



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>MATHEMATICS</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand 3</b>	Measurement
<b>Sub Strand</b>	Length/Area Non-Standard and Standard Units to measure length, distances and perimeters
<b>Content Learning Outcome</b>	Demonstrate and use appropriate standard units of measure to estimate and calculate length, distances and perimeter of a given objects.

### Measurement

#### A. Non Standard Units of Length

**Length-** is the distance from one end to the other or how long something is.

Non-standard units of measurement are units of measurement that aren't normally used. For example if you are asked to measure the length of the table using your hand span. Then you can record how many hand spans the table was and record this. Also if you are asked to measure the length of your room, immediately you will use your feet since you don't have a ruler handy.



#### Non Standard Units of Length

1. Hand span
2. Arm length
3. Foot
4. Step/pace

#### ACTIVITY WEEK 16

1. Use non-standard measurement to measure the distances in your home. Your answers will be in hand spans, Steps or Arm's length. Example: 5 hand span, 13 steps

Unit	Distance to Measure	Measurement
Hand Span	Length of your dining table	
Steps	Length of your room	
Arm length	Length of your front door	

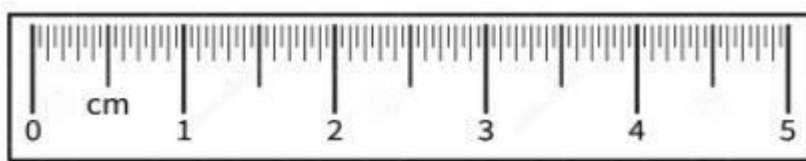
## B. Standard Units of Lengths

Measurement is an important part of everyday life. There are different ways to measure things. The standard unit of measurement is a value that is fixed and cannot be changed. It is needed to have standard in measurement.

### Metric Units of Length

Centimetre (cm) is used to measure short lengths / distances

$$10\text{mm} = 1\text{cm}$$



Metres (m) and Kilometres (km) are used to measure longer distances.


$$10\text{mm} = 1\text{cm}$$

$$100\text{ cm} = 1\text{m}$$

$$1000\text{m} = 1\text{ km}$$


### ACTIVITY WEEK 17

2. Use the best metric unit to measure the following. (mm, cm, m or km)

a.  crayon - \_\_\_\_\_

b.  book - \_\_\_\_\_

c.  bean seed - \_\_\_\_\_

d.  Distance from your house to school - \_\_\_\_\_



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## WEEKLY HOME PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>VOSA VAKA VITI</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	Volavola kei na Bulibuli
<b>Sub Strand</b>	Vakayagataki na I walewale ni volavola kei na lawa ni vosa me vakarautraki kina e so na ki tukutuku sa qaravi oti, se mai na ulutaga e soli
<b>Content Learning</b>	Vola e dua na parakaravu lekaleka mai na ulutaga e soli se qaravi oti

### Na Lawasua

Ni da na vakaraica toka na lawasua, e da na sega sara ni vakasamataka rawa se na rawa mai kina e dua na ka se sega, ka ni tavacicila tu na botona. Ia, na lawasua e kedra dai na qari.

E dau kune vakalevu na qari ena noda veiuciwai. Ni bera ni toni na lawasua, e sa dau lei vaqarai mai na kuka me kena baca. E dau kune ga vakalevu e na loma ni lawasua e dua na qari, ka sega so ni dau rua se tolu. Ni sa koko tu na qari, e sa sega ni rawa ni vakayagataka tale na nona i voce me qalo tani kina ki tuba me bula kina.

