

# Independent Recap

Geometry  
Week 11

Year 4

## Arithmetic

1.  $170 + 63$

2.  $305 \times 3$

3.  $86 + 7$

4.  $7.4 - 2.9$

## Practice: Identify Angles

5. Recap: Complete the sentence.



A right angle is exactly ?°.

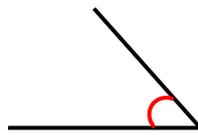
6. Complete the sentence.

This angle is an ? angle as it is ? than a right angle.



7. Complete the sentence.

This angle is an ? angle as it is ? than a right angle.



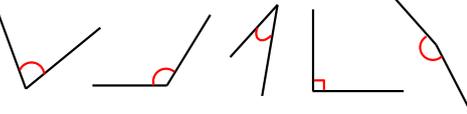
8. Complete the sentences.

A ? angle is 90 degrees.

Acute angles are less than ? degrees.

? angles are between 91 and 179 degrees.

9. Label these angles as A (acute), R (right angle) or O (obtuse).



10. Explain how you would draw an angle of approximately 95°.



11. Label these angles as A (acute), R (right angle) or O (obtuse).

$60^\circ$     $50^\circ$     $110^\circ$     $10^\circ$     $150^\circ$     $95^\circ$

12. Label these angles as A (acute), R (right angle) or O (obtuse).

$57^\circ$     $103^\circ$     $90^\circ$     $7^\circ$     $91^\circ$     $178^\circ$

13. Ibrar says that  $92^\circ$  is a right angle because a right angle is any angle in the nineties.



Is Ibrar correct?

Challenge

14. Anisa has drawn two angles. Together they add up to  $160^\circ$ .

She says that one of the angles is less than  $100^\circ$ . What could her two angles be?

Give at least 3 possible pairs of answers.



You might want to talk to an adult



Spot the mistake

## Answers

Q no.	Question	Answer
1	$170 + 63$	233
2	$305 \times 3$	915
3	$86 + 7$	93
4	$7.4 - 2.9$	4.5
5	Complete the sentence	$90^\circ$
6	Complete the sentence	obtuse, larger
7	Complete the sentence	acute, smaller
8	Complete the sentence	right, 90, obtuse
9	Label these angles as A (acute), R (right angle) or O (obtuse).	Acute angles - a, c Obtuse angles - b, e Right angles - d
10	Explain how you would draw an angle of approximately $95^\circ$ .	Pupils should be able to explain that $95^\circ$ is just over $90^\circ$ or a right angle. They could then use this information to create an angle of approximately $95^\circ$ .
11	Label these angles as A (acute), R (right angle) or O (obtuse).	A, A, O, A, O, O
12	Label these angles as A (acute), R (right angle) or O (obtuse).	A, O, R, A, O, O
13	Is Ibrar correct?	Ibrar is incorrect, a right angle must be $90^\circ$ exactly. If an angle is over $90^\circ$ , it is not a right angle, it is an obtuse angle.
14	Anisa has drawn two angles. Together they add up to $160^\circ$ . She says that one of the angles is less than $100^\circ$ . What could her two angles be? Give at least 3 possible pairs of answers.	Accept any answers that add to $160^\circ$ and where one angle is less than $100^\circ$ . Example answers: One right angle and $70^\circ$ $99^\circ$ and $61^\circ$ $5^\circ$ and $155^\circ$

## Arithmetic

1.  $\frac{1}{5} + \frac{1}{5}$

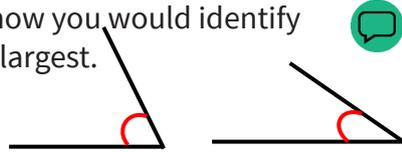
2.  $4.6 + 0.8$

3.  $5.04 - 0.09$

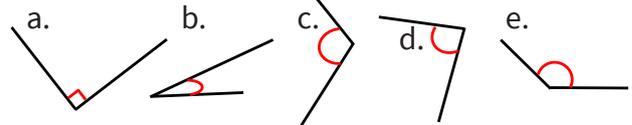
4.  $1,600 + 984$

## Practice: Compare and Order Angles

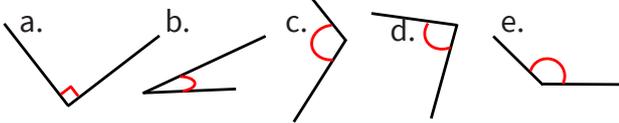
5. Recap: Explain how you would identify which angle is the largest.



