

**2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021**

Subject: English

Year: 6

Name: _____

STRAND	Reading and viewing
SUB - STRAND	Text Types
CONTENT LEARNING OUTCOME	Explore and discuss a range of written and visual media, literary text and everyday communications

Passage

Natural Disasters

Natural Disasters are common in Fiji. They can happen anytime. We should be prepared for natural disasters. Some natural disasters common in Fiji are cyclones / hurricanes, earthquake, flooding etc.

What to do during an Earthquake - indoors /in a classroom

- If you are inside a building, move no more than a few steps, then **DROP, COVER** and **HOLD ON**.
- **DROP** to the ground (before the earthquake drops you!)
- Take **COVER** by getting under a study desk or table, and
- **HOLD ON** to it until the shaking stops.
- If you can't get under something strong, or if you are in a hallway, **Crouch** against an interior wall and protect your head and neck with your arms. Stay indoors till the shaking stops and you are sure it is safe to exit.

After the shaking stops:

- Count to 60 to allow remains to finish falling after the shaking stops.
- Assess your immediate surrounding for dangers. Advance with evacuating the building.
- Upon exiting the building, proceed directly to the designated assembly area.
- Proceed to the designated area of refuge if you have difficulty negotiating the stairs of if you need assistance in evacuating.
- If an aftershock occurs during evacuation and you are still inside the building, repeat **DROP, COVER** and **HOLD ON** procedure before resuming evacuation.

Activity

Read the sentences given below and write the **best** word from the passage to make the sentences true.

1. Earthquake is a _____ disaster.
2. If an earthquake happens, we should _____, _____ and _____.
3. We should _____ on until the shaking stops.
4. If you are in the hallway, _____ against an interior wall protecting your head and neck with your arms.
5. When the shaking has stopped, evacuate the building, and move to the designated _____ area.

**2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021**

Subject: Mathematics

Year: 6

Name: _____

STRAND	Measurement
SUB - STRAND	Length
CONTENT LEARNING OUTCOME	Demonstrate and estimate the relationship of units in measuring lengths, distance, perimeter and the area using metric units for 2D shapes

Lesson Notes

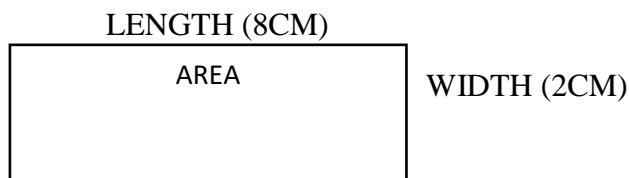
Area

- ❖ **Area** is the amount of **surface** or the **size** of surface.
- ❖ **Area** is measured in square units.
 - ❖ **Units** of area are:
 - square centimetres (cm²)
 - square metres (m²)
 - square kilometres (km²)

Calculate the area of any given 2D shape

Calculating the Area of a Rectangle

Area = length x width



AREA = length x width

$$= 8 \times 2$$

Area = **16cm²**

Using the formula to calculate the Area of a Square

Area = (Length)²

- ❖ Square has all the sides **same**

Length (3cm)

Length(3cm) Length(3cm)

Area

Length (3cm)

