

# YEAR 4: Incredible Inventions



Hello, Year 4! As we come to the end of another month of home schooling, you all continue to amaze us with how well you are doing and we love speaking to you and hearing all about what you have been up to. We appreciate how difficult it is to keep motivated to learn at home but it is really important that you try to do some school work whenever you can. Remember also that reading is important and it is really beneficial for your mental health as well. Let us know what you are reading and any good reading places you have discovered on Twitter @oldburypark.

Ms Condon    Mrs Screen    Miss Doughty    Mrs Sheppard

## EVERY DAY

**Daily Maths lessons** – <https://whiterosemaths.com/homelearning/year> week 10 Charts / Graphs

**Mathletics** – 15-20 minutes (more if you wish).

**Read** for at least 15 minutes.

## Additional tasks for this week (29/6/20)

### English

**Monday:** What is persuasive writing? Where is persuasive writing used? <https://www.bbc.co.uk/teach/class-clips-video/how-to-write-a-persuasive-text/zkcfbdm> Persuasive writing tries to persuade someone to do something e.g. go to a party or buy a new toy. How many different types of persuasive writing can you think of? (adverts, brochures, health information e.g. eat more fruit,)

**Tuesday:** Read the following persuasive writing examples.

(attached below or online here)

<https://www.twinkl.co.uk/resource/t2-e-2245-persuasion-writing-sample-writing-sample>

What is the writer trying to persuade people to do and how are they doing this? Create a mind map of persuasive writing features. Magpie words and phrases you might use.

**Wednesday:** You are going to try to persuade someone to use your futuristic mode of transport. Write 3 facts and 3 opinions about your transport. For example: It is the biggest space rocket ever made. (Fact) The seats are the most comfortable ever. (opinion)

**Thursday:** Vocabulary is very important when trying to persuade people. How would you feel if you are told something is 'good'? How would you feel if you are told something is 'amazing', 'fantastic', 'out of this world'? Make a list of as many persuasive words or phrases you can think of. Use a thesaurus to help you find better alternatives.

**Friday:** A rhetorical question is another technique that is used in persuasion. Think of a rhetorical question you could use to persuade people to use your transport. E.g. Who wouldn't want to ride in this amazing machine?

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

### Topic

This week we want you to complete at least one of the following –

**Topic-** Investigate how new vehicles are advertised. This is an example. There are many more. How do manufacturers persuade people to buy their product? <https://www.vauxhall.co.uk/vehicle-categories/electric-vehicles.html>

**Music:** Music can be very powerful and persuasive and is often used by advertisers to add emotion. Listen to these pieces of music. How do they make you feel? <https://www.letsplaykidsmusic.com/classical-music-teach-emotions/> (Scroll down to the Youtube videos – there are lots to choose from.)

**French:** Emotions. Watch this video. Draw emoji faces and label the emotion in French. Keep a diary of how you are feeling every day and write it in French.

E.g. Je suis heureux (I am happy)

<https://www.youtube.com/watch?v=Wx7VS3nJH8c>

**RE:** What can we learn from religions about deciding what is right and wrong? Humanism

Many Christians and Jews believe that God inspired the Ten Commandments and Beatitudes – so they believe God has helped to give them guidance on how to live. Humanists do not think that there is a God therefore they do not believe God teaches anyone how to live. There are three things: The Golden Rule, Reason and Conscience, which are really important to Humanists to give them guidance on how to live and how to decide what is right and wrong. Look at the worksheets below to learn more.

Interpret charts



1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key = 2 ice creams

a) How many vanilla ice creams were sold?

b) The shop sold 6 chocolate ice creams.

What mistake has Annie made?  
 \_\_\_\_\_  
 \_\_\_\_\_

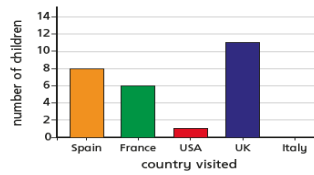
c) How many chocolate ice creams were sold?

d) How many strawberry ice creams were sold?

e) Seven mint choc ice creams were sold. Complete the pictogram to show this.



2 The bar chart shows the number of children who went on holiday to some different countries.



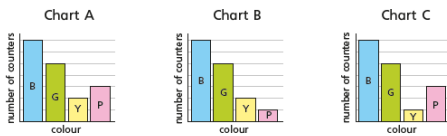
a) Complete the table using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

b) Complete the pictogram using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

Key = 4 children

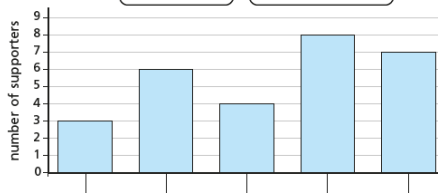


Which chart best represents the picture?  
 Talk to a partner about the reasons for your choice.

4 Use the clues to label the bar chart.

- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- More people support Halifax Town than support any other team.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.

Bradford City   Huddersfield Town   Halifax Town  
 Leeds United   Manchester United

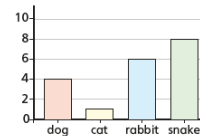


football team

5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

Class A

dog	8
cat	2
rabbit	7
snake	12



Class B

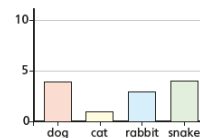
dog	4
cat	1
rabbit	3
snake	4



Key = 4 children

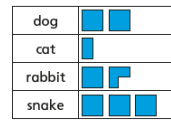
Class C

dog	4
cat	1
rabbit	6
snake	8



Class D

dog	8
cat	2
rabbit	7
snake	3



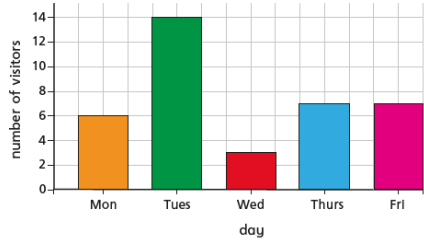
Key = 4 children



Comparison, sum and difference



1 The bar chart shows the number of visitors to a museum in a week.



- How many more visitors went to the museum on Tuesday than on Wednesday?
- What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- What was the total number of visitors for the whole week?
- If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

2 The pictogram shows the points scored in a game by five teams.

Team	Points
Red	
Blue	
Green	
Yellow	
Pink	

Key = 4 points

a) Write  $<$ ,  $>$  or  $=$  to compare the points scored by the teams.

