Monday

Maths – Identify Angles (page 2)

An **angle** is when two edges of a shape meet or intersect.

An **acute angle** is an angle that is less than 90°or a right angle.

An **obtuse angle** is an angle that is greater than 90° but less than 180°.

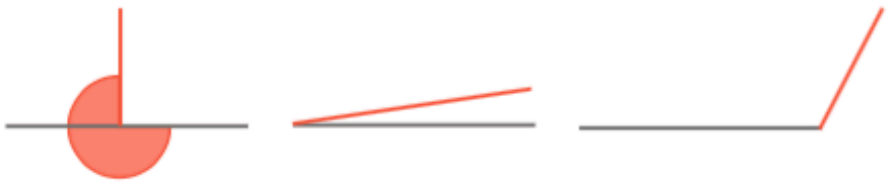
A **right angle** is an angle that is exactly 90°. It is often marked with a square to identify it.

Question 1 – For this question, children are asked to look at each of the six angles and match them to the correct label. There are a mixture of **acute**, **obtuse** and **right angles** for children to practise identifying. Some **angles** are pictured with **angle tester** which is a circle with a 90° **angle** cut out so that children can use it to help identify the type of **angle** in the question. If the image is a **right angle** the lines will fit exactly on the **angle tester**. If the **angle** is **obtuse** it will be larger than the **angle tester** and if the **angle** is **acute**, it will be smaller.

Acute angles – C, F; right angles – B; obtuse angles – A, D, E

Question 2 – For this question, children have been given three lines that need to be completed to match the label below. Children must draw a line to complete the **angle** so that they each show the correct **angle** type.

There are various answers for each **angle**, one example is shown below.



Monday

Maths – Identify Angles (page 2)

Question 3 – For this question, there is a statement about **acute angles** all being 45 degrees with two images to show Ben's statement. Children must decide whether they agree with Ben and write a sentence to explain their choice as well as drawing an **angle** to support what they have written.

Ben is incorrect. Acute angles are any angles that are less than 90°. Children to draw any acute angle to support their answer. For example:

Tuesday

Maths – Compare and Order Angles (page 4)

Question 1 – For this question, children must look at the **angles** in each of the shapes and decide whether angle B is the largest **angle** in each of the shapes and mark the correct box. Each shape is made up of different **angle** sizes and types (as explained on page 2).

Shape 1 – true, shape 2 – true, shape 3 – false (the answer is D), shape 4 – true.

Question 2 – For this question, children are given a selection of clocks with different times. Children mut compare the angles marked with the curved lines and decide which clock is the odd one out.

B is the odd one out because it is acute, whereas the others are all obtuse.

Question 3 – In this question, Jemma has organised four different **angles** and she says that she has arranged them from smallest to largest. Children must look at the angles given and decide whether Jemma is correct. Once they have made a decision, children must write a sentence to prove that their choice is correct.

Jemma is incorrect because angle D is smaller than angle C.

Wednesday

Maths – Triangles (page 6)

An **equilateral triangle** is triangle with three equal sides and three equal angles.

An **isosceles triangle** is a triangle that has two equal sides and angles.

A **scalene triangle** is a triangle that has all different sides and angles.

A **right-angled triangle** is a triangle containing a right angle. Right-angled triangles can be either an isosceles or a scalene triangle.

Question 1 – For this question, children are given a selection of different points that can be joined together to create different types of **triangle** as explained above. Children must read the statements and identify whether the points that are given make the type of **triangle** explained. It may be helpful for children to join the points together so that they can see the **triangle** and identify the type from the image they have drawn.

Statements A and C are correct.

Question 2 – This question again asks children to join each of the triangles given to the correct type. It may be helpful to remind children that a **right-angled triangle** will also be either a **scalene triangle** or an **isosceles triangle**.

