YEAR 4: Incredible Inventions

Hello, Year 4! Well, we made it! The final week before the summer holidays! It is very emotional writing this as none of us expected our time in school to end in March. We couldn't be more proud of you all though and can't wait to see you all in September when you begin your journey in Year 5. This week, we want you to enjoy your last week just like you would have in school, looking back on the things we have done and remembering everything you have achieved during Year 4. Don't forget to send any memories to Twitter @oldburypark. We all hope that you have a lovely summer holiday. We will be thinking of you. Stay safe and see you in September.
Ms Condon Mrs Screen Miss Doughty Mrs Sheppard

EVERY DAY

Daily Maths lessons – https://whiterosemaths.com/homelearning/year-4/ week 12 Symmetry / Position

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

Read for at least 15 minutes.

Additional tasks for this week (13/7/20)

English

Monday: Think back about your time in Year 4. What can you remember? What were our topics? What big events did we have? Create a mind map of all that you can remember. There are some shared below if you are struggling!

Tuesday / Wednesday: Write about your time in Year 4. You can present it in any way you like. It could be a diary entry, a report or a booklet to help Year 3. Share your favourite activities, things that you have learnt and your most memorable moments.

Thursday: Challenge: Can you turn your memories of Year 4 into a poem? What does a poem need? https://www.bbc.co.uk/bitesize/articles/z9jhqfr

An example is attached below. Use your strengths as a writer to create your own style of poem. Are you a descriptive writer or do you enjoy writing humour? Try and include some poetry features that you know (alliteration, imagery, repetition, rhythm).

Friday: What is your favourite book from Year 4? Is it a class text or one that you read independently? There are some reminders attached below. Write a book review to promote that book to a child in Year 3. Use the format attached or design your own.

Don't forget to keep reading over the summer – you might even want to take part in the summer reading challenge at the local library.

Topic

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

Garden Sports Day

Organise a sports day in your garden, or suitable outdoor space, for your family. Create your own events and a scoring system. Remember to make sure it is fair for everyone. You might even want to make a medal or badge for the winner. Here are some suggestions.

-Long jump
-Throwing a ball into a target (bucket, hoop, spot)
-Obstacle course (crawling under, stepping over)
-Race (forwards, backwards, dressing up, on one leg!)
-How many jumps in 1 minute

Summer Art What does summer mean to you? What do you think of? Create a piece of art that represents summer. It can be drawn, painted or collaged.

Inspiration Who is inspirational to you? Over the course of the last few months many people have shown they can be an inspiration to others such as NHS staff, Joe Wicks, Captain Tom to name a few. Who has been the most inspirational to you? It might be someone you have heard about on the news or someone that you know. Create a thank you card or poster for this person to let them know why they have inspired you.

Year 4 – What a Year!

After the long school holiday, we eagerly returned to school for the start of another year. Looking forward to the learning and adventures that would await us in Year 4.

To kick it off, the Anglo Saxons set up kingdoms in the forest school area. After searching to see if we belonged to the Kingdom of Mercia, Wessex, Northumbria, Kent, Sussex, Essex or East Anglia we set about building and defending our kingdoms. Some Kingdoms developed trade links and prospered, while others fought and gained (or lost) territory. The women though, stayed home and cooked and cleaned, which we decided was a little unfair!

In lessons, we discovered the power of talk. As Mathematicians, we confidently explained the value of a thousand and we learnt to use the correct mathematical language when sharing our ideas. As authors, we made authorial choices about the vocabulary we were going to include in our work as well as how we would like to present our writing. We found that by talking and discussing our ideas, we could become experts!

After half term, a Science Museum 'popped up' in the school hall. It was particularly noisy with all of the experiments related to sound. We strummed, plucked, banged and listened to a variety of different sounds. We realised that sound was created by vibrations in the air and that it travelled in waves, which could bounce off solid objects and produce an echo. We had a lot of fun, although some could say it was pandemonium!

Speaking of pandemonium, there was Panto Pandemonium towards the end of term as Year 3 and 4 came together to create a fabulous production. Hard work was had by all, as songs were learnt and practised, lines were memorised and performed and dances were choreographed. Costumes were hastily made and friends and family clapped and laughed their way through the performances.

After a well-deserved Christmas break, we returned to school as Scientists. We learnt how to change the state of different materials, including boiling water over a fire to make hot chocolate in forest school. As we explored how to freeze water, we also learnt about the frozen water at the Arctic. We read about the incredible race to the frozen north that Matthew Henson had been involved in, and then got to meet a real life Arctic explorer! We gained a real insight into conditions at the Arctic, including what you need to wear to survive in those temperatures. Interestingly, we found out that water can change straight from a solid to a gas at the Arctic!

