

Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-4/count-shapes-in-a-venn-diagram	https://uk.ixl.com/math/year-4/acute-right-and-obtuse-angles	http://www.snappymaths.com/other/shapeandspace/angles/interactive/acuterightobtuse/acuterightobtuse.htm	https://www.iknowit.com/lessons/d-geometry-quadrilaterals.html	https://www.topmarks.co.uk/symmetry/symmetry-matching
Four Days of Reasoning (Monday - Thursday)	https://whiterosemaths.com/homelearning/year-4/ Summer week 11 (w/c 6 th July) Worksheets (and answers) for each lesson can be found below.	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. <i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.</i> <i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i>			
Friday	Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above. Please practise your times table and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).				

Home Learning: Year 4 English

Y4	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	<p>LO: to listen and respond to a story</p> <p>Go to.</p> <p>Listen to Ruth reading Silly Billy by Anthony Browne. Think about the things that Billy worries about in the story.</p> <p>In your book, list the six things we are told worry Billy.</p> <p>For each one, say what you think it is about the thing or situation that Billy might find scary</p> <p>You can present your work how you want – we have included a sheet below for you to print off and use if you want to.</p> <p>REMEMBER – you might have to listen to the story more than once.</p>	<p>LO: Think about character</p> <p>Listen to Silly Billy (click on yesterday's link),</p> <p>Task One</p> <p>Why do you think Billy is called <i>Silly Billy</i>?</p> <p>What do you learn about Billy's Mum, Dad and Grandma? Use the sheets below to record your ideas. If you don't have a printer, draw your own picture of the character and write your ideas in your book.</p> <p>Task Two</p> <p>One way of learning about characters is from what they say and do.</p> <p>Use the resources below to record the advice the characters give Billy about his worries.</p> <p>If you don't have a printer, you can draw the characters in your book and write around them.</p>	<p>LO: Write letter</p> <p>Imagine that Billy wrote to Grandma about his worries rather than speaking to her about them.</p> <p>What do you think he would say?</p> <p>You can use the template below, or use your own writing paper.</p> <p>Remember to think about audience (your Grandma) and the correct format for a letter.</p>	<p>LO: write a letter (2)</p> <p>Imagine that you are Billy's pen pal and that he wrote you a long letter about everything that happened to him in this story.</p> <p>What would you write back to him?</p> <p>Use the template below, or use your own writing paper to write a letter to Billy.</p> <p>Some ideas:</p> <p>You might write to Billy about some of your own worries. Ask him some questions about the worry dolls. Tell him a funny story about something that has happened to you.</p>	<p>Spellings</p> <p>Ask someone to test you on last week's spellings</p> <p>Fun time extra</p> <p>Go to https://www.youtube.com/watch?v=8oL0n5X2Rlc&t=19s</p> <p>Follow the instructions and make some worry dolls of your own. If you don't have the right things at home to make worry dolls, draw some and stick your drawings onto card. Tell them your worries and see if they can help!</p>

Home Learning: Year 4 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	DT/Spanish
<p>LO: Understand population change in the United States of America</p> <p>How has population changed in the US?</p> <ul style="list-style-type: none"> • Watch this animated map of the USA here. What do you think this is showing? What did you notice? • There are many reasons why the population of the US started in the West and moved to the East. You can find a list of them below. • Decide what you think were the 3 most important influences on Westward Expansion in USA and give reasons for your choices. 	<p>LO: Revise reversible change</p> <p>In your science learning you have learned that matter can change 'state'; for example, something that is solid like ice can turn into a liquid like water or a vapour like steam. Have you ever wondered about those states of matter that once changed, can go back to their original state? We call this a reversible change.</p> <ul style="list-style-type: none"> • Have a look at this video showing how chocolate goes through a reversible change. • Create a recipe using chocolate that goes through a reversible change. If you have time and the ingredients, have a go at making your recipe to see what happens to the chocolate. Rice crispy cakes are a great example of how the chocolate goes through a reversible change 	<p>LO: Research discoveries from the Stone and Iron Age</p> <ul style="list-style-type: none"> • Look at the following artefacts in this link. • Design a museum leaflet that explains about one object from each time period and share it with someone in your house. 	<p>LO: What do the miracles of Jesus teach us?</p> <p>Watch the video about the Miracle of Jesus raising Lazarus from the dead and then read the Bible story below. This is one of the last miracles that Jesus performed before his own death and resurrection.</p> <p>Choose a scene from the story to draw. Now describe what is happening in your picture and why you chose this part of the story.</p> <p>https://www.youtube.com/watch?v=3lWKVomn3uY</p>	<p>DT - Escher Tessellation</p> <p><i>You will need: card (any will do), paper, pencil or fine black pen/felt tip, scissors, Sellotape. Resources below.</i></p> <p>Look at the work by Escher below– what do you notice about the pictures? When a shape is repeated to form a matching pattern, we call it tessellation. Watch this short video</p> <ul style="list-style-type: none"> • Take a small square piece of card and draw a line squiggly or curved from corner to corner on two adjacent sides (see support below). • Cut along one of the lines and move the cut part to the opposite side and tape into place. Cut along the second line and then move that bit to the opposite side and tape into place. • Now trace around your shape onto a piece of paper. When you have finished, move the shape along so that it fits against your first drawn shape. Repeat until you have filled up your paper and then colour them in. <p>Spanish</p> <p>Watch this video about telling the time in Spanish.</p> <p>https://www.youtube.com/watch?v=uJk4Qw4fvp0</p> <p>First you say the hour La una - las dos - las tres ... and then you add En punto (o' clock) Y media (half past) Y cuarto (quarter past). Write this times in Spanish: 12:00 - 715 - 1:30 - 6:00 - 4:30 - 10:00 5:15 - 2:30 (Answers below)</p>
Everything is Interesting – Are You Ready for a Challenge?				

Identify angles

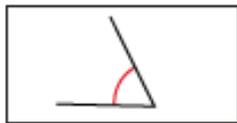
1 Complete the sentences.

Use the word bank to help you.

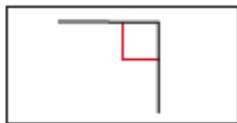
- 90 180 greater less

- a) A right angle is degrees.
 b) An acute angle is _____ than degrees.
 c) An obtuse angle is _____ than degrees but less than degrees.

