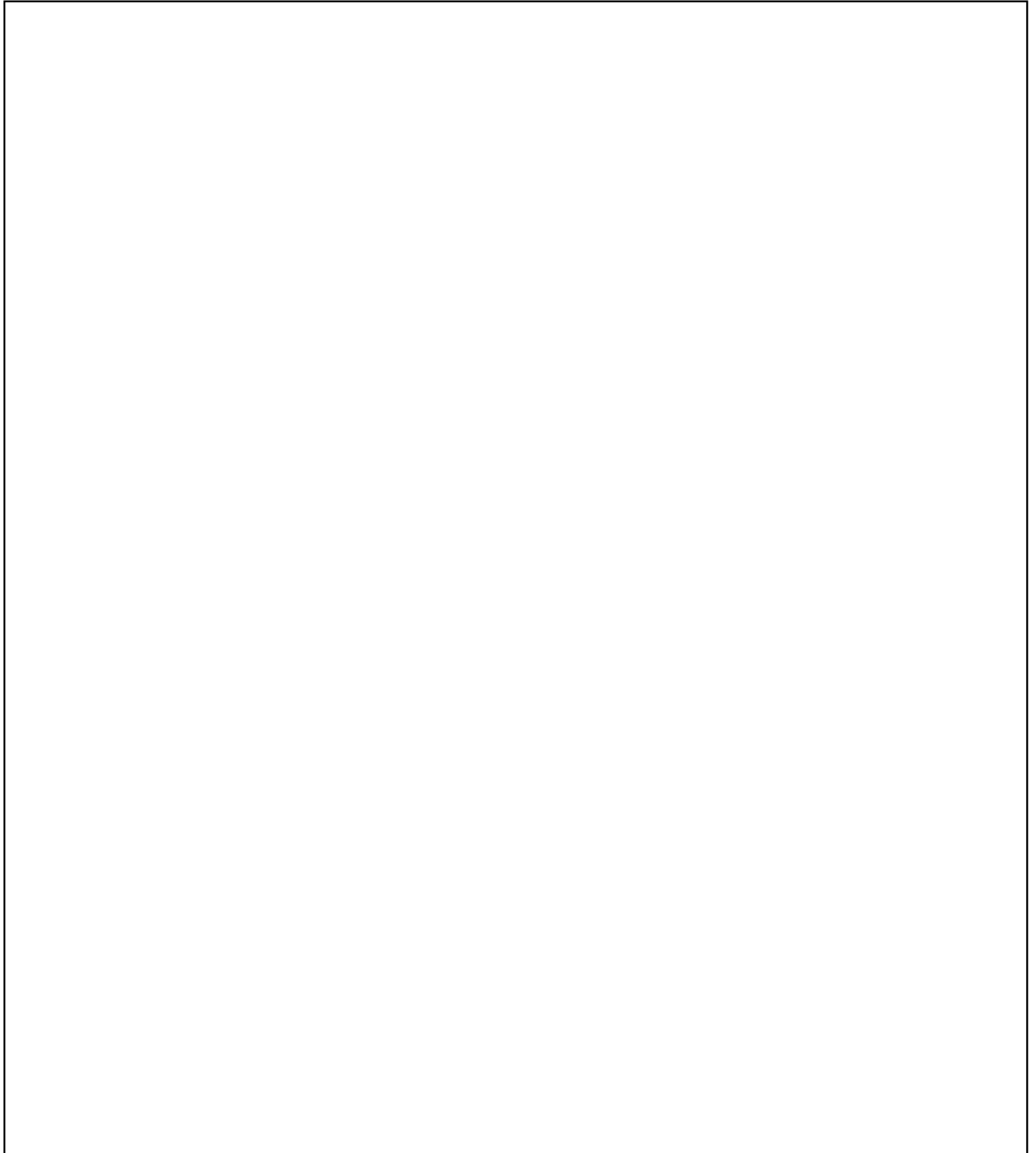
NA TARA NI VALE VAKAVITI

1. Na Kelivaki ni Duru:- Na tabua e cabo ki vua na matai me i kelivaki ni duru. E sega ni dau caka na kelivaki ni duru ni dua na valenikuro.
2. Na Oco:- Na magiti e vakarautaka na i taukei ni vale me kedra ko ira e ra tara vale tiko.
3. Na i Vakevu ni Matai:- Oqo na tabua ka vakacaboni vua na mata ni vale ni sa oti na tara vale. E dau caka vata kei na dua na magiti buta. E dau cabo na i vakevu e na yakavi ni siga e sa oti kina na vale. Ni sa oti ga na sasamaki, sa na mai kuvui sara yani.
4. Na Vakavunigasau:- Ni sa oti na tara vale, sa na marautaki na vale vou. E ra na qai soqoni vata ka laga meke se vucu. Oqo na vakavunigasau.
5. Na Kasiviti ni Vale:- E na i matai ni siga ka sa qai tawani vakadua kina na vale vou, e sa na mai caka kina na gunu yaqona. Na gunu yaqona oqo e tukuni me sa na kasiviti kina na vale.
6. Na vale ni Vugoda:- Oqo na noda vale tabu. Ni da curu yani kina, e sa dau noda i dabedabe na tikina sara ki ra – oqo me veidonui kei na maliwa ni matai kei na i karua ni i sa ni vale mai kubu i sue.
7. Na loma ni vale:- Na loma ni vale e vale ni tamata ka sa dodonu me vakarokorokotaki. Ni ko beca na vale, ko sa beca tale ga na kena i taukei se ko ira e ra tiko kina. Ni da curu ki vale, e da na curu e katuba i sue. E sega ni kilikili me da toro yani ki loqi, ia me da toka ga yani e ra. E tabu ni dabeci na i lago ni katuba.

* * * * *

Cakacaka Lavaki

