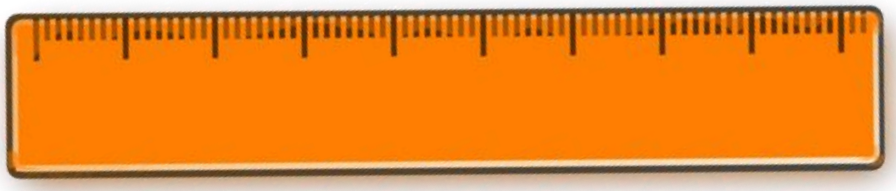
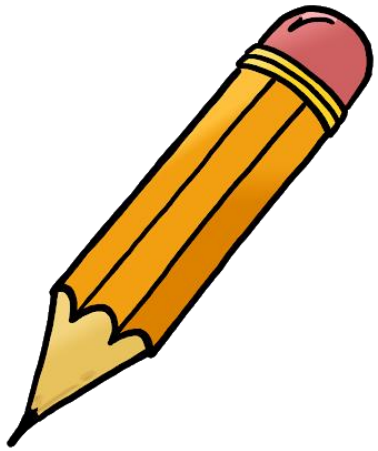
Year 6

Day 3. Measuring





Maths: Active

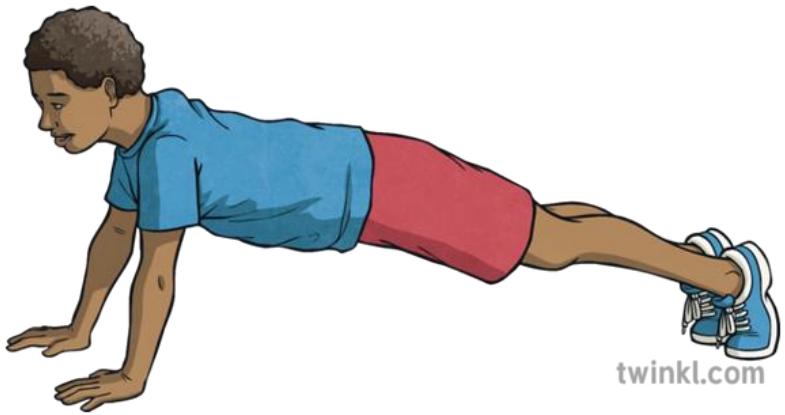
Perform a plank and time how many seconds you can hold it for, for example 25 seconds. Now write as many questions you can that would give you this number as an answer. For example:

1 x 25 = , 12.5 + 12.5 = , 5 squared = , Half of 50 is

Can you get creative?

How many points clear are

Liverpool in the Premier league?
25!



Maths: Measurements revision

Metric: A system of measuring based on:

- The **metre** for length
- The **kilogram** for mass
- The **second** for time

Discuss the meanings of these terms with your partner

Length: how long or tall something is.

Mass: how much **matter** something contains.

Weight: how strongly **gravity** pulls on an object.

Capacity: the **amount** a container can hold.

Volume: the **space** taken up by something.

- e.g. this jug has a **capacity** of 500ml.
  The **volume** of milk in it is 400ml.

Maths: Measurements revision

Which units measure length, mass and capacity?

Length: mm, cm, m, km

Mass: g, kg, tonnes

Capacity: ml, l

We often refer to **mass** as **weight**. But remember they are not the same thing.

When would you use:

km instead of m?

mm instead of cm?

Maths: Measurements revision

How many:

1. mm in a cm?
2. cm in a m?
3. m in a km?
4. g in a kg?
5. kg in a tonne?
6. ml in a litre?

Ext: What method would you use to convert between each of these measurements? Do you notice a pattern? Can you think of a way to remember these conversions?

÷ 10
÷ 100
÷ 1000
÷ 1000
÷ 1000
÷ 1000

Maths: Measurements revision

Varied Fluency

7. Choose the unit of measure that would be the most appropriate to measure the items.

cm	kg	km	g	tonnes	ml	mm	litres

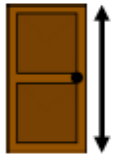
- The weight of an elephant
- The volume of water in a bath
- The length of an ant
- The length of a football pitch
- The weight of an apple

8. Estimate how much juice the glass holds:

250 ml	2 litres	0.5 litres	$\frac{1}{2}$ kg

9. Estimate the height of the door frame:

20 mm	20 cm	20 m	2 km	2 m	0.2 km



Can you **Explain** why your answer is correct?