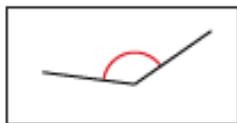
2 Match the angles to the labels.



right angle

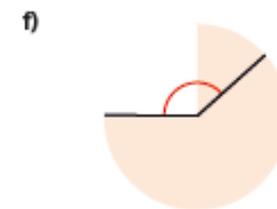
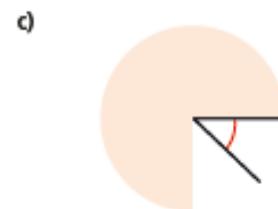
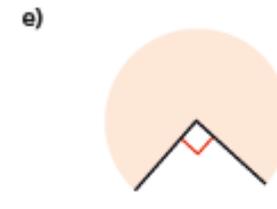
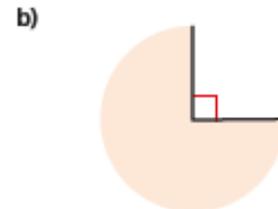
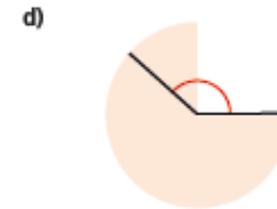
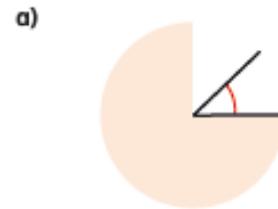


acute angle



obtuse angle

3 Label the angles: acute, obtuse or right angle.



4 Tick all the acute angles.



5 Tick all the obtuse angles.

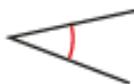


6 Label the angles: acute, obtuse or right angle.

a)



c)



b)



d)



7 Is the angle acute, obtuse or a right angle?

a) 35° _____

d) 89° _____

b) 99° _____

e) 121° _____

c) 90° _____

f) 179° _____

How do you know?

8



Angle B is obtuse because it's bigger than the right angle.

A



B



Do you agree with Teddy? _____

Explain your answer.

9

Are the statements always true, sometimes true or never true?

Explain your answer.

a) An obtuse angle is a greater turn than an acute angle.

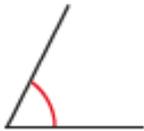
b) An acute angle is a greater turn than a right angle turn.

c) If you turn through two acute angles you will have turned through an obtuse angle.

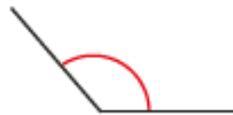


Compare and order angles

1 Here are two angles.



A



B

a) Which angle is obtuse? _____

b) Which angle is acute? _____

How do you know? _____



2 Here are two angles.



X



Y

a) What type of angle is angle X? _____

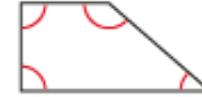
b) What type of angle is angle Y? _____

c) Which angle is smaller? _____

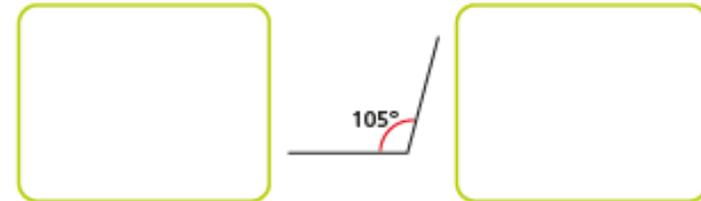
How do you know? _____



3 Circle the greatest angle in each diagram.



4 Here is an angle.



a) Draw a smaller angle than 105° in the box on the left.

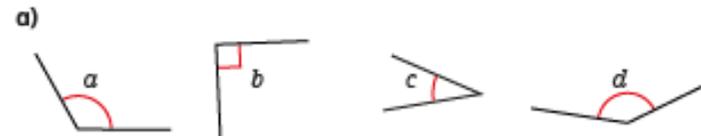
b) Draw a greater angle than 105° in the box on the right.

c) Is this statement true or false?

The angles are in ascending order of size.

Explain your answer. _____

5 Order the angles from greatest to smallest.





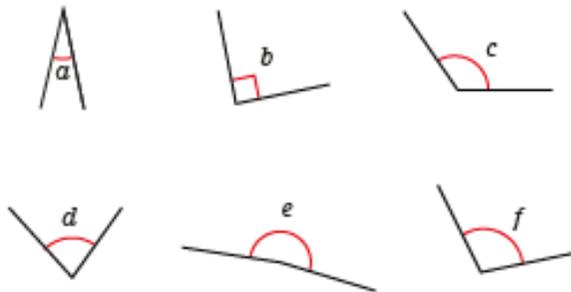
b)



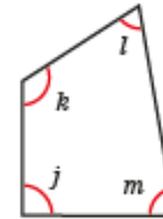
c)



6 Compare and order the angles from smallest to greatest.



7 Four angles are labelled in the quadrilateral.

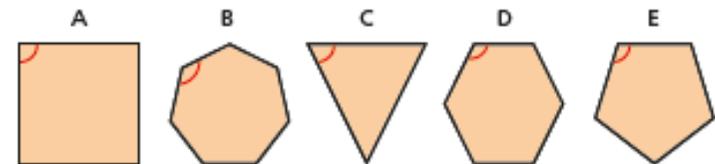


a) Which of the angles are acute angles? _____

b) Which of the angles are obtuse angles? _____

c) Write the angles in order of size, starting with the smallest.

8 An interior angle is marked in each polygon.



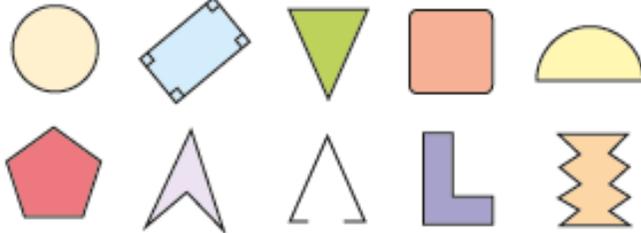
Order the interior angles of the polygons from smallest to greatest.

What do you notice about the number of sides a polygon has and the size of its interior angle?



Triangles

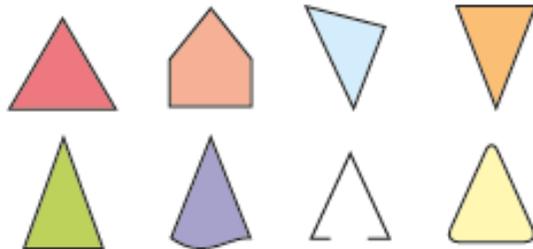
1 Here are some shapes.



- a) Tick the polygons.
- b) Talk to a partner about the shapes you have not ticked. Why are they not polygons?
- c) Write a definition of a polygon.

Compare your definition with a partner's.

2 Tick the triangles.

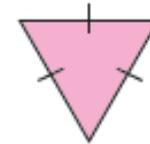


For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

3 Ron is classifying triangles.



This is an upside down triangle.



