



Aim High... Fly High...

Year 4 Maths Summer term second half week 4

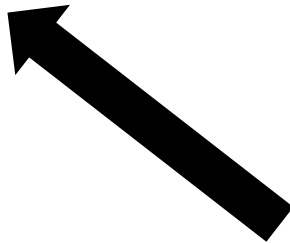
Week Commencing 13th July 2020

Please use the content from **Year 4 Summer term Week 11** (w/c 6th July) of the website below:

<https://whiterosemaths.com/homelearning/year-4/>

Lesson 1 - Identify angles

Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, [read more here](#) or get some extra practice from BBC Bitesize.



PLEASE CLICK HERE

Our focus this week will continue to be upon **revising and consolidating** the main Maths concepts that you have covered so far in Year 4, in preparation for our eventual return to school next year.

Please watch the videos using the links below first, before completing the worksheets that follow.

The following worksheets and answers can also be found on your class Starz page.

Lesson 1 – Identify angles <https://www.bbc.co.uk/bitesize/articles/zy3jcmn>

Lesson 2 – Compare and order angles <https://www.bbc.co.uk/bitesize/articles/zg4xdp3>

Lesson 3 – Triangles <https://www.bbc.co.uk/bitesize/articles/zcktjsg>

Lesson 4 – Quadrilaterals <https://www.bbc.co.uk/bitesize/articles/ztn9vwX>

Lesson 5 – Friday challenges <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Family-Challenge-Friday-10th-July.pdf>

Have fun!

Mr Walker

Lesson 1 –

Identify angles



1 Complete the sentences.

Use the word bank to help you.

90

180

greater

less

a) A right angle is degrees.

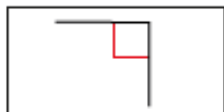
b) An acute angle is _____ than degrees.

c) An obtuse angle is _____ than degrees but less than degrees.

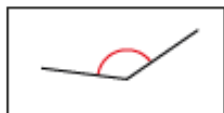
2 Match the angles to the labels.



right angle



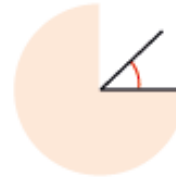
acute angle



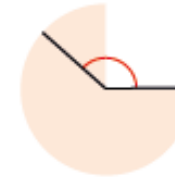
obtuse angle

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

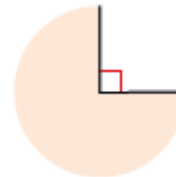
a)



d)



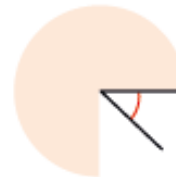
b)



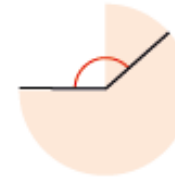
e)



c)



f)



4 Tick all the acute angles.





5 Tick all the obtuse angles.

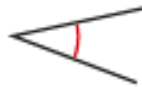


6 Label the angles: acute, obtuse or right angle.

a)



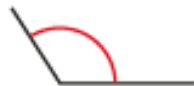
c)



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.



Lesson 2 –

Compare and order angles



1 Here are two angles.



A



B

a) Which angle is obtuse? _____

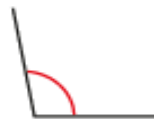
b) Which angle is acute? _____

How do you know? _____

2 Here are two angles.



X



Y

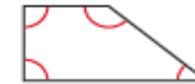
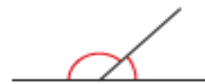
a) What type of angle is angle X? _____

b) What type of angle is angle Y? _____

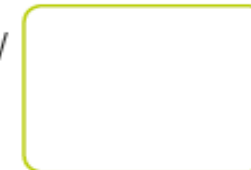
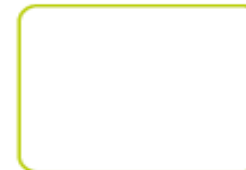
c) Which angle is smaller? _____

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.

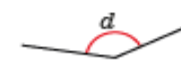
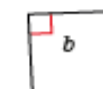
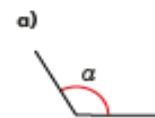
b) Draw a greater angle than 105° in the box on the right.

c) Is this statement true or false?

The angles are in ascending order of size.

Explain your answer. _____

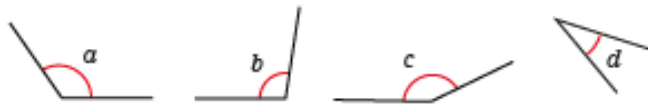
5 Order the angles from greatest to smallest.



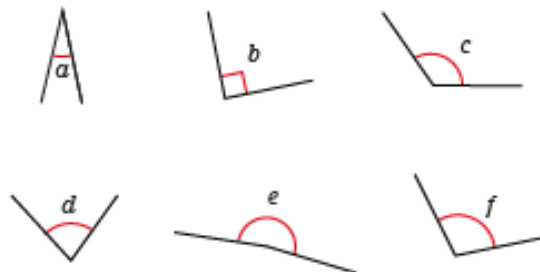
b)



d)



6 Compare and order the angles from smallest to greatest.

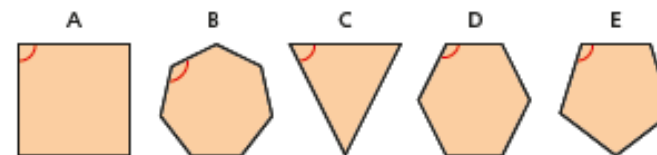


7 Four angles are labelled in the quadrilateral.



- 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?