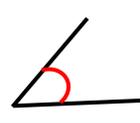
6. Circle the largest angle.



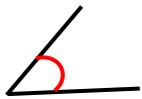
7. Circle the smallest angle.



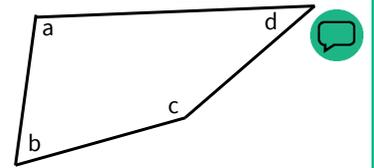
8. Draw two angles larger than the given angle.



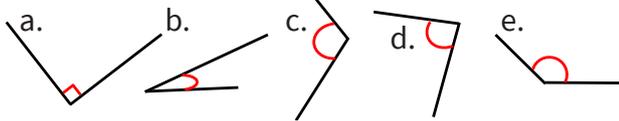
9. Draw two angles smaller than the given angle.



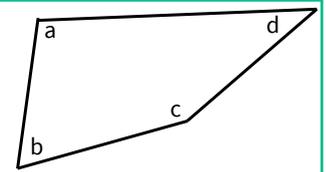
10. Which angle is the largest in this shape? How do you know?



11. Put these angles in ascending order of size.



12. Order the angles in the shape from largest to smallest.



13. Benji says he has put the angles in order, starting with the smallest. Is he correct?



Challenge

14. Shelbie says she can draw a right angle triangle that also has an obtuse angle.

Is she right?

Prove that she is or is not correct.



You might want to talk to an adult



Spot the mistake

## Answers

Q no.	Question	Answer
1	$\frac{1}{5} + \frac{1}{5}$	$\frac{2}{5}$
2	$4.6 + 0.8$	5.4
3	$5.04 - 0.09$	4.95
4	$1,600 + 984$	2,584
5	Explain how you would identify which angle is the largest.	Answers will vary. Pupils should be able to explain that they know they are looking at the acute angle (not the reflex angle) as this is identified with the red mark. They may explain that they will compare the angles by eye to see which looks larger or they may say that they compared each angle to a right angle to see which is larger. Accept answers that show an understanding of how to compare angles without a protractor.
6	Circle the largest angle.	Angle e circled
7	Circle the smallest angle.	Angle b circled
8	Draw two angles larger than the given angle.	Accept any answers where the angles are larger than the angle given.
9	Draw two angles smaller than the given angle.	Accept any answers where the angles are smaller than the angle given.
10	Which angle is the largest in this shape? How do you know?	Pupils should be able to identify that two angles in the quadrilateral are acute angles (b and d) and two are obtuse angles (a and c). Angle a is very close to a right-angle so angle c is the largest angle.
11	Put these angles in ascending order of size.	b, d, a, c, e
12	Order the angles in the shape from largest to smallest.	c, a, b, d
13	Benji says he has put the angles in order, starting with the smallest. Is he correct?	Benji is incorrect as he has started with a right angle. The rest of the angles are in the correct order. The right angle should be the third in line.
14	Shelbie says she can draw a right angle triangle that also has an obtuse angle. Is she right? Prove that she is or is not correct.	Shelbie is incorrect. Internal angles of a triangle add up to $180^\circ$ , as a right angle is $90^\circ$ , the other angles must add up to $90^\circ$ . This means that the other two angles cannot be obtuse angles.

## Arithmetic

1.  $6.3 \times 10$

2.  $804 - 700$

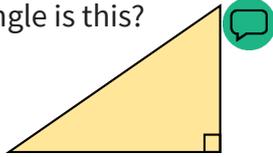
3.  $33 \times 9$

4.  $1,217 - 800$

## Practice: Triangles

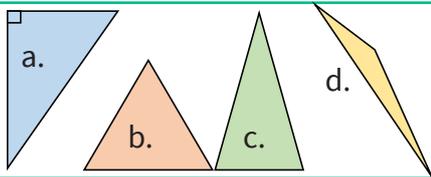
5. Recap: Which type of triangle is this?