Right-angled – B, D; Scalene: D; Isosceles – B, C; Equilateral – A

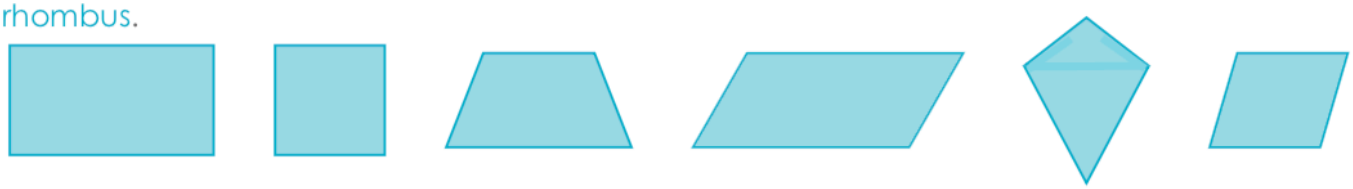
Question 3 – For this question, children must decide which triangle types can be made by choosing three of the lines given. It may be helpful for children to cut the lines out so that they can make the triangles and experiment with different combinations. Children must write an explanation for why each triangle can or cannot be made.

Equilateral – not ticked because there are not three equal lines. Isosceles – ticked because there are two equal lines (B and D). Scalene – ticked because there are three lines of different lengths (A,B and C for example).

Thursday

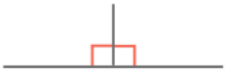
Maths – Quadrilaterals (page 8)

A **quadrilateral** is any shape with four sides. There are six special quadrilaterals with different properties: a rectangle, a square, a trapezium, a parallelogram, a kite or a rhombus.



Parallel lines are lines the same distance apart that never meet.

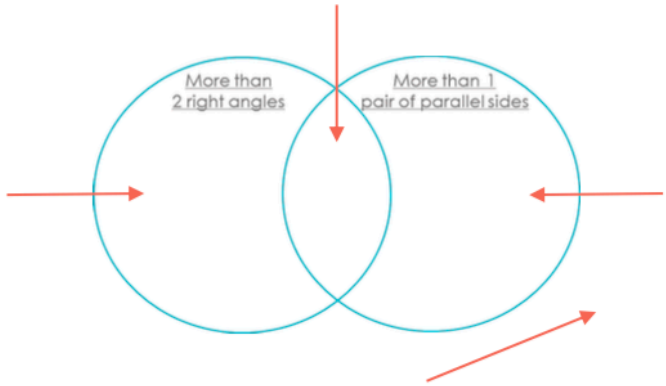
Perpendicular lines are lines that intersect or meet at a 90° or right angle.



Question 1 – For this question, children are given a selection of quadrilaterals that are shown both as images and in words. Children must sort the given **quadrilaterals** into the correct part of the **Venn diagram** (explained below) using the names of the shapes.

Shapes that have more than two **right angles** and more than one pair of **parallel line** should be placed in this section in the middle where the two circles overlap.

Shapes that have more than two **right angles** (as explained on page 2) should be placed in this section.



Shapes that have more than one pair of **parallel line** should be placed in this section.

Shapes that have two or less **right angles** and have one or less pairs of **parallel lines** should be placed somewhere outside the circles as they don't belong in either category.

More than 1 pair of parallel sides: parallelogram, rhombus
Middle section: rectangle, square
Outside the circles: trapezium

Thursday

Maths – Quadrilaterals (page 8)

Question 2 – For this question, children are given a statement describing the **quadrilateral** that is picture. Children must read the statement and decide whether it is true or false.

False because it is a trapezium. Trapeziums only have one pair of parallel sides. The one shown has no right angles.

Question 3 – For this question, children are given six different **quadrilaterals**. Children must look at the shapes and identify which is the odd one out. Once they have chosen the odd one out, children must write a sentence to explain their choice.

There are various answers for this question, one example is given below.
The square is the odd one out as it is the only quadrilateral that has all equal sides and 4 right angles.