

# Antelope Class Home Learning Maths, English and PE 7.1.21

Hello Antelopes,  
In this presentation you will find your maths, English and science lesson for today.  
The following lessons should take approximately 30-40 minutes each.

# Maths Lesson

To convert between g / kg and ml / l.

Warm-up: Choose the bronze, silver or gold questions to complete.

★		★★		★★★	
A1.0	$24 \times 7$	B1.0	$513 - 67$	C1.0	$450 - 304$
A2.0	$46 + 3$	B2.0	$89 + 764$	C2.0	$511 + 309$
A3.0	$7 \times 22$	B3.0	$37 + 978$	C3.0	$6723 \div 9$
A4.0	$37 - 9$	B4.0	$2800 \div 8$	C4.0	$2704 \div 4$
A5.0	$40 \div 5$	B5.0	$5972 \times 4$	C5.0	$861 - 712$

## Warm- up answers:

★	★★	★★★
A1.᠅ 168	B1.᠅ 446	C1.᠅ 146
A2.᠅ 49	B2.᠅ 853	C2.᠅ 820
A3.᠅ 154	B3.᠅ 1015	C3.᠅ 747
A4.᠅ 28	B4.᠅ 350	C4.᠅ 676
A5.᠅ 8	B5.᠅ 23888	C5.᠅ 149

# Grams and Kilograms

(g)

(kg)

What do we use  
grams and  
kilograms to  
measure?

We use g and kg to measure mass or weight. Mass is used to measure the weight of an object. For example, you are measuring the mass of your body when you step on to a scale.

In the metric system of measurement, the most common units of mass are the gram and kilogram.

### **How much is a gram?**

A small paperclip has a mass of about 1 gram:



### **How much is a kilogram?**

A wooden baseball bat has a mass of about 1 kilogram:





It would weigh 4000g because you multiply 4 by 1000.

Please watch the following video for g and kg problem solving:

[https://www.youtube.com/watch?v=M3BPILt7OQ4&feature=emb\\_logo](https://www.youtube.com/watch?v=M3BPILt7OQ4&feature=emb_logo)

## Converting from kg to g:

You simply **multiply** the number of kg by **1000** to get to the correct number of g.

$$\text{e.g. } 3 \text{ kg} = 3 \times 1000 = 3,000 \text{ g}$$

$$2.5 \text{ kg} = 2.5 \times 1000 = 2,500 \text{ g}$$

$$1.32 \text{ kg} = 1.32 \times 1000 = 1,320 \text{ g}$$

$$84 \text{ kg} = 84 \times 1000 = 84,000 \text{ g}$$

## Activity 1:

Match the kilogram measurements to their equivalent in grams.

1.5kg

2.9kg

3.55kg

4.65kg

1.765kg

2.455kg

2900g

1765g

3550g

1500g

2455g

4650g

## Converting from g to kg:

You simply **divide** the number of g by **1000** to get to the correct number of kg.

$$1000 \text{ g} = 1 \text{ kg}$$

e.g.  $7,000 \text{ g} = 7000 \div 1000 = 7 \text{ kg}$

$$4,730 \text{ g} = 4730 \div 1000 = 4.73 \text{ kg}$$

$$759 \text{ g} = 759 \div 1000 = 0.759 \text{ kg}$$

## Activity 2: Fill in the missing boxes.

REMEMBER: **1000 g = 1 kg**

Kilograms	=	Grams
2.7kg	=	
	=	4950g
1.875kg	=	
	=	2750g
3.1kg	=	
	=	4235g

# Activity 1 and 2 answers:

Match the kilogram measurements to their equivalent in grams.



Kilograms	=	Grams
2.7kg	=	2700g
4.95kg	=	4950g
1.875kg	=	1875g
2.75kg	=	2750g
3.1kg	=	3100g
4.235kg	=	4235g

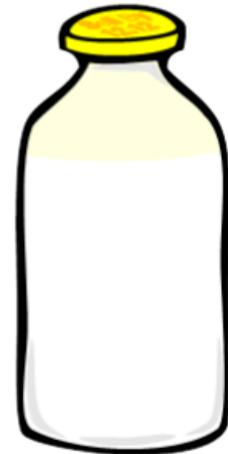
# Millilitres and Litres

(ml) (l)

What do we use  
millilitres and  
litres to  
measure?