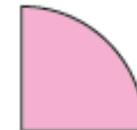
- a) Ron is incorrect. Explain why.

- b) What type of triangle is it? _____

4 Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.



Do you agree with Annie? _____

Explain your answer.

5 Match the type of triangle to the definition.

scalene

2 sides and
2 angles equal

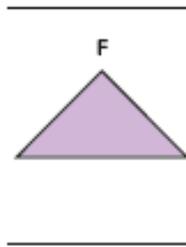
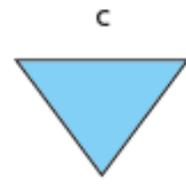
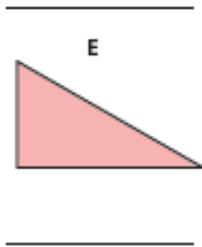
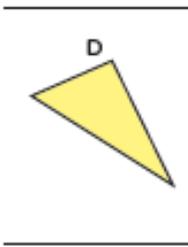
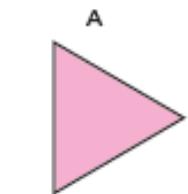
equilateral

no sides or
angles equal

Isosceles

all sides and
all angles equal

6 Label each triangle as either equilateral, Isosceles or scalene.
You will need to measure the side lengths.

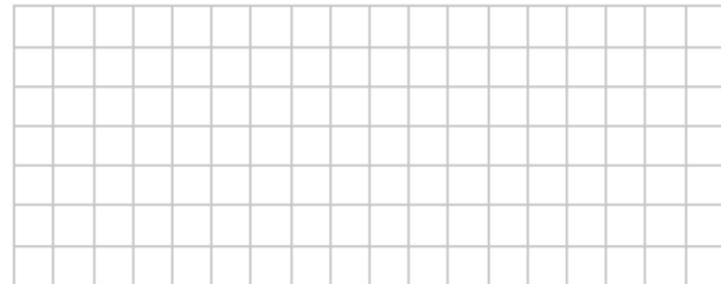


7 Draw each triangle in the grid.

a) Isosceles

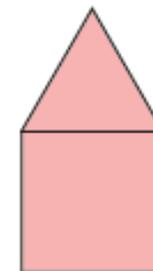
b) right-angled

c) scalene



Which triangle was hardest to draw?

8 The diagram shows an equilateral triangle and a square.
The perimeter of the square is 100 cm.
Work out the perimeter of the compound shape.



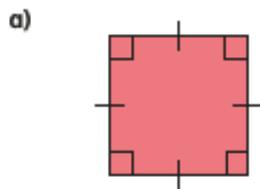
perimeter = cm

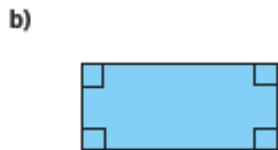
Quadrilaterals

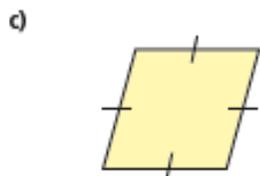


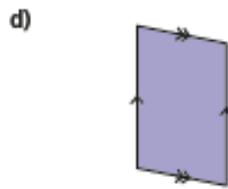
1 Use the word bank to label each quadrilateral.

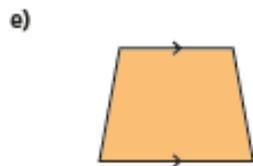
- rhombus parallelogram trapezium
rectangle square







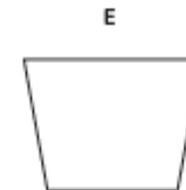
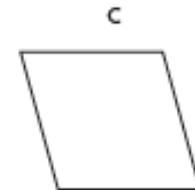
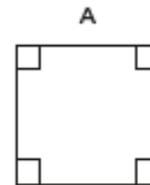




How did you know which shape was which?



2 Here are some quadrilaterals.



a) Mark any right angles on the shapes.

One shape has been done for you.

b) Mark any pairs of parallel lines.

One shape has been done for you.

c) Which shapes do not have any right angles?

d) Which shapes have two pairs of parallel lines?

e) Which shapes have four equal sides?

Compare answers with a partner.



3 Complete the table.

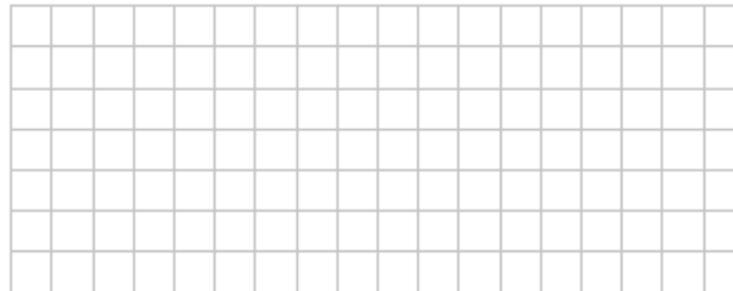
Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2
					
					
					
					

What is the same about all of the shapes?

What is different?

4 Draw the shapes on the grid.

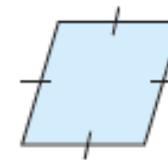
a) square b) trapezium c) parallelogram



5



This is a square because it has got 4 equal sides.

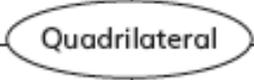


Do you agree with Rosie? _____

Explain your answer.

6

Complete this Frayer Model to describe a quadrilateral.