- Red  Blue and Green  
 Red and Blue  Green and Yellow  
 Red and Green  Yellow and Blue  
 Blue and Green  Yellow

b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

c) Teddy is working out the difference in points between the Red and Green teams.



I can work out how many points each team scored and then subtract one from the other.

Is there another way Teddy could work out the answer?

3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	
UK	
Italy	
Germany	
Iceland	

Key = 3 hours

- I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

hours
  - I can count how many sunshine symbols there are altogether and multiply that by 3.

Use Rosie's method to calculate the total hours of sunshine.

hours
- Which method is the most efficient?  
 Will that always be the case?

4 The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

a) Complete the table.

b) Are these statements true or false?

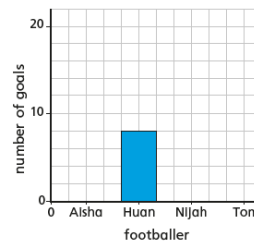
More women than men watched one of the films.

Film B was the most popular.

5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

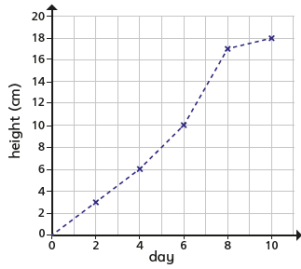
- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



# Introducing line graphs



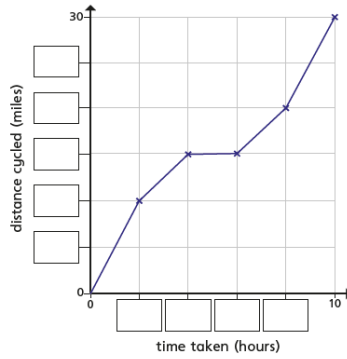
1 The line graph shows the growth of some cress over 10 days.



- a) How tall was the cress on Day 2?  cm
- b) On what day did the cress reach 10 cm? day
- c) Estimate the height of the cress on Day 5  cm
- d) Estimate when the cress will reach a height of 14 cm. day
- e) Between which two consecutive days did the cress grow the most? day  and day

2 The line graph shows the distance a cyclist travels on a bike ride.

a) Fill in the missing labels.



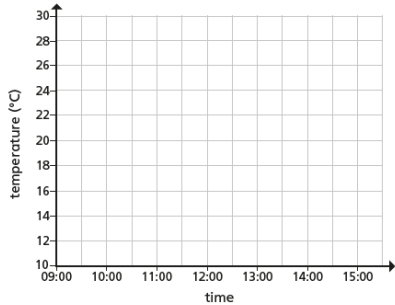
- b) How long did it take the cyclist to travel 10 miles?  hours
  - c) How far had the cyclist travelled after 4 hours?  miles
  - d) How far did the cyclist travel in total?  miles
  - e) How far did the cyclist travel between 4 and 6 hours?  miles
- What might have happened during this time?



3 The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

a) Use the information in the table to complete the line graph.



Key Monday \_\_\_\_\_ Tuesday \_\_\_\_\_

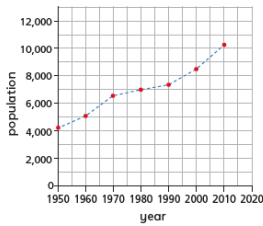
b) On Tuesday, the following temperatures were recorded.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete the key.

c) At what time was it hotter on Tuesday than on Monday?

4 The graph shows the population of a town from 1950 to 2010.

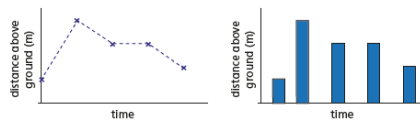


a) Circle the correct word to complete the statement.

The population of the town **increased / decreased** from 1950 to 2010

- b) Estimate the highest recorded population.
- c) In what year did the population first reach 7,000?
- d) Estimate the population in 1970
- e) Estimate the population in 2006

5 The line graph and bar chart both show the distance above ground of a bird.

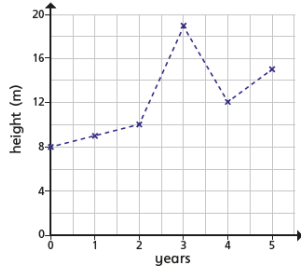


Which representation is more appropriate? \_\_\_\_\_  
Explain your choice to a partner.



## Line graphs

- 1 The line graph shows the growth of a tree.



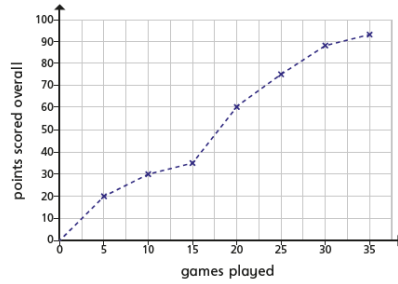
- a) What is the difference in height between the start and end of recording?  m
- b) How much did the tree grow between the 2nd and 3rd year?  m
- c) What happened in year 3? What might have caused this?
- d) By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

Do you agree with Whitney? \_\_\_\_\_  
Explain your answer.

- 2 The line graph shows the number of points scored over 35 games.



