

# Guidance for Parents/Carers

This week's pack supports the [Week 8 timetable](#) on Classroom Secrets Kids.

## Monday

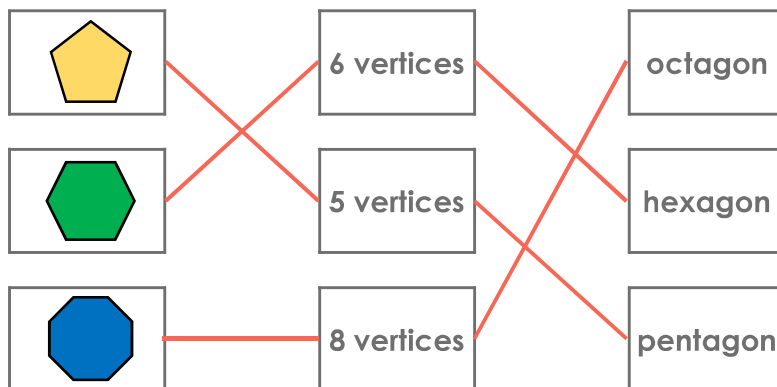
### Maths – Properties of 2D Shapes (page 2)

**Question 1** – This question shows two different shapes. Children should first count the number of sides on each shape. Once they know how many sides each shape has, this should help them to identify the name for each. Remember, 'quad' means four (a quad bike has four wheels) and 'tri' mean three (a tricycle has three wheels).

The correct answers are: **A = 4 sides. This is called a quadrilateral. B = 3 sides. This is called a triangle.**

**Question 2** – In this question children are shown three different shapes and they have to match each shape to the correct number of **vertices** and the correct name. **Vertices** are where the edges of a shape meet. For example, a rectangle has 4 vertices. They should count the number of **vertices** in each shape and they may also wish to count the number of sides, if this will help them to identify the name of each shape.

The correct answers are shown below.



**Question 3** – In this question children are shown a table containing eight shapes that have been sorted into two groups. The groups are not labelled, so children have to identify what the shapes in each group have in common in order to label each group. They should think about the number of sides and the number of vertices that the shapes in each group have. There are various answers for this question, so we have provided some example headings below.

All the shapes in the first column have **less than 5 vertices** and they also have **less than 5 sides**; all the shapes in the second column have **5 vertices or more** and they also have **5 sides or more**.

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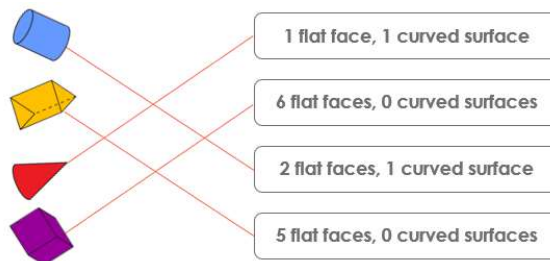
## Tuesday

### Maths – Properties of 3D Shapes (page 4)

It may help children with this work if they can find everyday objects that are 3D shapes, for example, a cereal box is a cuboid, a ball is a sphere and a tube of crisps is a cylinder.

**Question 1** – In this question children are shown four different 3D shapes and they must match them to the correct description by identifying how many flat **faces** and/or curved surfaces that each shape has. A **face** of a 3D shape is the flat or curved surface.

The correct answers are show below.



**Question 2** – Children are shown seven different 3D shapes and they must count the **edges** on each shape to identify which ones have nine **edges**. The **edge** of a 3D shape is where two faces meet.

The correct answers are **D** and **G**.

**Question 3** – This question tells us that Azzam is building a model of a cuboid. Children may find it helpful to have an example of a cuboid, such as a cereal box, to look at while they complete this activity. It may also help them to try to make their own model of a cuboid using lollipop sticks, spaghetti, cocktail sticks or straws as the **edges**, and playdough, plasticine, Blu-tac, pom-poms or cotton wool balls as the **vertices**. **Vertices** are where the sides or edges of a shape meet (for example, a rectangle has 4 vertices).

If it is not possible to make their own model, children should count the number of edges and vertices that a cuboid has and use this information to work out if what Azzam says is correct and explain why.

The correct answer is that **Azzam is incorrect because a cuboid has 8 vertices not 12, so 8 balls of playdough are needed.**

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### Wednesday

#### Maths – Sorting Shapes (page 6)

**Question 1** – In this question children are shown a table that has been used to sort some 2D shapes according to the number of sides that they have and whether they have a vertical line of symmetry. A **line of symmetry** is the line which goes through the centre of a shape to give two identical halves, as though reflected in a mirror. To complete this activity, children should look at each of the shapes and decide which fit both criteria: 4 sides or more and no vertical line of symmetry.

The correct answers are: **A, D, E and F**.

**Question 2** – Children are shown two sets of different 3D shapes and they must complete the statements about the sets by counting how many edges the shapes have.

The correct answers are that **the shapes in set A have 2 edges and the shapes in set B have 8 edges**.

**Question 3** – In this question children can see that some 3D shapes have been sorted into a diagram according to whether they have an even number of faces and more than four vertices. One part of the diagram is empty, so children should write the names of two more 3D shapes that have more than four vertices and an odd number of surfaces/faces in this part.

Some correct answers are **a square-based pyramid** and **a triangular prism**

Please see page 4 for a recap of **faces**, **edges** and **vertices**.

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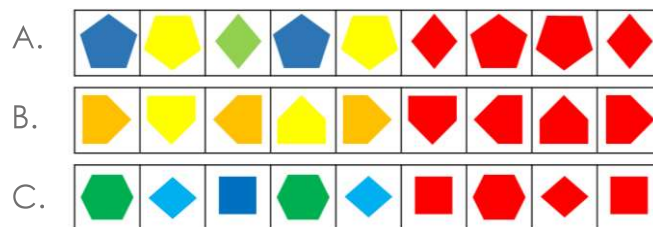
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## Thursday

### Maths – Shape Patterns (page 8)

**Question 1** – In this question children have three different repeating patterns to complete using 2D shapes. For each pattern they should look at the first shape and find where that shape appears again in the pattern. This is where the pattern starts to repeat. Children should make sure that they draw the shapes the same way round as they first appear in the pattern. They should not change the size or orientation of any of the shapes.

The correct answers are shown below.



**Question 2** – In this question children are given two different 2D shape patterns and three different descriptions. In order to identify which description is the odd one out, children should first match the two shape patterns with their correct descriptions. They should also remember that some of the 2D shapes might look slightly different from how they usually appear because they are upside down or on their side. If children struggle to identify any of the 2D shapes in the patterns, they should count the number of sides the shape has to help them.

The correct answers are A and B match; C and E match; D is the odd one out.

**Question 3** – In this question children are given eight cards with pictures of 3D shapes on them. They should make a pattern with four of the cards first and then repeat that same pattern with the other four cards to make one long repeating pattern and record it. It may help children to cut these cards out and physically arrange them into repeating patterns. Children should then repeat this activity to make a different repeating pattern and record that one too. As there are various answers, we have given two examples below.

sphere, sphere, prism, cylinder, sphere, sphere, prism, cylinder

cylinder, sphere, prism, sphere, cylinder, sphere, prism, sphere