My definition	Key characteristics
	
Example	Non-example

English Day One

Billy's Worries

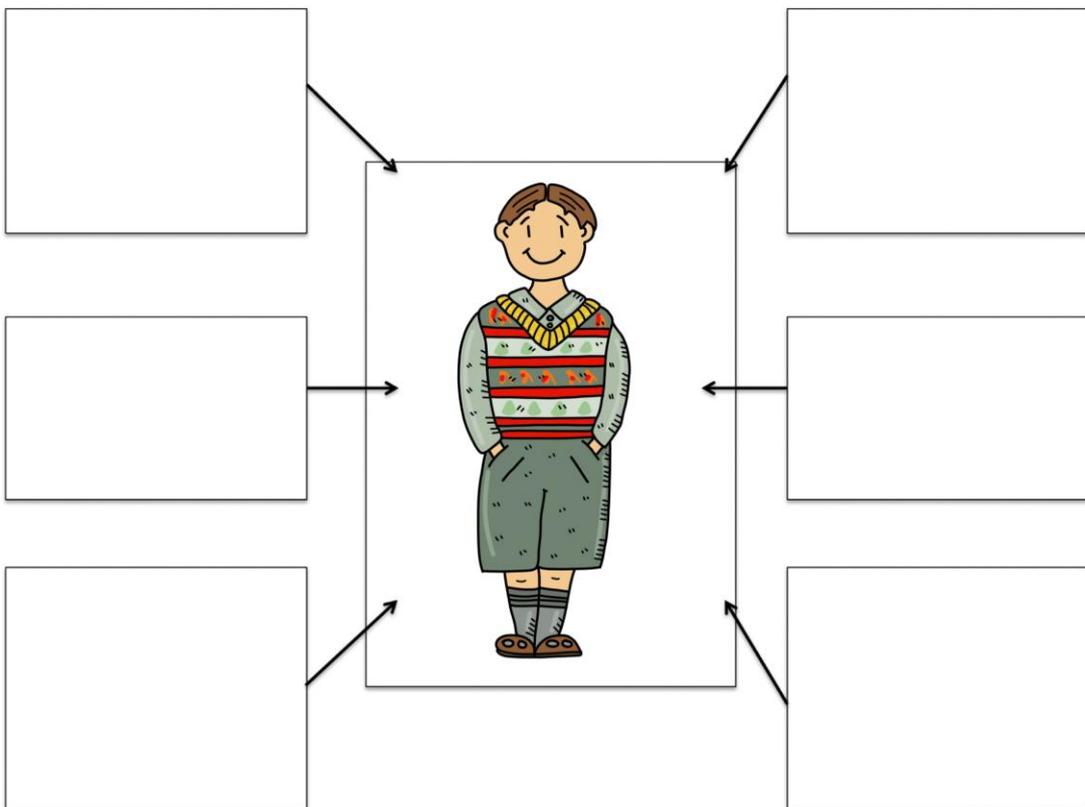
1.
2.
3.
4.
5.
6.

What bothers him about each thing or situation?

1.
2.
3.
4.
5.
6.

SILLY BILLY

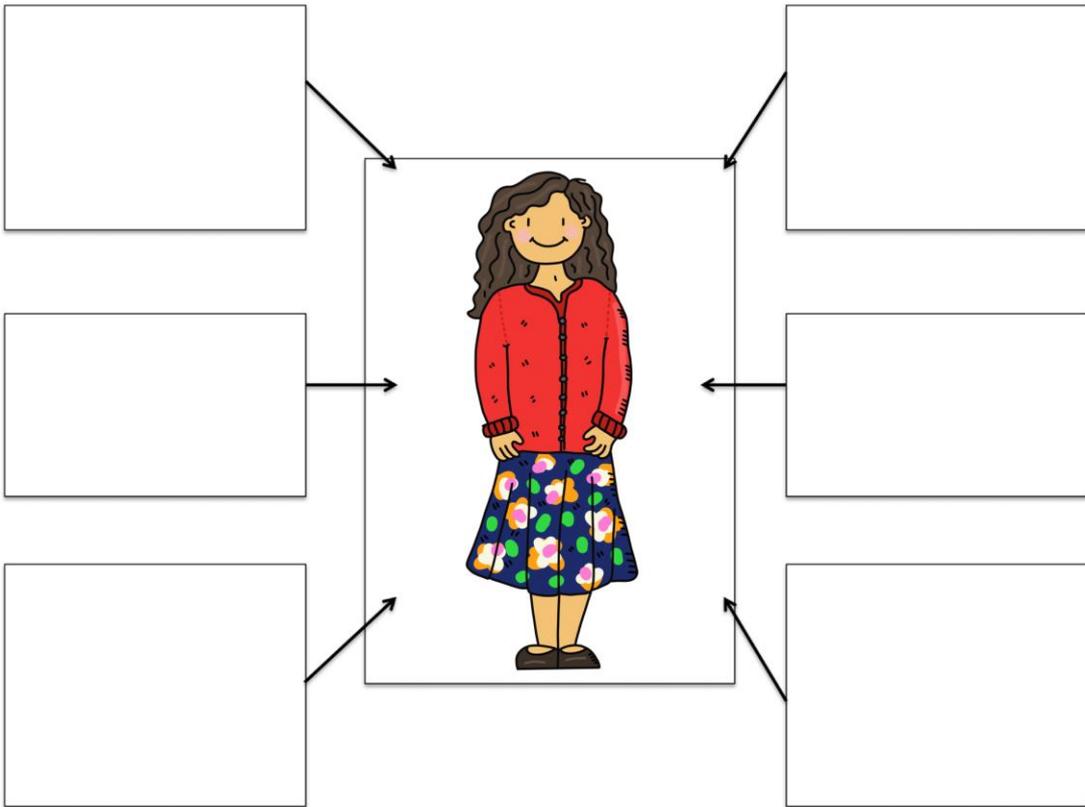
This is Billy. Sometimes Billy can be a 'Silly Billy'. In the boxes write some details or key words about what you know about his character.



In the box to your left write a sentence or two about Billy.

MUMMY

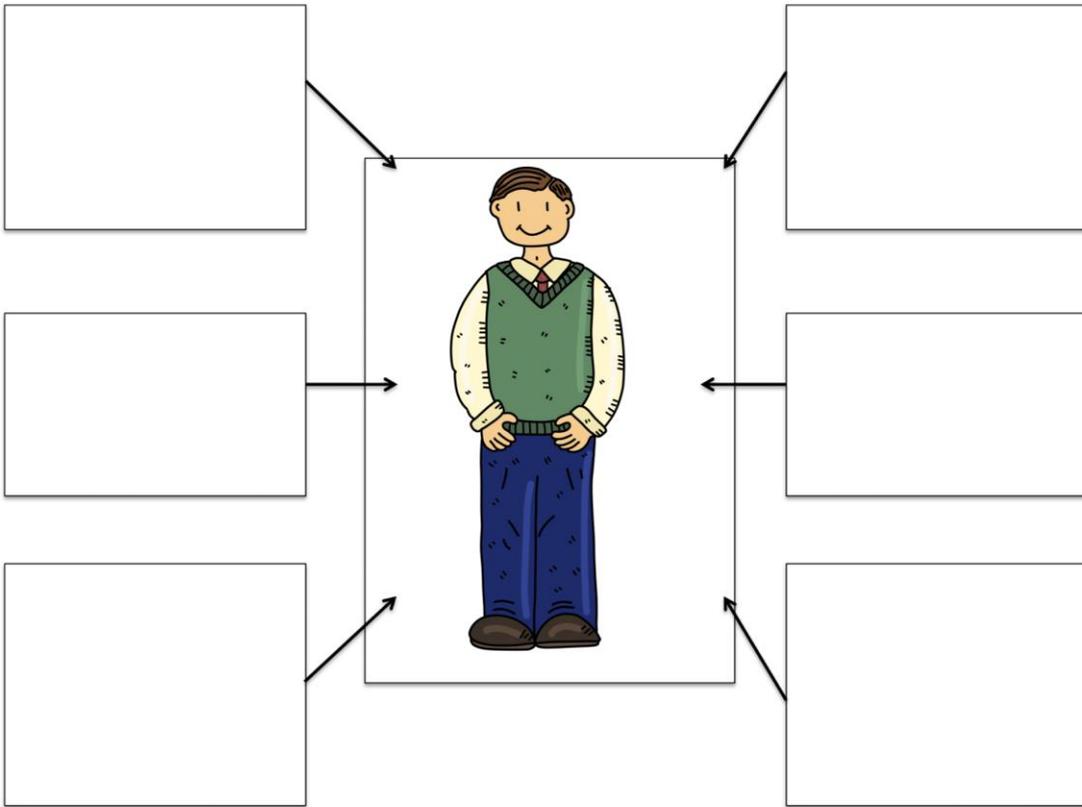
This is Billy's Mummy. What do you know about her character?