Lesson 3 –

Triangles



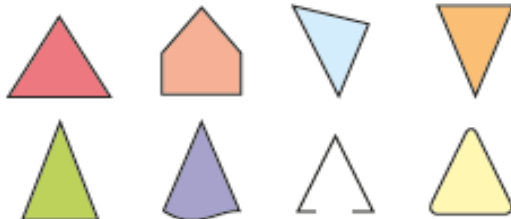
1 Here are some shapes.



- 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.

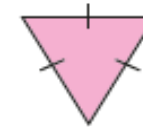


For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

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

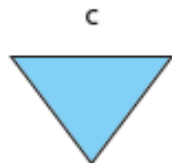
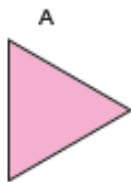
equilateral

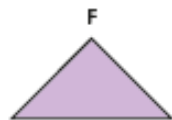
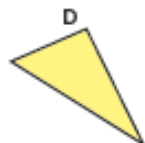
no sides or angles equal

isosceles

all sides and all angles equal

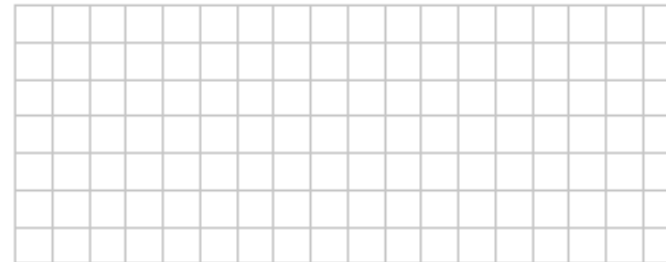
6 Label each triangle as either equilateral, isosceles or scalene. You will need to measure the side lengths.





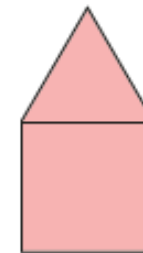
7 Draw each triangle in the grid.

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



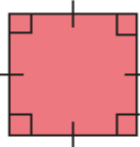
Lesson 4 –


Quadrilaterals





1 Use the word bank to label each quadrilateral.


- rhombus
- parallelogram
- trapezium
- rectangle
- square

a)  _____

d)  _____

b)  _____

e)  _____

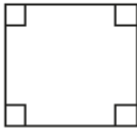
c)  _____

How did you know which shape was which?

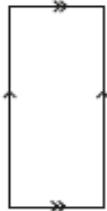


2 Here are some quadrilaterals.


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?




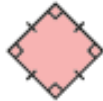


d) Which shapes have two pairs of parallel lines?

e) Which shapes have four equal sides?

Compare answers with a partner.



3 Complete the table.

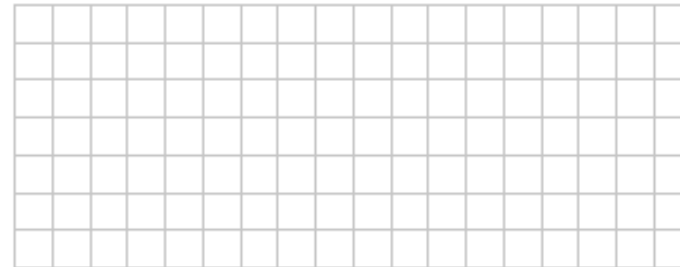
Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2
					
					
					
					

What is the same about all of the shapes?

What is different?

4 Draw the shapes on the grid.

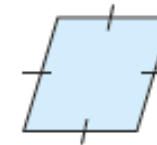
a) square b) trapezium c) parallelogram



5



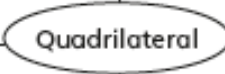
This is a square because it has got 4 equal sides.



Do you agree with Rosie? _____

Explain your answer.

6 Complete this Frayer Model to describe a quadrilateral.

My definition	Key characteristics
	
Example	Non-example



Aim High... Fly High...

Lesson 5 – Friday challenges

Challenge 2

Jon thinks of a number.



Half of his number is 12.

What is one third of Jon's number?

Challenge 3

A cup contains some coffee.

Sasha drinks $\frac{2}{5}$ of the coffee.

There is 120 ml of coffee left.

How much coffee was in the cup at the start?



Challenge 4

A cube weighs 87 g.



Two of the same cubes and a cone weigh 291 g.



How much does one cone weigh?

Challenge 5

Rani, Layla and Tash take part in a basketball competition.



- Rani scores 4 times as many baskets as Layla.
- Tash scores 8 baskets less than Rani.

They score 100 baskets in total.

How many baskets does Tash score?