Millilitres and litres measure capacity.

Capacity is a measure of how much something can hold, before it becomes full. A millilitre is the volume of one cubic centimetre. A thousand millilitres is a litre.



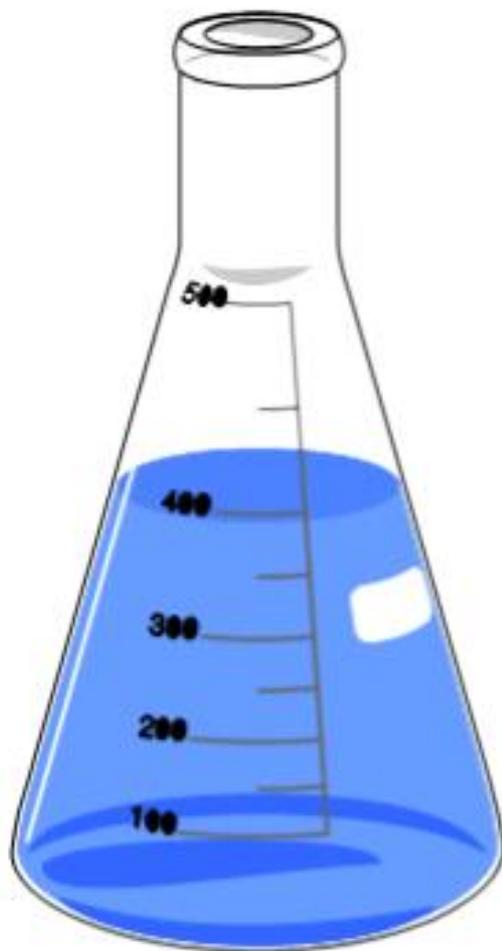
1,000 ml = 1 l is the relationship used to convert millilitres to litres.



**We see:** 1,000 ml

**We think:** To convert to litres, we need to divide by 1,000

**We write:**  $1000 \text{ ml} \div 1000 = 1 \text{ l}$



**We see:** 400 ml

**We think:** To convert from millilitres to litres, we need to divide by 1000

**We write:**  $400 \text{ ml} = 0.4 \text{ l}$

**Activity 1:** Convert any **four** of the following measurements from ml to l.

$$234 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$536 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$126 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$9,999 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$12 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$3 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$3,607 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

$$62,172 \text{ mL} = \underline{\hspace{2cm}} \text{ L}$$

1 l = 1,000 ml is the relationship used to convert litres to millilitres.

**We see:** 1 L

**We think:** To convert from litres to millilitres, we need to multiply by 1,000.

**We write:**  $1 \text{ L} \times 1,000 = 1,000 \text{ ml}$



**We see:** 1.5 L

**We think:** To convert from litres to millilitres, we need to multiply by 1,000

**We write:**  $1.5 \text{ L} \times 1,000 = 1,500 \text{ mL}$



**Activity 2:** Convert any **four** of the following measurements from l to ml.

$$4 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$0.8 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$1.34 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$1.6 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$56 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$5,000 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$280 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

$$3.50 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$$

# English Lesson

To analyse the language in a character description.

Use the following link to listen to Miss McMillan read the final part of chapter 1.

[https://youtu.be/kun6J\\_1vSiU](https://youtu.be/kun6J_1vSiU)

Your task is to listen carefully to how Maia's first meeting with Miss Minton is described.

Make notes of what **you** think of Miss Minton. What makes you think the way you do?

**Activity:** Read the extract on the next few slides. Highlight or pick out key words or phrases that describe what Miss Minton is like.