1. Tovelea mo wilika ka kila sara vaka vinaka na veitiki ni vale vakaviti ka veidutaitaka vata kei na kena I yaloyalo.
2. Wilika ka kila talega vakavinaka na I vakamacala ka koto oqori me baleta na veika e dau vakayacori e na gauna e dau tara kina e dua na vale vaka viti.
3. Tovelea mo bulia se vakatakarakarataka e dua na nomu vale vaka-viti ka vakaraitaka toka kina na veitikina yaduadua me vaka e na I vakamacala.



Strand: लिखना एवं निर्माण करना

Sub-Strand: सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ

Content Learning Outcome: पहचानना कि छोटे औपचारिक लेखों के उपयुक्त उद्देश्य और दर्शक होते हैं

Achievement Indicator:

लेख के उद्देश्य व दर्शक को पहचानना व प्रयोग करना (औपचारिक/अनौपचारिक)

LESSON NOTES

विशेषण (Adjective)

जो शब्द संज्ञा या सर्वनाम की विशेषता बतलाता है उन्हें विशेषण कहते हैं ।

जैसे : मीठा, अच्छा, छोटा, गर्म, अन्धा, सुन्दर, सफेद, काला आदि ।

Activity 1

अभ्यास: निम्न लिखित वाक्यों में से विशेषण शब्दों पर गोलाकार निशान बनाइए ।

१. राम की माँ बहुत बातें करती है ।

२. अन्धा व्यक्ति लाठी के सहारे चलता है ।

३. कच्चे आम की चटनी बनती है ।

४. भिखारी के कपड़े फटे हैं ।

५. मोहिनी अच्छा गाती है ।

६. नानी सफेद कपड़े पसन्द करती है ।

Activity 2

इन वाक्यों में रेखांकित शब्दों के पर्यावाची शब्द लिखो । जैसे: लड़के - बच्चे

१. उनके नेत्रों से अच्छी तरह दिख नहीं रहा है ।

२. उस लड़के को बहुत क्रोध आता है ।

३. मैं अपने माता- पिता से बहुत प्रेम करती हूँ ।

४. हमें रोज सुबह ईश्वर को याद करना चाहिए ताकि हमारा दिन अच्छा बीते ।

५. बच्चों इक समूह में होकर कार्य को पूरा करेंगे ।