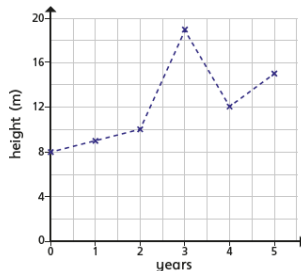
- a) Use the line graph to complete the table.

Games	0	5						
Points	0					88	93	

- b) How many points were scored between games 10 and 25?
- c) Between which games did the points exactly double? between game  and game
- d) Between which games were the least number of points scored? game  and game
- e) Estimate how many games it took to score 50 points.

## Line graphs

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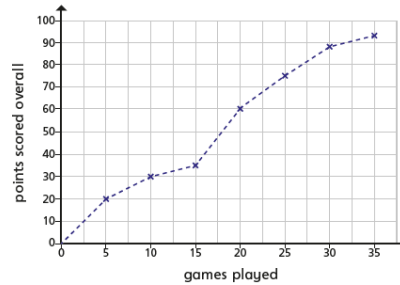
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- b) How much did the tree grow between the 2nd and 3rd year?  m
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# Interpret charts



1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key = 2 ice creams

a) How many vanilla ice creams were sold? 8

b) The shop sold 6 chocolate ice creams.

What mistake has Annie made?

She has counted the number of pictures of ice creams on the pictogram.

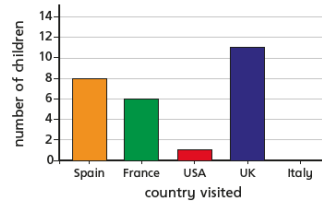
d) How many chocolate ice creams were sold? 12

d) How many strawberry ice creams were sold? 3

e) Seven mint choc ice creams were sold. Complete the pictogram to show this.



2 The bar chart shows the number of children who went on holiday to some different countries.



a) Complete the table using the information in the bar chart.

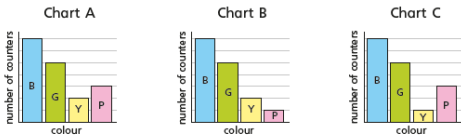
Country	Number of children visiting
Spain	8
France	6
USA	1
UK	11
Italy	0

b) Complete the pictogram using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

Key = 4 children

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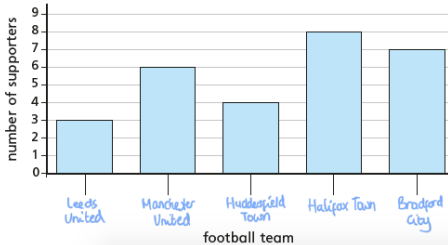
Which chart best represents the picture? chart C

Talk to a partner about the reasons for your choice.

4 Use the clues to label the bar chart.

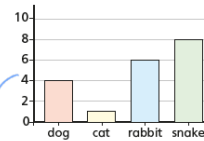
- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- Most people support Halifax Town.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.

Bradford City    Huddersfield Town    Halifax Town  
Leeds United    Manchester United

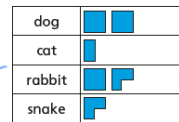


5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

Class A	
dog	8
cat	2
rabbit	7
snake	12

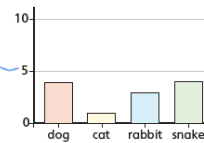


Class B	
dog	4
cat	1
rabbit	3
snake	4



Key = 4 children

Class C	
dog	4
cat	1
rabbit	6
snake	8



Class D	
dog	8
cat	2
rabbit	7
snake	3



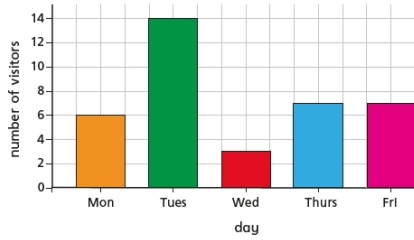
Key = 4 children

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## Comparison, sum and difference

- 1 The bar chart shows the number of visitors to a museum in a week.



- a) How many more visitors went to the museum on Tuesday than on Wednesday?
- b) What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- c) What was the total number of visitors for the whole week?
- d) If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

- 2 The pictogram shows the points scored in a game by five teams.

Team	Points
Red	
Blue	
Green	
Yellow	
Pink	

Key = 4 points

- a) Write  $<$ ,  $>$  or  $=$  to compare the points scored by the teams.

Red  $<$  Blue and Green

Red and Blue  $<$  Green and Yellow

Red and Green  $=$  Yellow and Blue

Blue and Green  $=$  Yellow

- b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

- c) Teddy is working out the difference in points between the Red and Green teams.



I can work out how many points each team scored and then subtract one from the other.

Is there another way Teddy could work out the answer?

- 3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	
UK	
Italy	
Germany	
Iceland	

Key = 3 hours

- a) I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

hours

- b) I can count how many sunshine symbols there are altogether and multiply that by 3

Use Rosie's method to calculate the total hours of sunshine.

hours

Which method is the most efficient?  
Will that always be the case?

- 4 The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	982
B	411	484	895
C	609	255	864
Total	1,384	1,357	2,741

- a) Complete the table.  
b) Are these statements true or false?

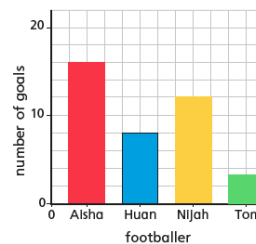
More women than men watched one of the films. true

Film B was the most popular. false

- 5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

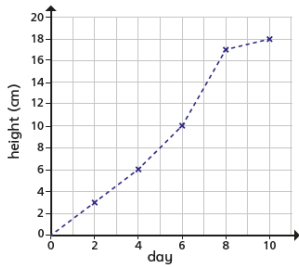
- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



# Introducing line graphs



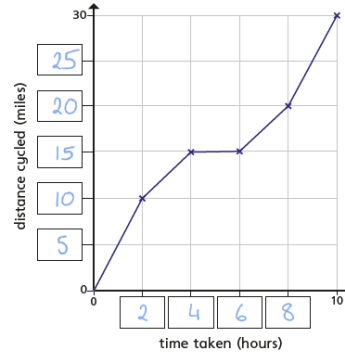
1 The line graph shows the growth of some cress over 10 days.