Continuing on with our watery theme, after a day's break to attend Young Voices, we found out all about the water cycle. Thinking about how evaporation, leads into condensation, precipitation and accumulation, we realised that climate change is having a big impact on the water cycle and causing many problems such as drought or flooding. In order to try and solve this, we spoke to local MP Robin Walker and asked him what he was hoping to do to help solve climate change. Unfortunately, less than a week later, our predictions of how climate change could impact us came true with Worcester suffering some of the worst flooding ever. We watched in amazement as the river depth crept up to 5.79m!

Physical activity has also been a big part of our Year 4 journey, with some of us learning to swim for the very first time. Swimming became a much anticipated weekly event and remembering our kit was quite a challenge! In the spring term, cricket became the focus as each week we developed our skills with the help of an experienced coach.

There were many more things that have made this year memorable, from wellbeing chats over hot chocolate and cake, to hunting for invertebrates in the school garden. Unfortunately, in March, school as we know it had to pause for a time and we kept safely at home. Many of us kept up the hard work, continuing to learn about the Egyptians, animals, food and electricity. We thought of our friends and each other and painted rainbows to remind us that beautiful things will often appear after a storm.

Year 4

From Anglo Saxon battles,
To legends of long forgotten kings,
Was Robin Hood a thief or a saint?
What a year it has been!

Music mayhem and sensational sounds,
Vibrations, echoes and waves,
Rice and beads all over the floor!
What a year it has been!

Cinderella, seven dwarfs and a giant,
Caused pandemonium on the stage,
Witches chasing Boo and Hiss,
What a year it has been!

Ice and steam, hot chocolate too,
Changes all around,
A photo tour of Arctic shores,
What a year it has been!

Things turned wet in February,
Water everywhere!
Raging rivers and water cycles,
What a year it has been!

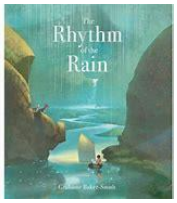
Swimming, cricket and selfie art,
Young Voices songs and RSA4,
Wellbeing week and wearing odd socks,
What a year it has been!

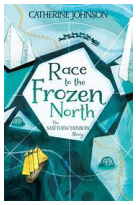
Working hard and having fun,
Articulating our views,
Communicating, collaborating,
What a year it has been!

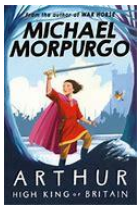
Viruses and washing hands,
Staying home and safe,
Missing friends and loved ones too,
What a year it has been!

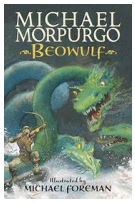
Back to school, in Year 5,
Plenty of learning to do,
Playing together and having fun,
What a year it will be!

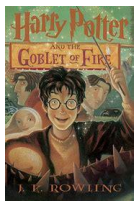
Book Review

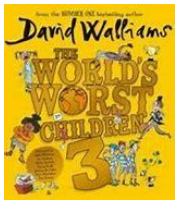


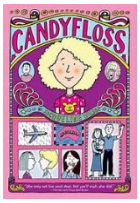












Title of Book	
Author	
Main Characters	
Setting	

Summary of the Text

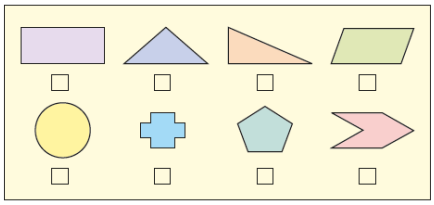
Why would you recommend this book?

Other books by the same author

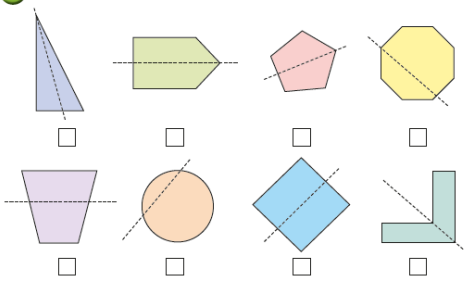
Maths year 4 week 7 Lines of symmetry and positions on a grid.

Lines of symmetry

1 Tick the shapes that have at least one line of symmetry.



2 Tick the shapes that show a correct line of symmetry.



How did you know which shapes to tick?