In the box to your left write a sentence or two about Billy's Mummy.

DADDY

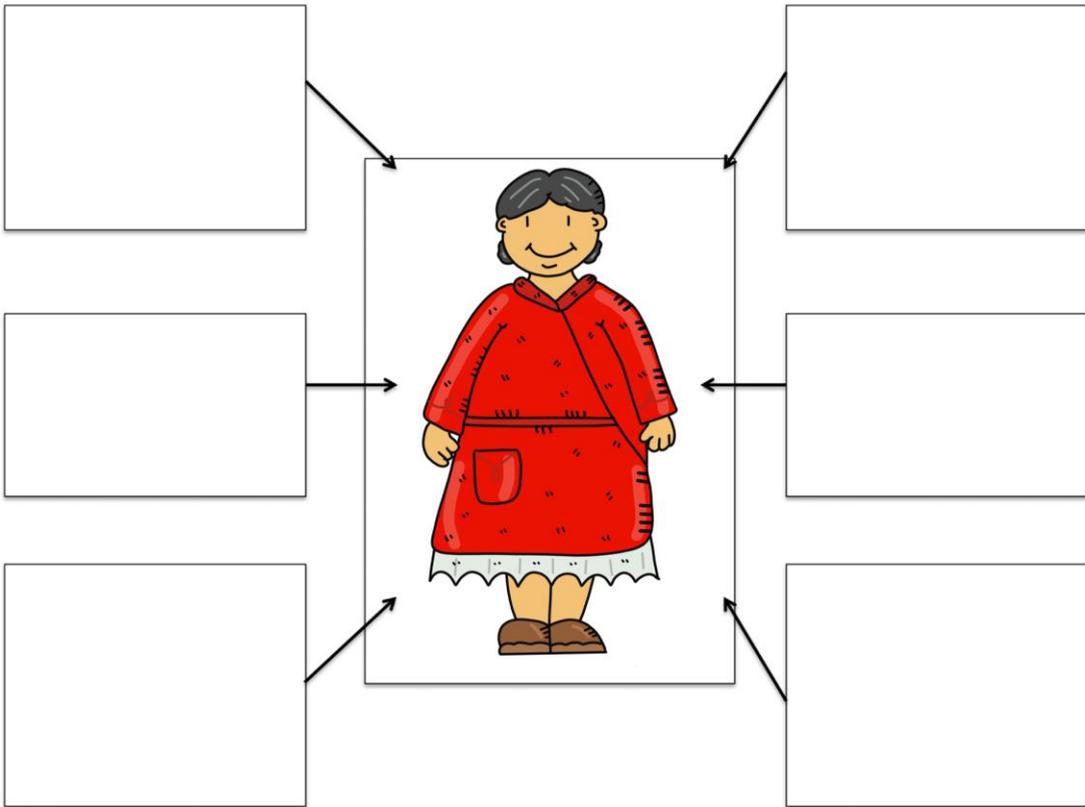
This is Billy's dad. What do you know about his character?



In the box to your left write a sentence or two about Billy's dad.

GRANDMA

This is Billy's grandmother . What do you know about her character?



In the box to your left write a sentence or two about Billy's grandma.

WHEN BILLY HAS WORRIES

Billy worries. He tells his family about his worries. What happens when he tells his family what is on his mind?



BILLY'S DADDY SAYS:



BILLY'S MUMMY SAYS:



BILLY'S GRANDMA SAYS:



Geography -- Support

Reasons for why population in the US started in the East and spread to West (Westward Expansion)

-low price of land in West



-pioneering (adventure) spirit

-job opportunities



- farming (explain much of Great Plains is now farm land)

-technology advances (railways) meaning transport was quicker and costs were lower



-limited land available in the East

-people searching for Gold (the Gold Rush) and mining opportunities



-the need for more land to fit the growing population



RE: The Death of Lazarus (John 11)

Now a certain man was sick, Lazarus of Bethany, the town of Mary and her sister Martha. 2 It was that Mary who anointed the Lord with fragrant oil and wiped His feet with her hair, whose brother Lazarus was sick. 3 Therefore the sisters sent to Him, saying, "Lord, behold, he whom You love is sick."

4 When Jesus heard that, He said, "This sickness is not unto death, but for the glory of God, that the Son of God may be glorified through it."

5 Now Jesus loved Martha and her sister and Lazarus. So, when He heard that he was sick, He stayed two more days in the place where He was. Then after this He said to the disciples, "Let us go to Judea again."

8 The disciples said to Him, "Rabbi, lately the Jews sought to stone You, and are You going there again?"

9 Jesus answered, "Are there not twelve hours in the day? If anyone walks in the day, he does not stumble, because he sees the light of this world. But if one walks in the night, he stumbles, because the light is not in him." These things He said, and after that He said to them, "Our friend Lazarus sleeps, but I go that I may wake him up."

12 Then His disciples said, "Lord, if he sleeps he will get well." However, Jesus spoke of his death, but they thought that He was speaking about taking rest in sleep.

14 Then Jesus said to them plainly, "Lazarus is dead. And I am glad for your sakes that I was not there, that you may believe. Nevertheless let us go to him."

16 Then Thomas, who is called the Twin, said to his fellow disciples, "Let us also go, that we may die with Him."

I Am the Resurrection and the Life

17 So when Jesus came, He found that he had already been in the tomb four days. Now Bethany was near Jerusalem, about [a]two miles away. And many of the Jews had joined the women around Martha and Mary, to comfort them concerning their brother.

20 Then Martha, as soon as she heard that Jesus was coming, went and met Him, but Mary was sitting in the house. Now Martha said to Jesus, "Lord, if You had been here, my brother would not have died. But even now I know that whatever You ask of God, God will give You."

