




I can recall metric conversions.

By the end of this half term children need to be able to instantly recall the following facts

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

| Converting Mass  |  | Converting Length   |  |          |       |      |        |            |          |            |            |  |            |           |  |
|--|--|---|--|----------|-------|------|--------|------------|----------|------------|------------|--|------------|-----------|--|
|   | $1000\text{g} = 1\text{kg}$<br>$\frac{1}{10}\text{kg} = 0.1\text{kg} = 100\text{g}$<br>$\frac{1}{4}\text{kg} = 0.25\text{kg} = 250\text{g}$<br>$\frac{1}{2}\text{kg} = 0.5\text{kg} = 500\text{g}$<br>$\frac{3}{4}\text{kg} = 0.75\text{kg} = 750\text{g}$   |   | $1000\text{ metres} = 1\text{ kilometre}$<br>$100\text{cm} = 1\text{m}$<br>$10\text{mm} = 1\text{cm}$<br>$\frac{1}{10}\text{km} = 0.1\text{km} = 100\text{m}$<br>$\frac{1}{4}\text{km} = 0.25\text{km} = 250\text{m}$<br>$\frac{1}{2}\text{km} = 0.5\text{km} = 500\text{m}$<br>$\frac{3}{4}\text{km} = 0.75\text{km} = 750\text{m}$ |          |       |      |        |            |          |            |            |  |            |           |  |
| Converting Capacity  |  | Key Vocabulary  |  |          |       |      |        |            |          |            |            |  |            |           |  |
|    | $1000\text{ml} = 1\text{litre}$<br>$\frac{1}{10}\text{l} = 0.1\text{l} = 100\text{ml}$<br>$\frac{1}{4}\text{l} = 0.25\text{l} = 250\text{ml}$<br>$\frac{1}{2}\text{l} = 0.5\text{l} = 500\text{ml}$<br>$\frac{3}{4}\text{l} = 0.75\text{l} = 750\text{ml}$<br>$\frac{1}{100}\text{l} = 0.01\text{l} = 10\text{ml}$ | <table border="1"> <thead> <tr> <th>mass</th> <th>Capacity</th> <th>litre</th> </tr> </thead> <tbody> <tr> <td>gram</td> <td>volume</td> <td>millimetre</td> </tr> <tr> <td>kilogram</td> <td>Millilitre</td> <td>centimetre</td> </tr> <tr> <td></td> <td>centilitre</td> <td>kilometre</td> </tr> </tbody> </table> | mass   | Capacity | litre | gram | volume | millimetre | kilogram | Millilitre | centimetre |  | centilitre | kilometre |  |
| mass   | Capacity   | litre   |  |          |       |      |        |            |          |            |            |  |            |           |  |
| gram   | volume   | millimetre  |  |          |       |      |        |            |          |            |            |  |            |           |  |
| kilogram   | Millilitre   | centimetre  |  |          |       |      |        |            |          |            |            |  |            |           |  |
|  | centilitre   | kilometre   |  |          |       |      |        |            |          |            |            |  |            |           |  |
| <p>Children should also be able to apply these facts to answer questions.<br/>           e.g. How many metres in <math>1\frac{1}{2}\text{ km}</math>? How many grams are equal to <math>1.25\text{kg}</math>? If I have <math>3500\text{ml}</math>, how would this be written in Litres?</p> |  |   |  |          |       |      |        |            |          |            |            |  |            |           |  |

### Things to try

- Look at the prefixes - Can your child work out the meanings of kilo-, centi- and milli-? What other words begin with these prefixes?
- Be practical - Do some baking, convert the measurements in the recipe and have fun!
- How far? - Calculate some distances using unusual measurements. How tall is your child in mm? How far away is London in metres? How long is their bedroom in cm?

### Top tips

The secret to success is practising little and often .

Use your time wisely.

Can you practise these KIRFs while walking to school or during a car journey?