- a) How tall was the cress on Day 2? 3 cm
- b) On what day did the cress reach 10 cm? day 6
- c) Estimate the height of the cress on Day 5 8 cm
- d) Estimate when the cress will reach a height of 14 cm. day 7
- e) Between which two consecutive days did the cress grow the most? day 6 and day 7

2 The line graph shows the distance a cyclist travels on a bike ride.

a) Fill in the missing labels.



- b) How long did it take the cyclist to travel 10 miles? 2 hours
  - c) How far had the cyclist travelled after 4 hours? 15 miles
  - d) How far did the cyclist travel in total? 30 miles
  - e) How far did the cyclist travel between 4 and 6 hours? 0 miles
- What might have happened during this time?

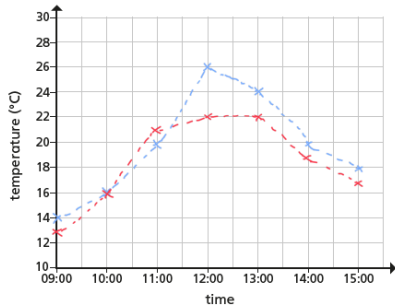
© White Rose Maths 2020



3 The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

a) Use the information in the table to complete the line graph.



Key Monday ----- Tuesday -----

b) On Tuesday, the following temperatures were recorded.

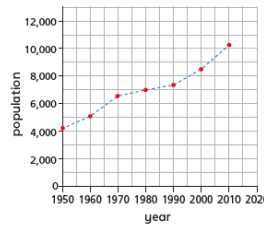
Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete the key.

c) At what time was it hotter on Tuesday than on Monday?

11:00

4 The graph shows the population of a town from 1950 to 2010.

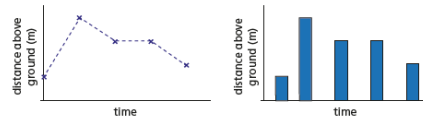


a) Circle the correct word to complete the statement.

The population of the town increased / decreased from 1950 to 2010

- b) Estimate the highest recorded population. 10,200
- c) In what year did the population first reach 7,000? 1980
- d) Estimate the population in 1970 6,500
- e) Estimate the population in 2006 9,500

5 The line graph and bar chart both show the distance above ground of a bird.



Which representation is more appropriate? line graph

Explain your choice to a partner.

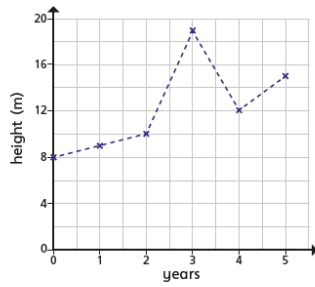
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# Line graphs

1 The line graph shows the growth of a tree.



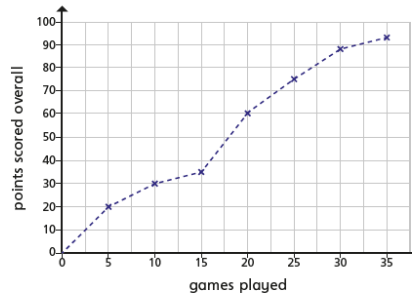
- a) What is the difference in height between the start and end of recording? 7 m
- b) How much did the tree grow between the 2nd and 3rd year? 9 m
- c) What happened in year 3? What might have caused this?
- d) By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

Do you agree with Whitney? yes  
Explain your answer.

2 The line graph shows the number of points scored over 35 games.

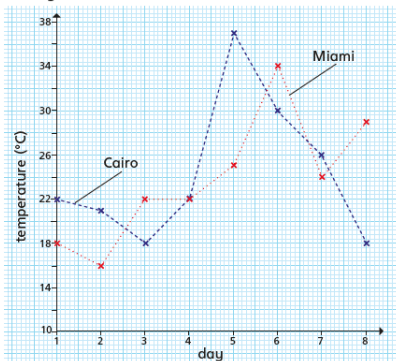


a) Use the line graph to complete the table.

Games	0	5	10	15	20	25	30	35
Points	0	20	30	35	60	75	88	93

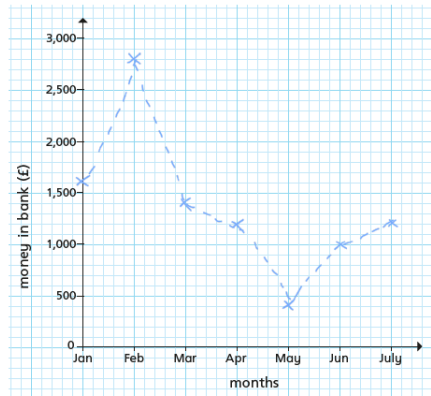
- b) How many points were scored between games 10 and 25? 45
- c) Between which games did the points exactly double? between game 10 and game 20
- d) Between which games were the least number of points scored? game 30 and game 35
- e) Estimate how many games it took to score 50 points. 18

3 The line graph shows the temperatures in Miami and Cairo over 8 days.



- a) On what day was the temperature the same in both cities? day 4
- b) What is the difference in temperature between the hottest days in both cities? 3 °C
- c) What is the difference between the hottest recorded temperature and the lowest recorded temperature? 21 °C
- d) On which days was it warmer in Cairo than Miami? 1, 2, 5, 7
- e) On what day was there the greatest difference in temperature between the two cities? day 5

4 Use the clues to complete the line graph.

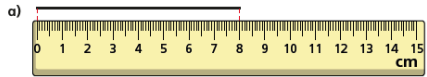


- In February there was £2,800 in the bank, which was the largest overall amount.
  - May had the lowest amount.
  - In March there was half the amount of February.
  - In Jan there was £200 more than March.
  - The total of March and April combined was £2,600
  - The lowest amount was £2,400 less than the highest amount.
  - In July and April there was the same amount of money.
  - June = Feb - Mar - May
- Compare answers with a partner.