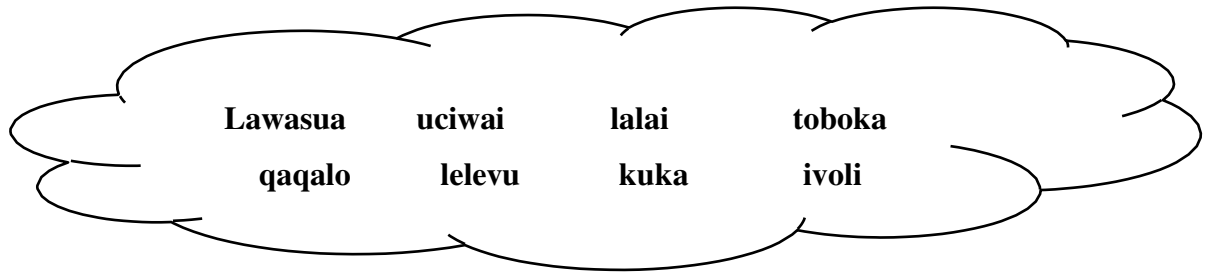
Na qari e I coi vinaka ni kakana ka sa dua talega na ivoli vinaka. E tiko na qari lelevu ka so e lalai.

### CAKACA LAVAKI

A. **Tabaiyaloyalo** – Vakabira e ra e dua na i yaloyalo ni qari.

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**B. Vola Parakaravu** –Vola e dua na parakavu me baleta na lawasua mai na veivosa e soli era.

[illegible]



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>SOCIAL STUDIES</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

Strand 4	Resources and Economic Activities
Sub Strand	Use and Management Of Resources
Content Learning Outcome	Compare the different ways of earning in communities and explain the importance of earning.

### Ways of Earning Money in the Community

1. Money is an essential part of our lives and we have many different ways of earning it.
2. We can earn money through:
  - a. Selling - in the canteen
    - pastries at home.
    - Handicrafts (e.g. fan, earrings, necklace etc.)
  - b. Money Lender (small business)
  - c. Market Vendor (selling fruits, vegetables, root crops etc.)
  - d. Employment - security
    - taxi driver
    - cashier
    - cleaners etc.
  - e. Civil Servants - These are teachers, doctors, nurses, lawyers etc.
  - f. Hawkers - are people who travel about selling goods, promoting them by calling out.  
Examples are those selling BBQ, selling juice, selling candies.

### Money

Money is anything that people use to buy goods and services in form of notes and coins. It is also referred to as **cash**. Money is used as the source to fulfil basic needs as well as the source of comfort in life.

### Uses of Money

We use money in many different ways such as:

- a. buying food, clothes, shoes, medicines, stationeries etc.
- b. paying bills (water, phone, electricity bill)
- c. paying fees
- d. buying house
- e. buying car
- f. pay bus fare
- g. in church obligations and many more.

### How to Manage Money?

It is really important to use money wisely so that we don't run short of money when we need it. Some ways of **managing money** are:

1. Understand take home pay (income).
2. Understand your expenses.
3. Make a financial plan (budget).
4. Remove unnecessary expenses.
5. Save money (in banks etc.)
6. Stick to your budget.
7. Use credit cards wisely.
8. Know your priorities before budgeting.
9. Do not spend unnecessarily.

### **ACTIVITY WEEK 16**

A. Arrange the words and phrases to make sentences on how to save money.

1.

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2.

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3.

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4.

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### **ACTIVITY WEEK 17**


Answer the questions below.

1. Do you like to save money or spend money?

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2. What do you like to spend money on?

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	<b>WEEKLY HOME STUDY PACKAGE 10</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>ELEMENTARY SCIENCE</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand 4</b>	Earth and beyond
<b>Sub Strand</b>	Our Changing Earth System
<b>Content Learning Outcome</b>	Show curiosity about the day and night sky. ❖ The Moon ❖ Names of all the planets in our solar system.

### The Moon

- The Moon is like a desert with plains, mountains and valleys.
- There is no oxygen or air to breathe on the Moon.
- The Moon is smaller than the Earth.
- It also has many **craters**. **Craters** are holes created when space objects hit the moon surface at high speed.



### Planets in Our Solar System

#### 1. Mercury

- Mercury is the closest planet to the sun.
- It is very hot and has no moon.
- A year in Mercury is just 88 days long.
- Mercury is the smallest planet in the solar system.

#### 2. Venus

- Venus is the second planet from the sun and is sixth largest.
- It is the brightest object in the sky except for the sun and moon.
- It looks red in colour.
- It is only slightly smaller than earth.

#### 3. Mars

- Mars is rusty in colour.
- It is also called red planet due to its colour.
- Mars is the fourth planet from the sun and is seventh largest.