How do you know?

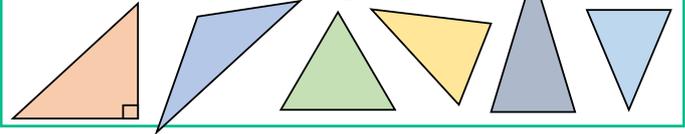


6. E (equilateral), S (scalene), I (isosceles) or R (right-angled)?  
 a. all sides and angles different.  
 b. has a right-angle.  
 c. all sides and angles the same.  
 d. two sides and angles the same

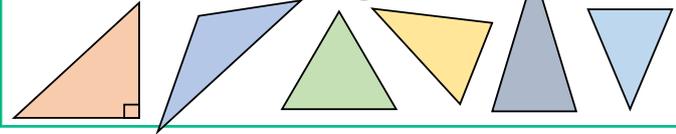
7. Label each as E, S, I or R.



8. Tick the scalene triangles.

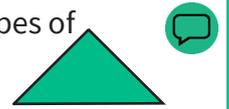


9. Tick the isosceles triangles.



10. This triangle could be two types of triangle.

Which two? How do you know?

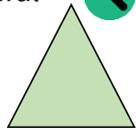


11. Using a ruler, draw two different right-angled triangles.

12. Using a ruler, draw two different scalene triangles.

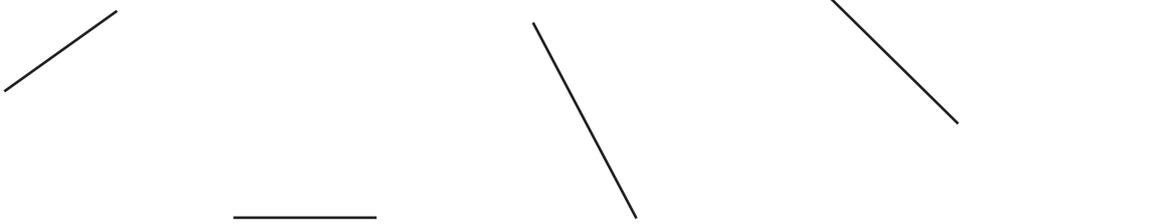
13. Mae says she has drawn an equilateral triangle.

Is she correct? Explain.



Challenge

14. Use these lines to draw at least one right-angle triangle, one isosceles triangle and one scalene triangle. Label the triangles you draw.



You might want to talk to an adult



Spot the mistake

## Answers

Q no.	Question	Answer
1	$6.3 \times 10$	63
2	$804 - 700$	104
3	$33 \times 9$	297
4	$1,217 - 800$	417
5	Which type of triangle is this? How do you know?	This is a right angle triangle. Pupils should be able to identify this because there is a right angle labelled in the triangle.
6	E (equilateral), S (scalene), I (isosceles) or R (right-angled)?	a. S, b. R, c. E, d. I
7	Label each as E, S, I or R.	First - right-angled triangle, Second - equilateral triangle, Third - isosceles triangle, Fourth - scalene triangle
8	Tick the scalene triangles.	Second and fourth triangles ticked.
9	Tick the isosceles triangles.	Fifth and sixth triangles ticked.
10	This triangle could be two types of triangle. Which two? How do you know?	The triangle could be a right angle triangle or an isosceles triangle. It has a right angle (making it a right-angle triangle) but also an isosceles triangle as it has two equal sides and two equal angles.
11	Using a ruler, draw two different right-angled triangles.	Correctly drawn right-angle triangles.
12	Using a ruler, draw two different scalene triangles.	Correctly drawn scalene triangles.
13	Mae says she has drawn an equilateral triangle. Is she correct? Explain.	Mae is incorrect, she has drawn an isosceles triangle. Pupils can prove this by measuring the sides in the triangle.
14	Use these lines to draw at least one right-angle triangle, one isosceles triangle and one scalene triangle. Label the triangles you draw.	Answers will vary depending on the triangle pupils draw. As there are 5 starter lines, pupils will need to repeat at least one type of triangle.