3 Draw one line of symmetry on each shape.

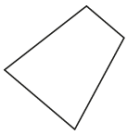
a)

b)

c)

d)

e)



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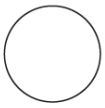


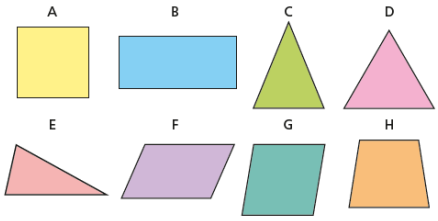
g)

h)

Is there more than one possible answer for each?

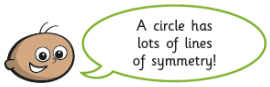
4 Sort the shapes into the table.

The first one has been done for you.



	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

5 Tommy is folding a paper circle to find lines of symmetry.



Do you agree with Tommy? _____

Talk about it with a partner.

6 Here are 3 logos.

Who do you agree with? _____

Talk about it with a partner.

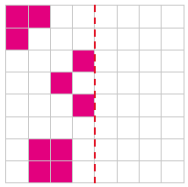
7 Shade a maximum of 8 squares to make a symmetrical shape.

Compare answers with a partner. How many different shapes can you make?

Complete a symmetric figure

1 Shade squares to make the patterns symmetrical.

a)



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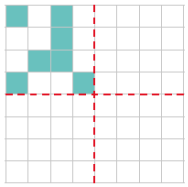

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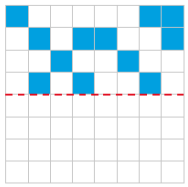

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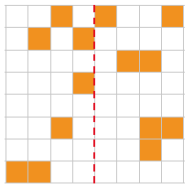
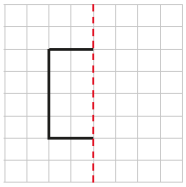


Compare methods with a partner.

2 Complete the shapes according to the lines of symmetry.
Name each shape once you have drawn it.

a)



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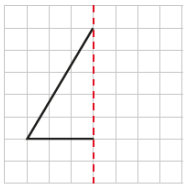

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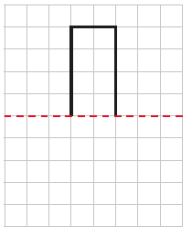

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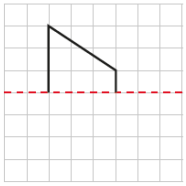
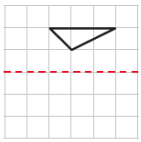


3 Reflect the shapes in the given mirror line.

a)



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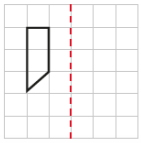


4 Each pattern is symmetrical around the mirror line.
Complete the patterns.

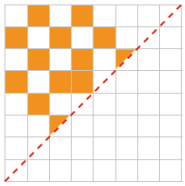
a)

b)

c)

5 Shade squares to make the patterns symmetrical.

a)



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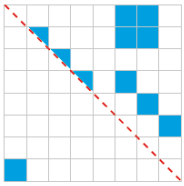
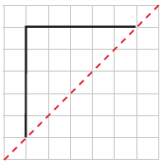


6 Complete the symmetric figures.

a)



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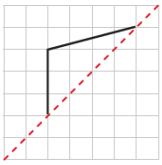

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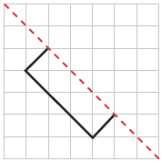

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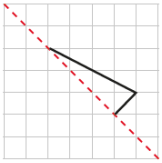
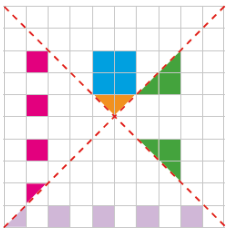


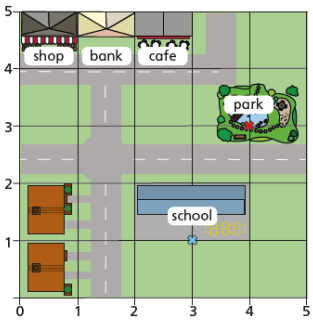
7 Complete the symmetric figure.



Create your own question like this for a partner.

Describe position

1 Here is a map of part of a town.



a) Which place is next to the shop? _____

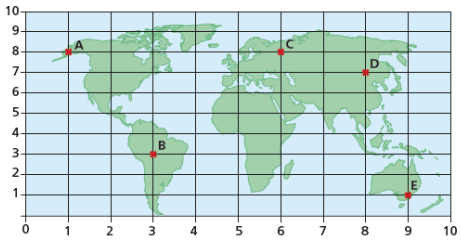
b) Which place is next to the bank and close to the park? _____

c) The front gates of the school have been marked with a cross.
Write the coordinates of the school gates. (,)

d) The slide in the park has been marked with a cross.
Write the coordinates of the slide. (,)

Compare answers with a partner.