#### 4. Jupiter

- Jupiter is the largest planet in the solar system.
- It is bigger than all the other planets put together.
- It is the fifth planet from the sun.

#### 5. Saturn

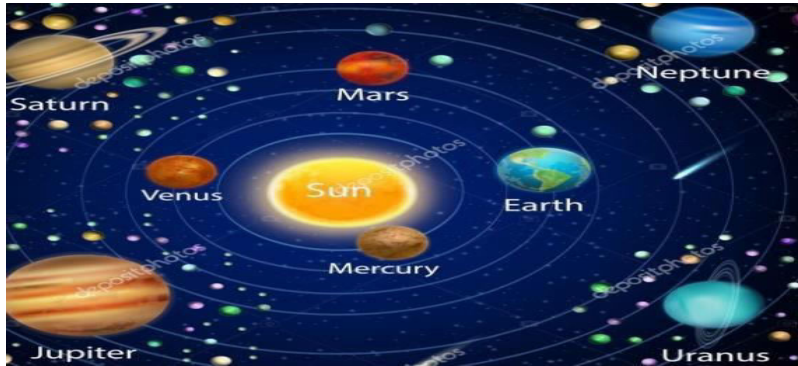
- Saturn is the second largest planet.
- It is known for its beautiful giant rings.

## 6. Uranus

- Uranus is the second furthest planet from the sun.
- It takes Uranus 84 years to orbit once around the sun.
- Uranus is a blue planet, not because of water, but because of gases that makes it appear blue.

## 7. Neptune

- Neptune also appears blue.
- Neptune is the furthest planet from the sun and it takes 165 years for Neptune to go once around the sun.

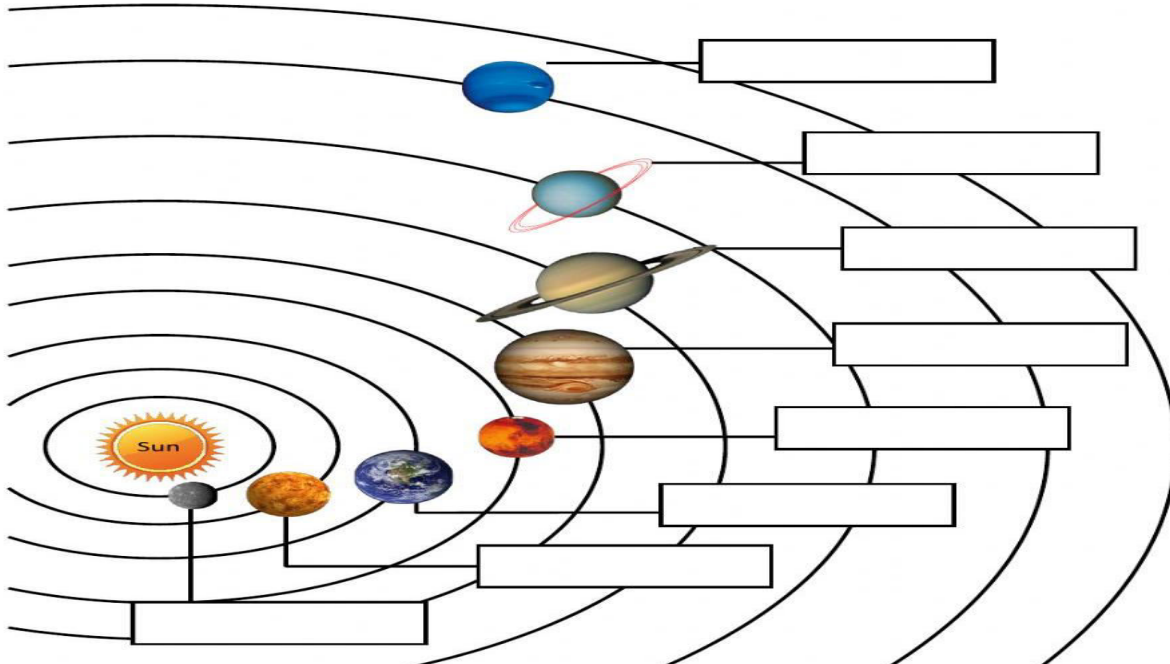


## ACTIVITY WEEK 16

Match each **planet** to its **explanation**. Write the letter in the space provided below.

