Year 5 – Summer 1

I can recall metric conversions.

By the end of this half term, children should know the following facts. The aim is for them to recall them **instantly**.

Mass:

1 kilogram = 1000 grams

Measure:

1 kilometre = 1000 metres

1 metre = 100 centimetres

1 metre = 1000 millimetres

1 centimetre = 10 millimetres

Capacity:

1 litre = 1000 millilitres

Key Vocabulary:
kilogram, grams, kilometre, meters, centimetres, millimetres, litre, millilitres, mass, capacity, length measure

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Converting metric lengths   Converting metric weights

Multiplying and Dividing by 10, 100 and 1000.

Multiplying		Dividing	
X 10	digits move LEFT **1** space	÷ 10	digits move RIGHT **1** space
X 100	digits move LEFT **2** spaces	÷ 100	digits move RIGHT **2** spaces
X 1000	digits move LEFT **3** spaces	÷ 1000	digits move RIGHT **3** spaces
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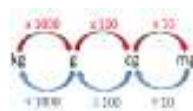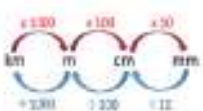
Children should also be able to apply these facts to answer questions. e.g. Harry ran $1\frac{1}{2}$ km. How many metres is this?

Katy ran $1\frac{1}{2}$ km. Her target was 1200m. Did she beat her target or not? Explain!

Activity Ideas:

Look at the **prefixes** – Can your child work out the meanings of **kilo-**, **centi-** and **milli-**? What other words begin with these prefixes?

Try to be practical – Do some baking and convert the measurements in the recipe.

Calculate some distances using unusual measurements. How tall is your child in mm? How far away is London in metres?

Move the digits – Remember that to multiply by 10, all the digits move one place to the left and to divide by 10, the digits move one place to the right. (The children should know that when you divide a whole number the number gets bigger and that when you divide a whole number the number gets smaller.) You could make digit cards and practise moving them in order to show what happens when you multiply and divide a number by 10 and 100. It is really important that the children know that they are not just 'adding' or 'taking away' a 0 when multiplying or dividing by 10. They must know that the digits are moving!

Use what you already know! If your child knows that 5 x 10 = 50, then how can they use this to calculate 5 x 100, or 50 x 100, or 0.5 x 10?