### Miss Minton Extract

The girls followed Maia out into the street, but at the sight of the black-clad woman sitting stiffly in the back of the cab, her hands on her umbrella, Maia faltered. This was Miss Minton, the governess, who was going to take care of her on the journey.

"Doesn't she look fierce?" whispered Melanie.

"Poor you," mumbled Hermione.

And indeed the tall, gaunt woman looked more like a rake or a nutcracker than a human being.

The door of the cab opened. A hand in a black glove, bony and cold as a skeleton, was stretched out to help her in. Maia took it and, followed by shrieks of her schoolmates, they set off.

For the first part of the journey Maia kept her eyes on the side of the road. Now that she was really leaving her friends it was hard to hold back her tears.

She had reached the gulping stage when she heard a loud snapping noise and turned her head. Miss Minton had opened the metal clasp of her large black handbag and was handing her a clean handkerchief, embroidered with the initial 'A'.

"Myself," said the governess in her deep gruff voice, "I would think how lucky I was. How fortunate."

"To go to the Amazon, you mean?"

"To have so many friends who were sad to see me go."

"Didn't you have friends who minded you leaving?"

Miss Minton's thin lips twitched for a moment.

"My sister's budgerigar, perhaps. If he had understood what was happening. Which is extremely doubtful."

Maia turned her head. Miss Minton was certainly a most extraordinary-looking person. Her eyes, behind thick, dark-rimmed spectacles, were the colour of mud, her mouth was narrow, her nose thin and sharp and her black felt hat was tethered to her sparse bun of hair with a fearsome hat pin in the shape of a Viking spear.

"It's copied from the armour of Eric the Hammerer," said Miss Minton, following Maia's gaze. "One can kill with a hatpin like this."

Both of them fell silent again, till the cab lurched suddenly and Miss Minton's umbrella clattered to the floor. It was quite the largest and ugliest umbrella Maia had ever seen, with a steel spike and a long shaft ending in a handle shaped like the beak of a bird of prey.

Miss Minton, however, was looking carefully at a crack in the handle which had been mended with glue.

"Did you break it before?" Maia asked politely.

"Yes." She peered at the hideous umbrella through her thick glasses. "I broke it on the back of a boy called Henry Hartington," she said.

**Activity 2:** Write **three** paragraphs to describe the effect that the descriptive language has on the reader's opinion of Miss Minton.

Quote some of the words and phrases you highlighted in activity one to refer to.

Read the following example to help you:

In the text, Miss Minton is described as 'sitting stiffly' in the back of the cab. The use of this adverb may cause the reader to think that she is a serious person that would speak and behave in a formal way.

# PE Lesson

To create movements along with a piece of music which reflects a river.

Warm-up:

Follow the link below to dance along with a water cycle song.

<https://www.youtube.com/watch?v=KM-59IjA4Bs>

## Listen to the piece of music on the class webpage



Imagine the tune is a river flowing.

What can you hear? Does the music change at any point?

What happens on the river's journey?

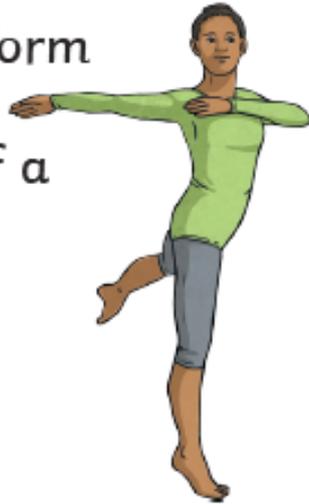
What movements reflect the river and its journey?

**Your task is to create a dance that reflects a river. Make sure your movements 'flow' into one another.**

**Use the guidance on the next slide to help you.**



**A calm stream:** perform small, soft running steps in the shape of a small stream.



**A raging river:** use powerful steps, twisting along pathways, show whirlpools and rapids by spinning and jumping.



**A waterfall:** begin standing tall, with quick, sudden movements move to the ground.



**A sea:** use slow, strong steps with low wide body shapes, reaching out with powerful movements.