## Arithmetic

1.  $9 \times 7$

2.  $9,811 - 723$

3.  $504 - 9$

4.  $403 - 201$

## Practice: Quadrilaterals

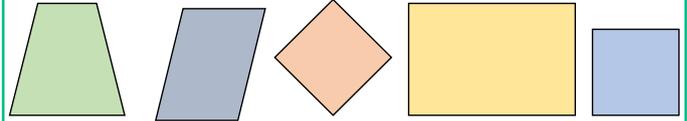
5. Recap: Explain the properties of a quadrilateral.



6. Square, rhombus, trapezium or rectangle?  
 a. parallel lines - 2 pairs, sides/ angles - all the same. b. parallel lines - 2 pairs, sides - 2 pairs the same, angles - same. c. parallel lines - 1 pair

7. Trapezium, rhombus or parallelogram? a. parallel lines - 2 pairs, sides - all the same, angles - opposite equal. b. parallel lines - 2 pairs, sides - opposite equal length, angles - opposite equal.

8. Name each shape.



9. Using a ruler, draw a trapezium. Mark any parallel lines and right-angles in your shape.

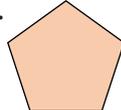
10. Explain the difference between a square and a rectangle.



11. Using a ruler, draw a parallelogram. Mark any parallel lines and right-angles in your shape.

12. Using a ruler, draw a rhombus. Mark any parallel lines and right-angles in your shape.

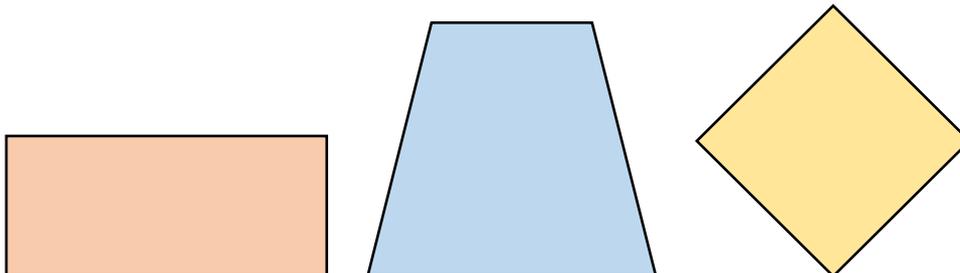
13. Pollyanna says she has drawn a quadrilateral. Is she correct? Explain.



Challenge

14. Which one is the odd one out?

Explain your choice.



You might want to talk to an adult



Spot the mistake

## Answers

Q no.	Question	Answer
1	$9 \times 7$	63
2	$9,811 - 723$	9,088
3	$504 - 9$	495
4	$403 - 201$	202
5	Explain the properties of a quadrilateral.	A quadrilateral is a four sided polygon. Quadrilaterals have four sides and four angles.
6	Square, rhombus, trapezium or rectangle?	a. square b. rectangle c. trapezium
7	Trapezium, rhombus or parallelogram?	a. rhombus b. parallelogram
8	Name each shape.	First - trapezium, second - parallelogram, third - rhombus, fourth - rectangle, fifth - square
9	Using a ruler, draw a trapezium.	The trapezium drawn should have the properties identified in question 7: parallel lines - 1 pair
10	Explain the difference between a square and a rectangle.	A square has four equal sides. A rectangle has two pairs of sides of the same length.
11	Using a ruler, draw a parallelogram.	The parallelogram should have the properties identified in question 7: parallel lines - 2 pairs, sides - opposite equal length, angles - opposite equal
12	Using a ruler, draw a rhombus.	The rhombus should have the properties identified in question 7: parallel lines - 2 pairs, sides - all the same, angles - opposite equal
13	Pollyanna says she has drawn a quadrilateral. Is she correct? Explain.	Pollyanna is incorrect. She has drawn a pentagon, which has 5 sides and angles. Quadrilaterals have 4 sides and angles.
14	Which one is the odd one out? Explain your choice.	Answers will vary depending on the choice the pupil makes. Example reasons for the odd one out: Rectangle - has right angles/ all angles are the same Rhombus - all sides are of equal length Trapezium - only has one pair of parallel lines