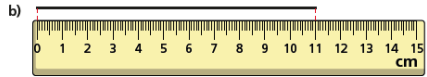
Draw accurately



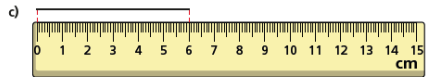
1 How long is each line?



cm



cm

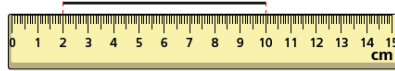


cm

2 Draw two lines that are each 5 cm long.



3 Dani says the line is 10 cm long.



a) What mistake has Dani made?

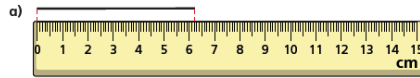
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---

b) How long is the line?  cm

4 What is the length of each line in millimetres?



mm



mm

c) \_\_\_\_\_

mm

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5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.

b) Draw a line 80 mm long.

What do you notice about the lines you have drawn?  
Why is this?

---



---

6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.



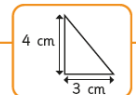
b) Measure the length of the diagonal.

Give your answer in millimetres.

mm

7 Draw a rectangle 8 cm long and 32 mm wide.

8 a) Make a sketch of the triangle.



b) Use your drawing to work out the perimeter of the triangle.

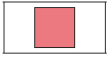
cm



1 Match the shapes to the labels.



square



pentagon



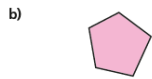
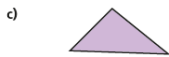
triangle



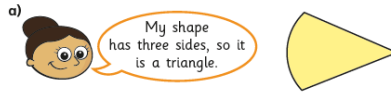
hexagon

2 Use the words to label the shapes.

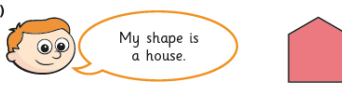
rectangle hexagon circle triangle pentagon



3 Dora and Ron each have a shape.



Why is Dora incorrect?

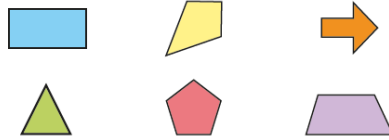


Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape?

4 Here are some shapes.

a) Circle all the quadrilaterals.



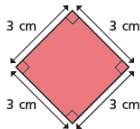
b) Draw three more quadrilaterals.



What do you notice about all the shapes you have drawn?

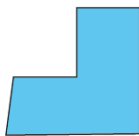
c) Is this shape a square?

Circle your answer.  yes  no



Compare answers with a partner.

5 This shape is a hexagon.



Why is it a hexagon?

\_\_\_\_\_

\_\_\_\_\_

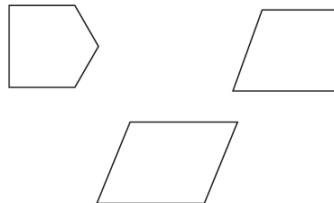
6 What is the name of each shape?



How do you know? Talk about it with a partner.

7 Each shape has at least one pair of parallel sides.

Draw on the shapes to show the parallel sides.

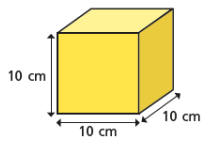


# Recognise and describe 3D shapes

1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.

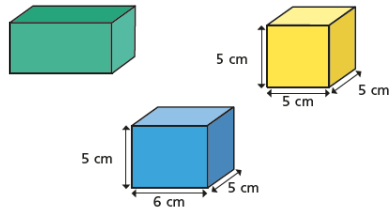


2 A cube is a special type of cuboid.

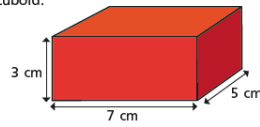


What is special about each face of a cube? Talk about it with a partner.

3 Which of the shapes is a cube? Tick your answer.



4 Here is a cuboid.



What do you notice about the opposite faces of a cuboid?

5 Match the 3D shapes to the labels.



square-based pyramid

cylinder

cone

6 Here are some shapes.

a) Circle all the triangular prisms.



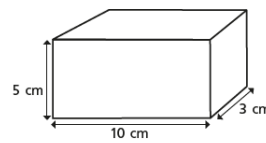
b) Circle all the spheres.



7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices

8 Here is a cuboid.



a) Shade a face that is a 5 cm by 3 cm rectangle.

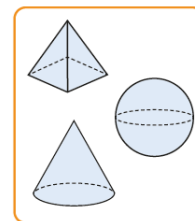
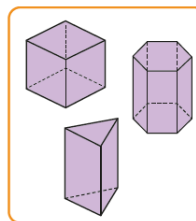
b) What are the measurements of one of the other faces?

cm by  cm

9 Huan sorts some shapes into prisms and non-prisms.

Prisms

Non-prisms

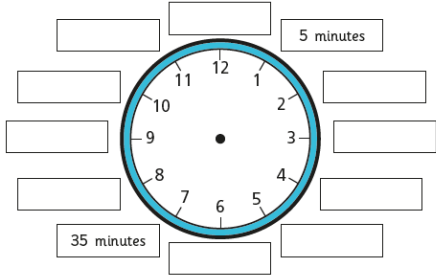


Talk to a partner about what a prism is like.