Area = (Length)²

Area = (3)²

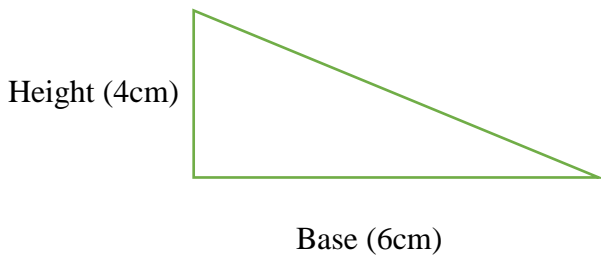
Area = 9cm²

(3)² simply means 3 × 3 = 9

And because we are looking for area our unit will be cm²

Using the formula to calculate the **Area of Triangle**

$$\text{Area} = \frac{1}{2} \times (\text{base} \times \text{height})$$



$$\text{Area} = \frac{1}{2} \times (\text{base} \times \text{height})$$

$$\text{Area} = \frac{1}{2} \times (6 \times 4)$$

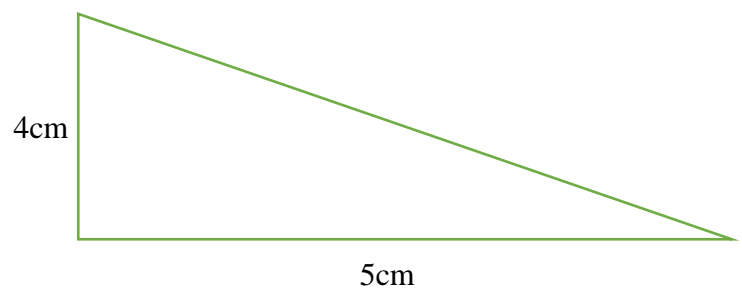
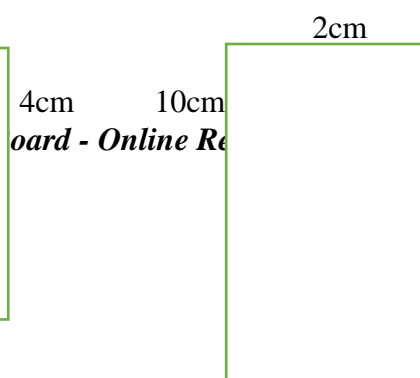
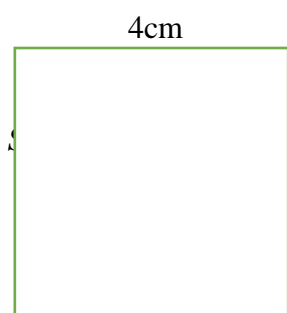
$$\text{Area} = \frac{1}{2} \times (24)$$

half times 24 simply means half of 24 or 24 divide by 2 so half of 24 is 12

$$\text{Area} = \underline{12\text{cm}^2}$$

Activity

Find the area of the given shape. Use the formula.



2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021

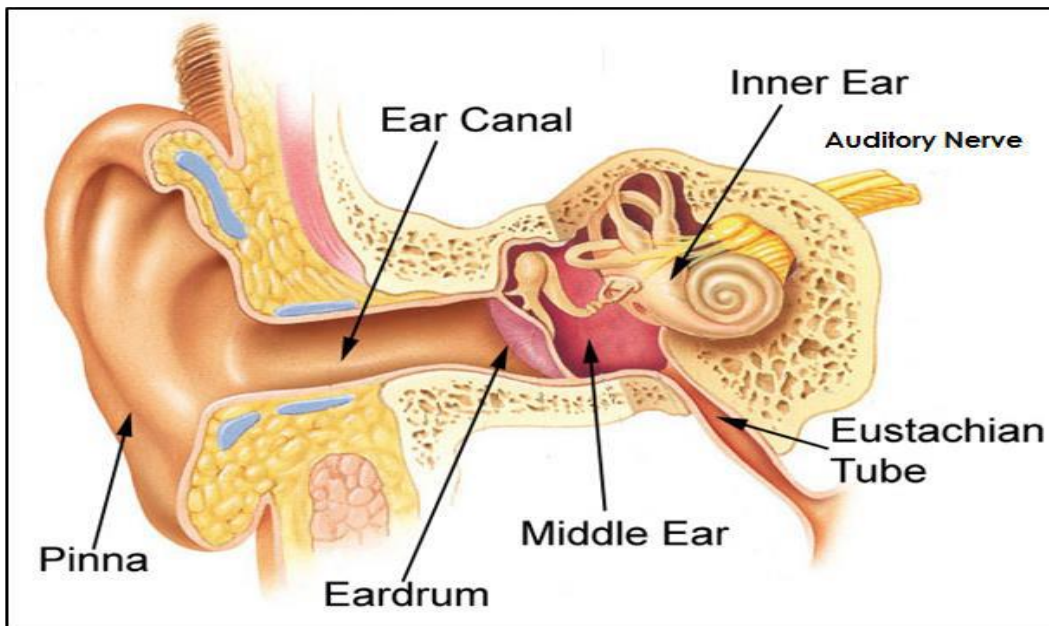
Subject: Healthy Living

Year: 6

Name: _____

STRAND	Personal and Community Hygiene
SUB - STRAND	Personal hygiene and sanitation
CONTENT LEARNING OUTCOME	Recognize the different parts of the eyes and ears and outline ways of caring for them

Parts of an Ear



- The pinna directs the sounds into the ear canal.
- Ear canal directs the sound to the middle ear.
- The ear drum captures sound and sends it down to the hammer.
- The hammer, anvil, and stirrup transmit sound waves from the ear drum, to the inner ear.
- The eustachian tube evens out the air pressure in the ear drum.
- The cochlea has little hairs around it that send sounds to the auditory nerves.
- The auditory nerves send hearing information to the brain.

Care for the Ears

1. Wipe your outer ear with a damp washcloth every day when washing your face or taking a shower. Wipe gently to avoid irritating or breaking the delicate skin on your ears.
2. Avoid putting anything into your ears, including cotton swabs, tweezers or other sharp objects. Pushing objects into your ears may damage or rupture your eardrum.
3. Have your ears checked regularly by a doctor, and learn the warning signs of hearing loss.