23 Jesus said to her, "Your brother will rise again."

24 Martha said to Him, "I know that he will rise again in the resurrection at the last day."

25 Jesus said to her, "I am the resurrection and the life. He who believes in Me, though he may die, he shall live. And whoever lives and believes in Me shall never die. Do you believe this?"

27 She said to Him, "Yes, Lord, I believe that You are the Christ, the Son of God, who is to come into the world."

Jesus and Death, the Last Enemy

28 And when she had said these things, she went her way and secretly called Mary her sister, saying, "The Teacher has come and is calling for you." As soon as she heard that, she arose quickly and came to Him. Now Jesus had not yet come into the town, but was in the place where Martha met Him. Then the Jews who were with her in the house, and comforting her, when they saw that Mary rose up quickly and went out, followed her, [c]saying, "She is going to the tomb to weep there."

32 Then, when Mary came where Jesus was, and saw Him, she fell down at His feet, saying to Him, “Lord, if You had been here, my brother would not have died.”

33 Therefore, when Jesus saw her weeping, and the Jews who came with her weeping, He groaned in the spirit and was troubled. And He said, “Where have you laid him?”

They said to Him, “Lord, come and see.”

35 Jesus wept. Then the Jews said, “See how He loved him!”

37 And some of them said, “Could not this Man, who opened the eyes of the blind, also have kept this man from dying?”

Lazarus Raised from the Dead

38 Then Jesus, again groaning in Himself, came to the tomb. It was a cave, and a stone lay against it. Jesus said, “Take away the stone.”

Martha, the sister of him who was dead, said to Him, “Lord, by this time there is a stench, for he has been dead four days.”

40 Jesus said to her, “Did I not say to you that if you would believe you would see the glory of God?”

41 Then they took away the stone [d]from the place where the dead man was lying. And Jesus lifted up His eyes and said, “Father, I thank You that You have heard Me. And I know that You always hear Me, but because of the people who are standing by I said this, that they may believe that You sent Me.”

43 Now when He had said these things, He cried with a loud voice, “Lazarus, come forth!”

44 And he who had died came out bound hand and foot with graveclothes, and his face was wrapped with a cloth. Jesus said to them, “Loose him, and let him go.”



LO: What do the miracles of Jesus teach us?

Watch the video about the Miracle of Jesus raising Lazarus from the dead and then read the Bible story below. This is one of the last miracles that Jesus performed before his own death and resurrection.

Choose a scene from the story to draw. Now describe what is happening in your picture and why you chose this part of the story?

Science – Support

Recipe for:

Ingredients:



Equipment:

tg

Instructions:



Year 3 and 4 National Curriculum Spelling Words

accident
accidentally
actual
actually
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward
forwards
fruit
grammar

group
guard
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign

remember
sentence
separate
special
strange
strength
suppose
surprise
therefore
though
although
thought
through
various
weight
woman
women

Spelling Strategies

Pyramid Writing

A pyramid of the word 'because' written in pink cursive. The letters are arranged in five rows: 'b', 'be', 'bec', 'beca', and 'because'.

Rainbow writing

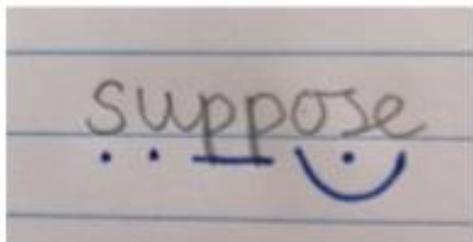
Write the word over and over again using different colours.

The word 'remember' written in cursive on lined paper, with each letter in a different color (red, orange, yellow, green, blue, purple, pink).

Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

Say it out loud

Cover it up

Write it

Check whether it is spelt correctly

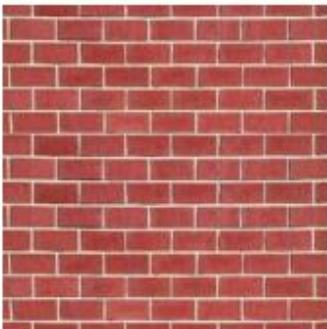
Design Technology – Escher and tessellation.

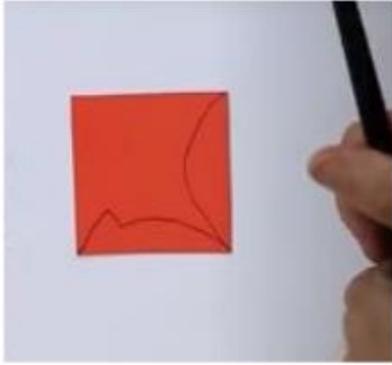


Look at this artwork by Escher – can you see how he has used the shapes to create a repeating pattern with no gaps in between? This is called Tessellation.



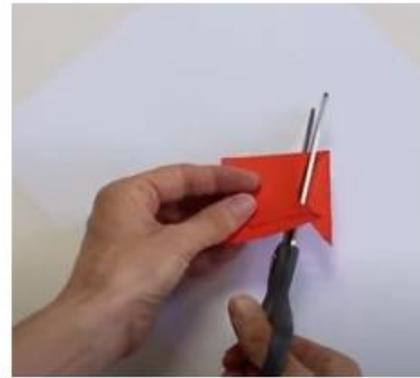
Tessellation can also be found around us – in nature and in things that we create ourselves.





When making your own tessellating pattern start with a square piece of card – old food packing would work well.

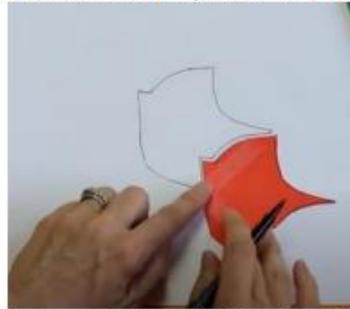
Don't make your lines too squiggly or curvy.



After you have cut along the first line, move the cut piece to the **OPPOSITE** side (see arrows) and then stick it down using Sellotape. Then, do the same with the second cut piece.



After drawing around your shape for the first time, carefully move it along so that the shape still faces the same direction – you should find that the shape fits well into the outline you drew first. You can then continue to trace around the shape until it fills the page.



When you have finished look at your shape. Does it remind you of anything? A fish, an animal, a leaf....maybe just a blob-shaped monster! Colour your shape in and add any extra details like eyes if mouths. Remember to add exactly the same detail to each shape and in exactly the same place if you want your tessellation to remain the same as each other.

Why not try out other shapes...



Maths Answers



Identify angles

1 Complete the sentences.

Use the word bank to help you.