1. Mercury		A. The largest planet in our solar system.
2. Venus		B. The smallest planet in our solar system.
3. Earth		C. The brightest object in the sky except for the sun and moon.
4. Mars		D. Where we live.
5. Jupiter		E. Has beautiful rings.
6. Saturn		F. Known as the red planet.
7. Uranus		G. The furthest planet from the sun.
8. Neptune		H. Is a blue planet.

## ACTIVITY WEEK 17 – label the names of the planets.







# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>ENGLISH</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	Writing and Shaping
<b>Sub - Strand</b>	Socio-cultural contexts and situations
<b>Content Learning Outcome</b>	Construct meaning in writing and show understanding of a writing style to relate to context and purpose.

### What Is a Narrative Writing Style?

- **Examples of Narrative:** When your friend tells a story about seeing a deer on the way to school, he or she is using characteristics of a narrative.
- Fairy tales, short stories, novels, plays, screenplays, autobiographies, histories, even news stories are narratives. The plot (the main events in a story) typically begin with "Once upon a time ..." and end with "happily ever after."
- We need some elements to consider when writing a narrative story.

The elements of narrative writing are:

- a) the characters – Who?
- b) the setting – Where?
- c) the plot
- d) the conflict – What happened, How it happened, To whom did it happen...
- e) the resolution (Ending) - Was the problem solved?

### The two types of narrative writings are:

- 1) Personal (Your Life)
- 2) Fictional (Made Up)

#### 1) What Is A Personal Narrative Writing?

A true story about you and something you did.

A personal narrative:

- Tells when, what, who, where
- Tells things in order
- Uses transition word
- Has a meaningful title
- Tells about only one event
- At the end it tells why it was a meaningful event.

## 2) What Is a Fictional Narrative Writing?

A fictional story is '**made up**' or not true. The author uses imagination to create characters and invent scenes to entertain the reader. The character often faces a problem or conflict that must be resolved.

What is an example of a fictional narrative?

**Alice in Wonderland by Lewis Carroll** is a good example of fiction. The story narrates various adventures of the main character, Alice, in a fictitious land full of incredible creatures and events. Alice has to go through certain magical experiences in the wonderland.

### **Example of a Narrative Writing Plan**

The image shows a handwritten 'Narrative Writing Planning' sheet. At the top, the title '[Narrative Writing Planning]' is written in a box. Below it, the 'Beginning' section contains the 'Main Idea: Ms. Halley got over her fear of heights by going skydiving.' To the right, a 'Setting' box specifies 'When: Summer 2015' and 'Where: Triangle Skydiving Center & the plane & sky'. The 'Middle' section is divided into three events: 'Event #1: My dad and I arrived at the skydiving center.', 'Event #2: My dad and I got trained and put on our gear.', and 'Event #3: My dad and I jumped out of a plane.' The 'Ending' section concludes with 'Ms. Halley conquered her fear of heights!'.

[Narrative Writing Planning]	
<b>Beginning</b>	
Main Idea: Ms. Halley got over her fear of heights by going skydiving.	
<b>Characters:</b> <ul style="list-style-type: none"><li>Ms. Halley</li><li>Dad</li><li>Skydiving Instructors</li><li>people in the plane</li></ul>	<b>Setting</b> When: Summer 2015 Where: Triangle Skydiving Center & the plane & sky
<b>Middle</b>	
Event #1	My dad and I arrived at the skydiving center.
Event #2	My dad and I got trained and put on our gear.
Event #3	My dad and I jumped out of a plane.
<b>Ending</b>	
Ms. Halley conquered her fear of heights!	


### **ACTIVITY WEEK 16/ 17**

Write a personal narrative story. (Write a plan and try to follow the steps given in the notes.)

Write about a special moment in your life that you have experienced. Make sure you have a beginning, middle and end to your story.