Activity

1. What does the **ear drum** do?

2. What do the **hammer, anvil and stirrup** do?

2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021

Subject: Hindi

Year: 6

Name: _____

STRAND	पढ़ना एवं सर्वेक्षण करना
SUB STRAND	भाषा अधिगम प्रक्रियाएँ और युक्तिय
CONTENT LEARNING OUTCOME	अर्थ का निर्माण व व्याख्या करने हेतु पठन व देखने में उपयुक्त नीतियों का प्रयोग करना, जैसे संदर्भ-संकेत, शब्द संरचना, संकेत तथा सन्निकचन

क्रिया (Verb)

जिस शब्द से किसी काम का करना या होना पाया जाए उसे क्रिया कहते हैं ।
जैसे: सोना, गाना, नाचना, दौड़ना, चलना, रोना, हँसना आदि ।

अभ्यास

(क). निम्न वाक्यों में क्रिया शब्दों (verbs) को रेखांकित (underline) करो ।

रीना नाचती है ।

मोहन गाता है ।

सोमू और करन रो रहे हैं ।

मनासा नदी में तैर रहा है ।

(ख). उचित क्रिया शब्दों (verbs) द्वारा निम्न वाक्यों को पूरा करो ।

राम खाट पर ----- है ।

उस कुर्सी पर मत ----- ।

नमन कमरे में ----- रहा है ।

**2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021**

Subject: Social Studies

Year: 6

Name: _____

STRAND	Place and Environment
SUB - STRAND	People and care of places
CONTENT LEARNING OUTCOME	Explore good environmental practices and conservation methods and analyse the effect of climate change on these practices

Lesson Notes

How Climate Change Affects Gardening and Livestock

1. Increase in droughts and floods are dangerous to livestock and crops.
2. **Drought** is a long period without any rainfall.
3. These natural disasters **cannot** be controlled by humans but we must try to avoid them by following good conservation practices of our environment.
4. Productivity decreases because of heat stress, the conditions of drought, water-logging, increase in flooding which causes soil erosion and loss of nutrients from heavy rain makes the soil less productive or fertile.
5. High temperatures and changes in rainfall patterns and wind direction can lead to pests and diseases.
6. Sea level rise combined with drought results in salt water intrusion (movement of salt water into fresh water – leads to contamination of drinking water).

The Climate of Fiji

1. Fiji has **two** main climates:
 - Hot and Wet Season
 - Cool and Dry Season
2. **Hot and Wet season** is from **November to April**.
3. **Cool and Dry season** is from **May to October**.
4. Fiji's climate is affected by the Trade Winds, which blows from the South East called the **South East Trade winds**.

The Trade Winds

1. **The South East Trade Winds** bring moisture causing rain especially on the South East side of Viti Levu and Vanua Levu.
2. The western side of Viti Levu is sheltered by the mountains therefore this side has dry season which is suitable for growing sugarcane.

Planting and Harvesting of Crops

The planting, cultivating and harvesting of many crops, vegetables and fruits are related to the seasons.

The table below shows the different crops available in the two seasons and also both the seasons.

Hot Wet Season	Cool Dry Season	Both Seasons
Mangoes	Kumala	Taro
Pineapples	Yams	Cassava
Breadfruit	Tomatoes	Banana
Chillies	Lettuce	Coconut

Activity

1. What is **drought**?

2. Name the **two main** climates of Fiji.

2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 6 - 2021

Subject: Elementary Science

Year: 6

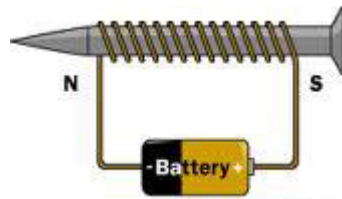
Name: _____

STRAND	Energy
SUB - STRAND	Energy Sources and Transfer
CONTENT LEARNING OUTCOME	Investigate simple electrical devices to demonstrate how electrical energy is transferred and transformed such as light circuit, buzzer, electromagnet, a motor.

Lesson Notes

Electromagnetism

1. When the circuit is closed, electricity flows through the wires coiled round the iron nail and the nail becomes a magnet and when no electricity flows through the wires, the nail no longer behaves like a magnet.
2. This shows that an iron nail can become a temporary magnet by passing electricity through wires coiled around it. A magnet made in this way is called an **ELECTROMAGNET**.



Electromagnets in Daily Life

1. Electromagnets are common in everyday appliances, and are becoming more common as the need for technology increases.
2. Electromagnets are found in:
 - ✓ doorbells
 - ✓ hard drives
 - ✓ speakers
 - ✓ trains
 - ✓ anti-shoplifting systems
 - ✓ MRI machines
 - ✓ microphones
 - ✓ home security systems
 - ✓ DVD tape decks
 - ✓ motors, and many other everyday objects.

Sangam Education Board - Online Resources

3. It is also found in small motors around the workshop of a house, such as
- ✓ electric drill
 - ✓ electric sander
 - ✓ and in kitchen appliances, such as blender, food processor, vacuum cleaner, wash machine, dryer
Electric shaver.

Activity

1. List at least **two** places where electromagnets are used.