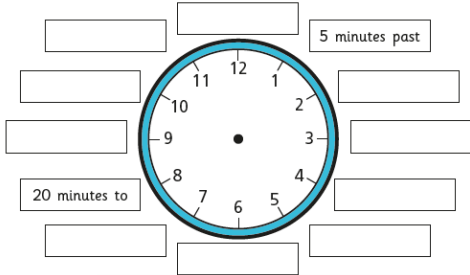
Can you find any prisms and non-prisms in your classroom?

# Telling the time to 5 minutes

1 Label the clock to show the number of minutes past the hour.



2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

\_\_\_\_\_

What time is it? \_\_\_\_\_

4

What time is shown on each clock?

a)



\_\_\_\_\_ minutes past \_\_\_\_\_

d)



\_\_\_\_\_ minutes past \_\_\_\_\_

b)



\_\_\_\_\_ minutes to \_\_\_\_\_

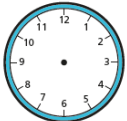
d)



\_\_\_\_\_ minutes to \_\_\_\_\_

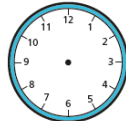
5 Draw the hands on the clocks to show the correct times.

a)



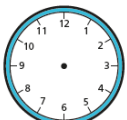
15 minutes past 6

d)



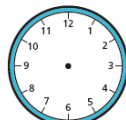
25 minutes to 9

b)



15 minutes to 9

d)



5 minutes to 12

6 Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack? \_\_\_\_\_

Talk about it with a partner.

7

The minute hand and the hour hand of a clock are both pointing to an even number.

It is before midday. What times could it be?

Give three possible answers.

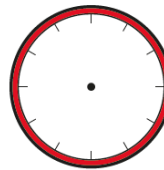
\_\_\_\_\_

Compare answers with a partner. Can you find any more?

8

The numbers of the clock face were written in Roman numerals but they have been rubbed off.

The current time has a V in the hour and a V in the minutes.



What time could it be? Draw your answer on the clock.

Are there any other answers?

\_\_\_\_\_

Talk about it with a partner.

## Year 3 Answers

Draw accurately



1 How long is each line?



8 cm



11 cm



6 cm

2 Draw two lines that are each 5 cm long.



5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.

b) Draw a line 80 mm long.

What do you notice about the lines you have drawn?  
Why is this?

*They are the same length because 8 cm = 80 mm*

6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.



3 Dani says the line is 10 cm long.



a) What mistake has Dani made?

*She hasn't started measuring from 0*

b) How long is the line?

8 cm

4 What is the length of each line in millimetres?



62 mm



115 mm

c) \_\_\_\_\_

\_\_\_\_\_ mm

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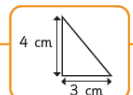
b) Measure the length of the diagonal.

Give your answer in millimetres.

57 mm

7 Draw a rectangle 8 cm long and 32 mm wide.

8 a) Make a sketch of the triangle.



b) Use your drawing to work out the perimeter of the triangle.

\_\_\_\_\_ cm

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# Recognise and describe 2D shapes

1 Match the shapes to the labels.

2 Use the words to label the shapes.

rectangle   hexagon   circle   triangle   pentagon

a) circle

b) pentagon

c) triangle

d) hexagon

3 Dora and Ron each have a shape.

a) My shape has three sides, so it is a triangle.

Why is Dora incorrect?

A triangle has three straight sides. This shape has two straight sides and one curved.

b) My shape is a house.

Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape?

pentagon

4 Here are some shapes.

a) Circle all the quadrilaterals.

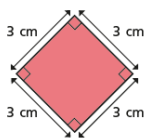
b) Draw three more quadrilaterals.

e.g.

What do you notice about all the shapes you have drawn?

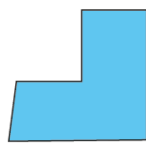
c) Is this shape a square?

Circle your answer. yes   no



Compare answers with a partner.

5 This shape is a hexagon.



Why is it a hexagon?

It has 6 sides.

6 What is the name of each shape?



heptagon



octagon



nonagon



decagon

How do you know? Talk about it with a partner.

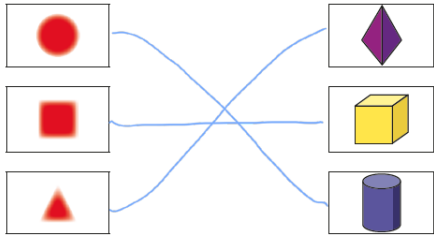
7 Each shape has at least one pair of parallel sides.

Draw on the shapes to show the parallel sides.

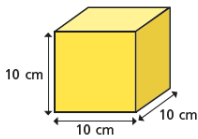
# Recognise and describe 3D shapes



1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.

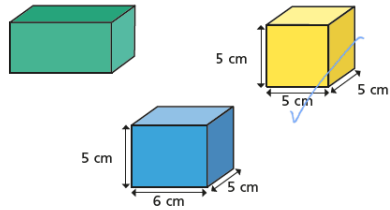


2 A cube is a special type of cuboid.

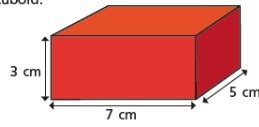


What is special about each face of a cube? Talk about it with a partner.

3 Which of the shapes is a cube? Tick your answer.



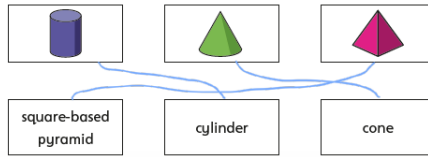
4 Here is a cuboid.



What do you notice about the opposite faces of a cuboid?

They are identical.

5 Match the 3D shapes to the labels.



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6 Here are some shapes.

a) Circle all the triangular prisms.



b) Circle all the spheres.

