






Key Instant Recall Facts

Year 5 – Summer 2

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 these facts **instantly**.

Converting Mass	Converting Capacity
 <p> $1000\text{g} = 1\text{kg}$ $\frac{1}{10}\text{kg} = 0.1\text{kg} = 100\text{g}$ $\frac{1}{4}\text{kg} = 0.25\text{kg} = 250\text{g}$ $\frac{1}{2}\text{kg} = 0.5\text{kg} = 500\text{g}$ $\frac{3}{4}\text{kg} = 0.75\text{kg} = 750\text{g}$ </p> <p> $\text{kg} \xrightarrow{\times 1000} \text{g}$ $\text{g} \xrightarrow{\div 1000} \text{kg}$ </p>	 <p> $1000\text{ml} = 1\text{litre}$ $\frac{1}{10}\text{l} = 0.1\text{l} = 100\text{ml}$ $\frac{1}{4}\text{l} = 0.25\text{l} = 250\text{ml}$ $\frac{1}{2}\text{l} = 0.5\text{l} = 500\text{ml}$ $\frac{3}{4}\text{l} = 0.75\text{l} = 750\text{ml}$ $\frac{1}{100}\text{l} = 0.01\text{l} = 10\text{ml}$ </p> <p> $\text{l} \xrightarrow{\times 1000} \text{ml}$ $\text{ml} \xrightarrow{\div 1000} \text{l}$ </p>
Converting Length	
 <p> $\text{km} \xrightarrow{\times 1000} \text{m} \xrightarrow{\times 100} \text{cm} \xrightarrow{\times 10} \text{mm}$ $\text{mm} \xrightarrow{\div 10} \text{cm} \xrightarrow{\div 100} \text{m} \xrightarrow{\div 1000} \text{km}$ </p> <p> $1000\text{metres} = 1\text{kilometre}$ $100\text{cm} = 1\text{m}$ $10\text{mm} = 1\text{cm}$ $\frac{1}{10}\text{km} = 0.1\text{km} = 100\text{m}$ $\frac{1}{4}\text{km} = 0.25\text{km} = 250\text{m}$ $\frac{1}{2}\text{km} = 0.5\text{km} = 500\text{m}$ $\frac{3}{4}\text{km} = 0.75\text{km} = 750\text{m}$ </p>	

Key Vocabulary

Mass

Grams

Kilograms

Capacity

Litres

Millilitres

Length

Metres

Kilometres

Centimetres

millimetres

They should also be able to apply these facts to answer questions.

e.g. How many metres in $1\frac{1}{2}$ km?

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

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 and convert the measurements in the recipe.

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