Plan

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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	<b>WEEKLY HOME STUDY PACKAGE 10</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>HEALTHY LIVING</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand 4</b>	Personal and Community Health
<b>Sub Strand</b>	People and Food
<b>Content Learning Outcome</b>	Recognize the importance of: a. nutritional value /freshness of healthy food b. the accessibility, cheap, sustainable supply of food. c. eating a diversity of vegetables

## FOOD AND CHOICE



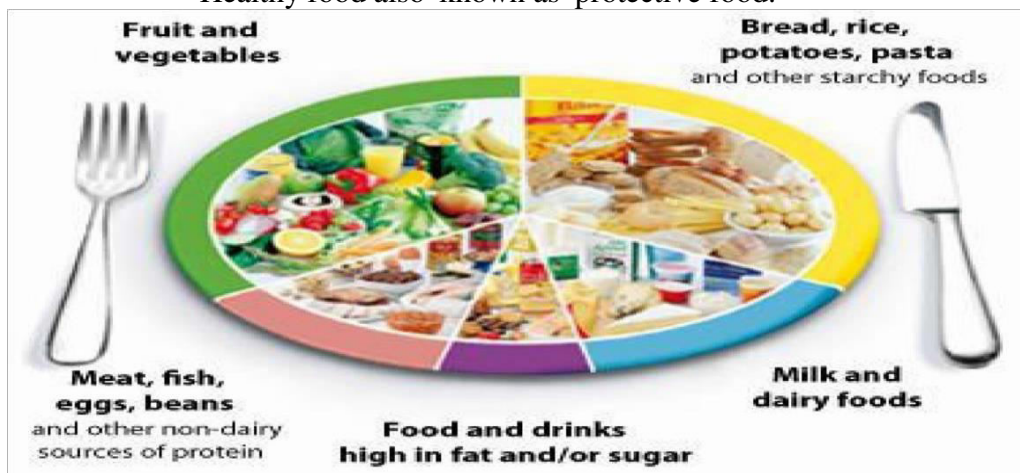
Fiji's food guide is a pineapple that includes nutritional guidelines for Fijians and is provided by the Ministry of Health and National Food and Nutrition Centre.

At the centre of the food guide is the recommendation to eat a variety of local foods. Surrounding it are also important parts of staying healthy. They are:

- i. Doing physical activity.
- ii. Growing one's own food.
- iii. Drinking clean and safe water.
- iv. Eating more local fruits and vegetables.
- v. Eating healthy snacks.
- vi. Mothers should breastfeed their baby completely for the first 6 months.
- vii. Children should be given healthy meals and snacks.
- viii. Stop smoking.

A balanced meal consists of food from the three food groups. These three food groups include:

- Body building food also known as protein.
- Energy giving food also known as carbohydrate.
- Healthy food also known as protective food.



### ACTIVITY WEEK 16

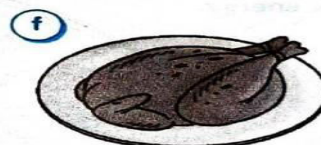
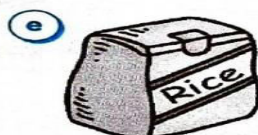
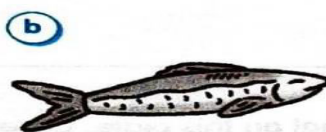
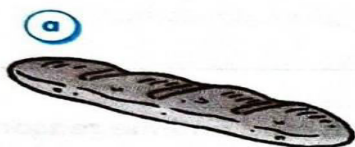
Plan and draw a balanced meal for breakfast, lunch and dinner. It should include a variety of **local** foods.

Breakfast	Lunch	Dinner

### ACTIVITY WEEK 17

- 1** What is the main nutrient (food substance) that each of these foods provides? Write the nutrient under the picture. You will need to use each word twice.

carbohydrate protein fat



- 2** True (T) or false (F)?

- a** Potatoes and rice are fatty foods. ☐
- b** You should only eat one type of food each day. ☐
- c** You need a mixture of different foods to stay healthy. ☐
- d** Burgers, fries and cakes are good sources of vitamins and minerals. ☐
- e** Fresh fruit and vegetables provide vitamins, minerals and fibre. ☐