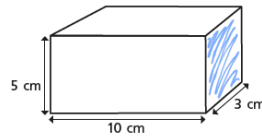


7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
	12	6	8
	6	4	4
	9	5	6



8 Here is a cuboid.

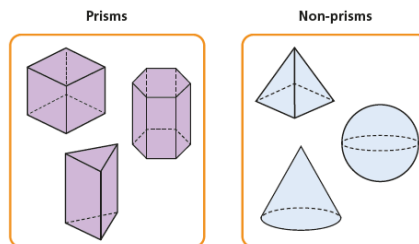


a) Shade a face that is a 5 cm by 3 cm rectangle.

b) What are the measurements of one of the other faces?

e.g. 10 cm by 5 cm

9 Huan sorts some shapes into prisms and non-prisms.



Talk to a partner about what a prism is like.

Can you find any prisms and non-prisms in your classroom?



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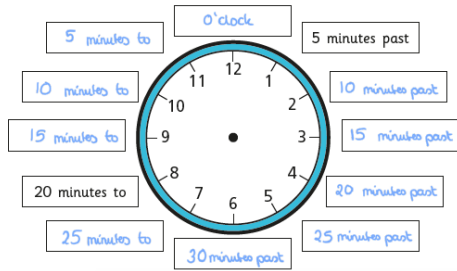


# Telling the time to 5 minutes

1 Label the clock to show the number of minutes past the hour.



2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



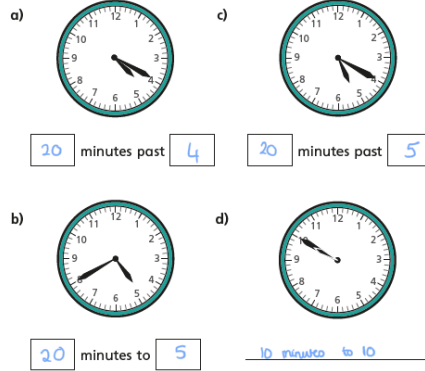
What mistake has Ron made?

The minute hand pointing to 2 means it is 10 minutes past not 2 minutes past.

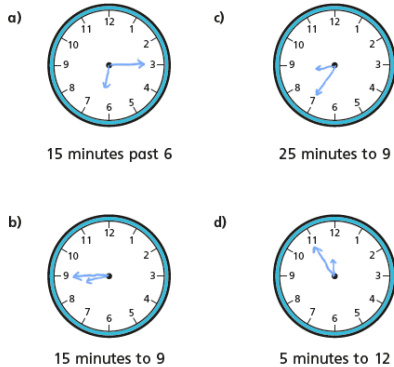
What time is it? 10 minutes past 5

4

What time is shown on each clock?



5 Draw the hands on the clocks to show the correct times.



6 Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack? No  
Talk about it with a partner.

7

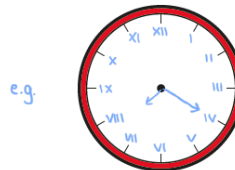
The minute hand and the hour hand of a clock are both pointing to an even number. It is before midday. What times could it be? Give three possible answers.

e.g. 6 o'clock, 8 o'clock, 10 o'clock

Compare answers with a partner. Can you find any more?

8

The numbers of the clock face were written in Roman numerals but they have been rubbed off. The current time has a V in the hour and a V in the minutes.



What time could it be? Draw your answer on the clock. Are there any other answers?

various answers

Talk about it with a partner.



## RE: What can we learn from religions about deciding what is right and wrong?

### Humanism

#### Knowing the difference between right and wrong

Read the following situations and dilemmas:

1. You are playing football with your friends. You are all using Joe's football. Joe won't let Freddie play with his football, so now Freddie is left out of the game and has nobody to play with. What could you do?

2. Freya has a brand new toy in her tray. You all know that it is there because she showed it to you before school and you watched her put it away in the tray. She will not yet anyone else use it, but you and your friends really want a go. It's playtime and there is nobody in the classroom. That's when Amber suggests that a few of you go into class and take the toy out of Freya's tray. Everyone seems to think this is a good idea. What could you do?

3. Riley has not finished the maths problems that your teacher set and is finding them a bit tricky. Now Riley has to stay in at playtime to finish the maths and your teacher has asked if anyone can stay in to give Riley a hand. You were really looking forward to playing with your friends. What could you do?

Discuss with a family member possible different solutions to the situations. Which solution do the pupils think most people would choose? Which solution do they think is right to choose and how did they know this?

Choose one of the situations and complete the following conscience alley with 'right' solutions to the situation being represented on one side and 'wrong' ones being represented on the other.

Situation: 1 2 or 3 (circle which one you have chosen)			
Right Solutions		Wrong solution.	

Discuss with a family member how easy or difficult it was for the person who walked through the centre of the alley to make their mind up. Is it always easy to choose to do the 'right' thing?

Sometimes a dilemma is shown as a cartoon where a character has an angel on one shoulder urging him/her to do the right thing and a devil urging him/her to do the wrong action. Do pupils think this is a good way to show how it feels when we are making a moral decision? Do they have any other ways of showing how it feels?



## Being Good Without God

Previously we have looked at the Ten Commandments and Beatitudes and how they are the guidance from religions that help people from that faith to work out how to act in the right way. Many Christians and Jews believe that God inspired the Ten Commandments and Beatitudes – so they believe God has helped to give them guidance on how to live.

Humanists do not think that there is a God therefore they do not believe God teaches anyone how to live. There are three things which are really important to Humanists to give them guidance on how to live and how to decide what is right and wrong.