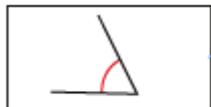
- 90 180 greater less

a) A right angle is 90 degrees.

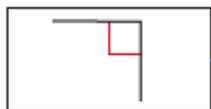
b) An acute angle is less than 90 degrees.

c) An obtuse angle is greater than 90 degrees but less than 180 degrees.

2 Match the angles to the labels.



right angle

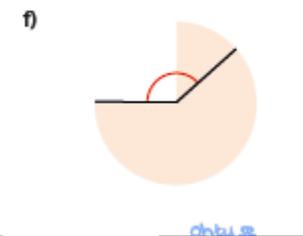
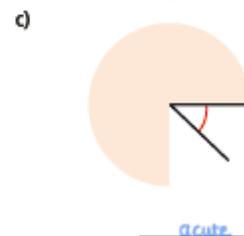
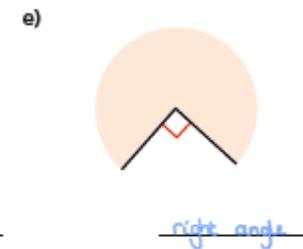
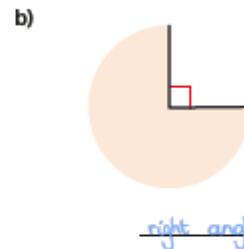
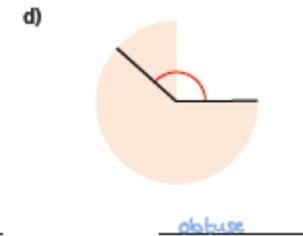
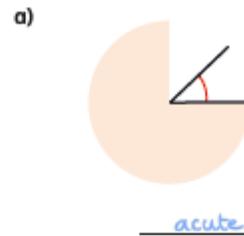


acute angle



obtuse angle

3 Label the angles: acute, obtuse or right angle.



4 Tick all the acute angles.



5 Tick all the obtuse angles.



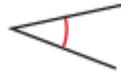
6 Label the angles: acute, obtuse or right angle.

a)



right angle

c)



acute

b)



obtuse

d)



obtuse

7 Is the angle acute, obtuse or a right angle?

a) 35° acute

d) 89° acute

b) 99° obtuse

e) 121° obtuse

c) 90° right angle

f) 179° obtuse

How do you know?

8



Angle B is obtuse because it's bigger than the right angle.

A



B



Do you agree with Teddy? No

Explain your answer.

9

Are the statements always true, sometimes true or never true?

Explain your answer.

a) An obtuse angle is a greater turn than an acute angle.

Always. Obtuse angles are greater than 90° therefore greater than acute angles which are less than 90° .

b) An acute angle is a greater turn than a right angle turn.

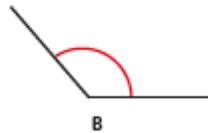
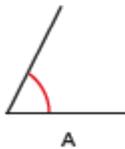
Never. Acute angles are less than 90° i.e. less than a right angle.

c) If you turn through two acute angles you will have turned through an obtuse angle.

Sometimes. E.g. $12^\circ + 12^\circ = 24^\circ$ (acute) but $30^\circ + 30^\circ = 60^\circ$ (obtuse).

Compare and order angles

1 Here are two angles.



a) Which angle is obtuse?

B

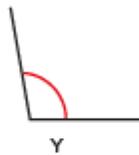
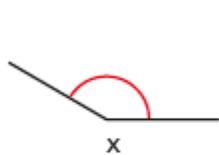
b) Which angle is acute?

A

How do you know?



2 Here are two angles.



a) What type of angle is angle X?

obtuse

b) What type of angle is angle Y?

acute

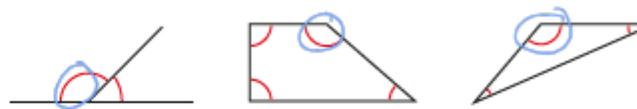
c) Which angle is smaller?

Y

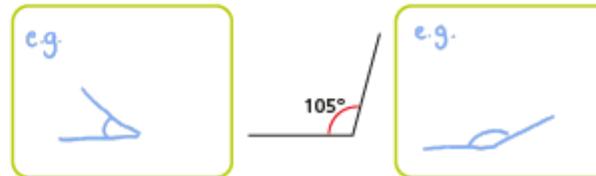
How do you know?



3 Circle the greatest angle in each diagram.



4 Here is an angle.



a) Draw a smaller angle than 105° in the box on the left.

b) Draw a greater angle than 105° in the box on the right.

c) Is this statement true or false?

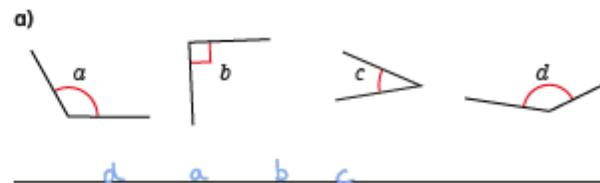
The angles are in ascending order of size.

true

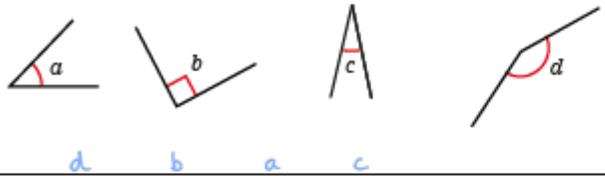
Explain your answer.



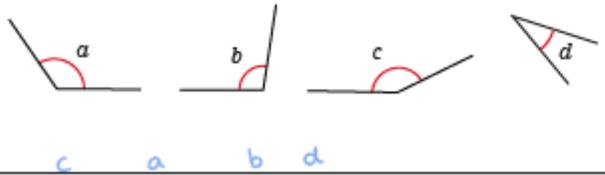
5 Order the angles from greatest to smallest.



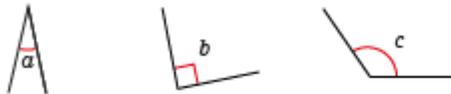
b)



c)

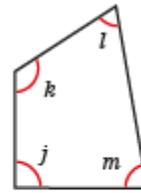


6 Compare and order the angles from smallest to greatest.



a d b f c e

7 Four angles are labelled in the quadrilateral.



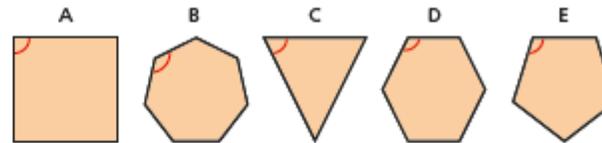
a) Which of the angles are acute angles? l m

b) Which of the angles are obtuse angles? k

c) Write the angles in order of size, starting with the smallest.

l m j k

8 An interior angle is marked in each polygon.



Order the interior angles of the polygons from smallest to greatest.

C A E D B

What do you notice about the number of sides a polygon has and the size of its interior angle?

Triangles

1 Here are some shapes.

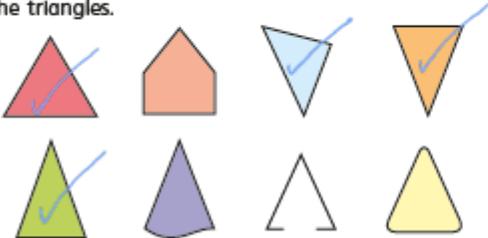


- a) Tick the polygons.
- b) Talk to a partner about the shapes you have not ticked. Why are they not polygons?
- c) Write a definition of a polygon.

A closed shape made up of straight sides

Compare your definition with a partner's.

2 Tick the triangles.

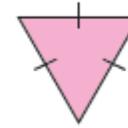


For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

3 Ron is classifying triangles.



This is an upside down triangle.



- a) Ron is incorrect. Explain why.

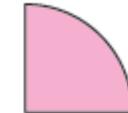
A triangle cannot be upside down.

- b) What type of triangle is it? equilateral

4 Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.

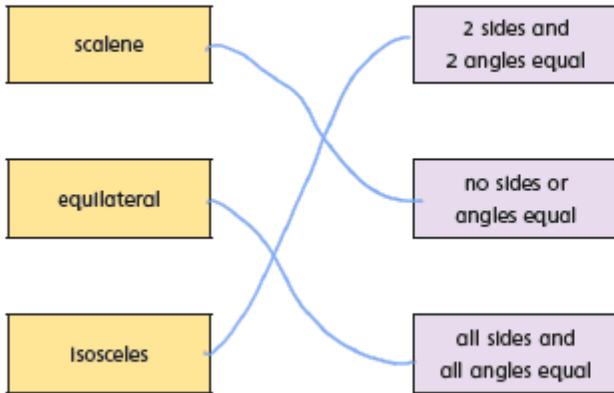


Do you agree with Annie? No

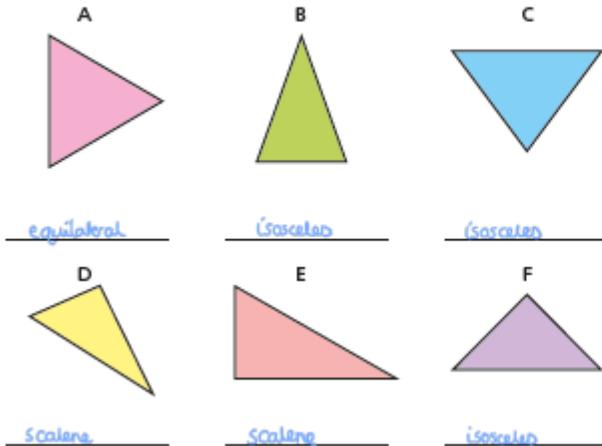
Explain your answer.

A triangle has three straight sides this shape does not.

5 Match the type of triangle to the definition.



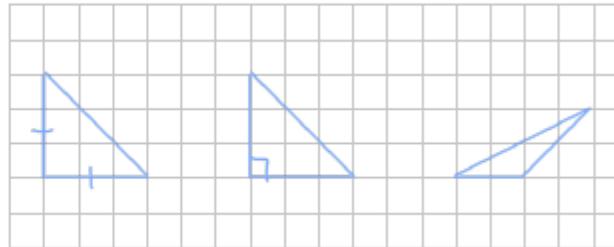
6 Label each triangle as either equilateral, Isosceles or scalene. You will need to measure the side lengths.



7 Draw each triangle in the grid.

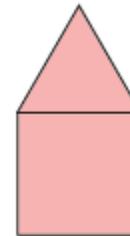
a) Isosceles b) right-angled c) scalene

e.g.



Which triangle was hardest to draw?

8 The diagram shows an equilateral triangle and a square. The perimeter of the square is 100 cm. Work out the perimeter of the compound shape.

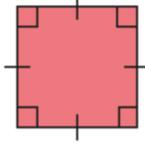


perimeter = 125 cm

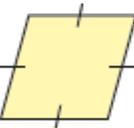
Quadrilaterals

1 Use the word bank to label each quadrilateral.

- rhombus parallelogram trapezium
rectangle square

a)  square

b)  rectangle

c)  rhombus

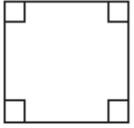
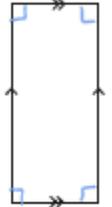
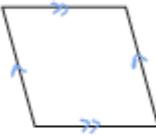
d)  parallelogram

e)  trapezium

How did you know which shape was which?



2 Here are some quadrilaterals.

A  B  C 

D  E 

a) Mark any right angles on the shapes.
One shape has been done for you.

b) Mark any pairs of parallel lines.
One shape has been done for you.

c) Which shapes do not have any right angles?

C D E

d) Which shapes have two pairs of parallel lines?

B C D

e) Which shapes have four equal sides?

A C

Compare answers with a partner.



3 Complete the table.

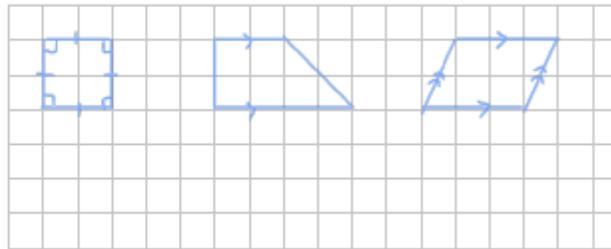
Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
	Yes	4	0	1	2
	Yes	4	0	2	2 pairs
	Yes	4	4	2	4
	Yes	4	0	2	4
	Yes	4	0	1	0

What is the same about all of the shapes?
What is different?

4 Draw the shapes on the grid.

a) square b) trapezium c) parallelogram

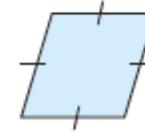
e.g.



5



This is a square because it has got 4 equal sides.



Do you agree with Rosie? No
Explain your answer.

6

Complete this Frayer Model to describe a quadrilateral.

e.g.

My definition A closed shape with four straight sides.	Key characteristics closed shape 4 straight sides 4 vertices
Quadrilateral	
Example 	Non-example

Spanish Answers

Answers Y4

12:00 Las doce en punto

7: 15 Las siete y cuarto

1:30 La una y media

6:00 Las seis en punto

4:30 Las cuatro y media

10:00 Las diez en punto

5:15 Las cinco y cuarto

2:30 Las dos y media