*1 – The Golden Rule: Treat other people as you'd want to be treated in their situation; don't do things you wouldn't want to have done to you.*

*2 – Using reason. When making a decision about how to act, many Humanists will try to make good choices. They will try to think about whether their actions will cause harm or good to others, animals, the environment etc. Many Humanists will use this reasoned thinking to help them know which actions are right to carry out.*

*3 – Listening to their conscience which is a sense of right and wrong and a feeling that what is right should be done. Humanists believe is very important in helping them decide what is right.*

Humanists do not feel that they need a holy book to help them know how to be good. They have their own reasoning and conscience to do that.

## What do Humanists say?

The following are a selection of the quotes from Humanist children of primary school age:

- 1. My parents have mostly taught me about love, forgiveness, justice and other values.*
- 2. I learned my values from my mum and dad, from the books I read and my grandparents. I think my own thoughts too, when I see and hear my friends – I think about their behaviour.*
- 3. I have learnt sometimes you do have to forgive someone for what they have done.*
- 4. When I grow up I would like to be a judge and help make laws, so things can be fairer for people.*
- 5. I also learnt to be truthful about a lot of things.*
- 6. Children don't have to feel bad if they say they don't believe in God. It should be allowed to say you don't believe in things.*
- 7. I have learnt that actually every single one of those things you do with love are the best things you do in life.*

Make a list of things that are important to the Humanist children who gave the quotes.

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### What do they have in common?

Look again at the Beatitudes and Ten Commandments.

<u>The Beatitudes</u>	<u>The Ten Commandments</u>
<ul style="list-style-type: none"><li>- Loving God</li><li>- Loving other people</li><li>- Being gentle and kind</li><li>- Being fair, and working to make sure others are treated justly</li><li>- Forgiving when people hurt and upset us</li><li>- Being good peacemakers-helping people and nations make friends</li><li>- Standing up for what is right</li></ul>	<p><i>You shall have no other Gods but me.</i></p> <p><i>You shall not make for yourself any idol, nor bow down to it or worship it.</i></p> <p><i>You shall not misuse the name of the Lord your God.</i></p> <p><i>You shall remember and keep the Sabbath day holy.</i></p> <p><i>Respect your father and mother.</i></p> <p><i>You must not commit murder.</i></p> <p><i>You must not commit adultery.</i></p> <p><i>You must not steal.</i></p> <p><i>You must not give false evidence against your neighbour.</i></p> <p><i>You must not be envious of your neighbour's goods. You shall not be envious of his house nor his wife, nor anything that belongs to your neighbour.</i></p>

Can you find any similarities and/or differences between these pieces of religious guidance and what they know to be important to Humanists?

<u>Similarities</u>	<u>Differences</u>



## What is Persuasive Writing?

Persuasive texts are constructed to make the reader do something. They are **non-fiction** texts.

Persuasive texts can take a number of forms, for example an **advert** persuading you to buy some chocolate, a **poster** encouraging people to stop smoking or a **travel brochure** enticing the reader to go to a particular country.

Persuasive text often includes:

- repeated words
- **alliterative words**
- emotional language
- a strong argument
- rhetorical questions
- colourful and eye-catching fonts / capitalised words
- humour

Adverts are designed to persuade people to buy things. The text is written to try to make the product sound as fantastic as possible.

## Uses of Persuasive Text

Persuasive text can be used in a variety of publications.

- Newspaper columns
- Letters to the Editor
- Advertising campaigns
- Academic essays
- Reviews
- Brochures
- Campaign flyers



## Persuasive Writing Examples

### Why There Should Be a Match of the Day Programme for Women's Football

Anyone who likes football can close their eyes and hear the Match of the Day theme tune. They can hear the crowd noise, imagine the net bulging and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is the most popular team sport for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who had become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As football is the national sport in the UK, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a Match of the Day programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.

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Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners who allow their pets to foul the pavements and not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog

as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.

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## **Why You Should Vote for me in the School Council Elections**

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the school council elections on May 1st.

I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what playtime would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best playtime toys possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults – it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found £5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!



# What is a rhetorical question?

**Rhetorical questions are questions that do not expect an answer.**

A rhetorical question is a question asked to make a point, rather than get an answer.

If you have ever been late, someone might say: **'What time do you call this?'** This person doesn't want an answer to the question. They are making the point that you have arrived at an unacceptable time.

## **Writing to persuade**

Rhetorical questions are a useful technique in persuasive writing. As there is nobody to answer the question, a rhetorical question is usually designed to speak directly to the reader. It allows the reader a moment to pause and think about the question. For that reason, they are effective in hooking a reader's interest and making them think about their own response to the question in hand.

- **'Who wouldn't want to be a millionaire?'**
- **'Do we really want our planet to survive?'**
- **'Wouldn't you feel happier if you could wear what you wanted to school?'**

# FRENCH

Name: \_\_\_\_\_ Date: \_\_\_\_\_

content

triste

accablé

fou

joyeux

frustré

bête

inquiet

effrayé

détendu

**Directions:** Fill in the below blanks with the French human emotions above.

1. \_\_\_\_\_ is happy.
2. \_\_\_\_\_ is sad.
3. \_\_\_\_\_ is overwhelmed.
4. \_\_\_\_\_ is mad.
5. \_\_\_\_\_ is joyful.
6. \_\_\_\_\_ is frustrated.
7. \_\_\_\_\_ is silly.
8. \_\_\_\_\_ is worried.
9. \_\_\_\_\_ is scared.
10. \_\_\_\_\_ is relaxed.

English	French
upset	vexé
surprised	étonné
happy	heureux
tired	fatigué
comfortable	confortable
uncomfortable	inconfortable
disgusted	dégoûté
calm	calme
nervous	nerveux

English	French
nervous	nerveux
in pain	avoir mal
worried	inquiet
sick	malade
well	bien
relieved	soulagé
lonely	seul
sad	triste

English	French
proud	fier
excited	excité
scared	avoir peur
embarrassed	embarrassé
bored	qui s'ennuie
confused	embrouillé
frustrated	frustré
angry	furieux