2 A map of the world is drawn on a grid.
Some locations are marked at points A to E.



a) Which point is at the bottom right of the grid?

_____

b) Which two points are to the left of point C on the map?

_____ and _____

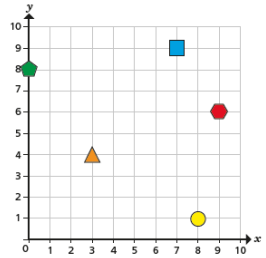
c) Write the coordinates of each location.

A (,) D (,)

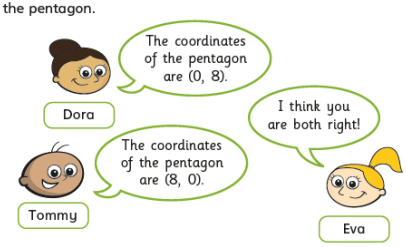
B (,) E (,)

C (,)

3 Some shapes are drawn on a grid.



a) Tommy, Dora and Eva are working out the coordinates of the pentagon.



Who is correct? _____

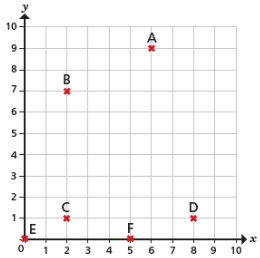
Talk about it with a partner.

b) Write the coordinates of the other shapes.

square (,) triangle (,)

circle (,) hexagon (,)

4 Six points are drawn on a grid.

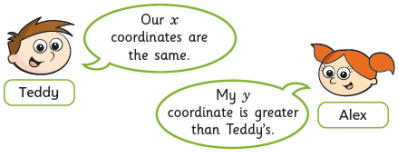


a) Write the coordinates of each point.

A (,) C (,) E (,)

B (,) D (,) F (,)

b) Teddy and Alex each choose a point.



What points have Alex and Teddy chosen?

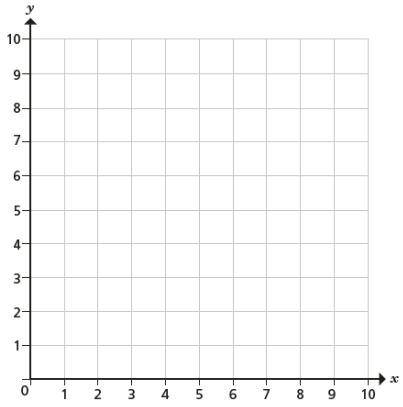
Alex (,) Teddy (,)

Draw on a grid

1 The cards show the coordinates of six points.

A (4, 4)	B (2, 3)	C (6, 4)
D (10, 8)	E (0, 5)	F (9, 0)

Plot and label the points on the grid.

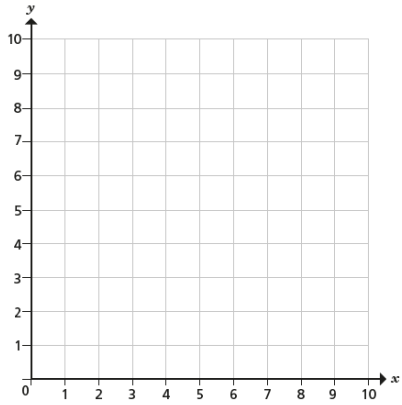


Compare answers with a partner.

2 Here are the coordinates of three points.

X (1, 3)	Y (2, 5)	Z (3, 7)

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

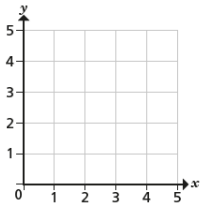
(☐ , ☐) and (☐ , ☐)

Compare answers with a partner.

3 Here are the coordinates of the vertices of a rectangle.

(1, 1)	(5, 1)	(1, 3)	(5, 3)

Draw the rectangle on the grid.



4 Two squares are drawn on a grid.

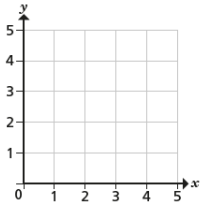
Here are the coordinates of the vertices of each square.

Square A (1, 1) (1, 3) (3, 3) (3, 1)

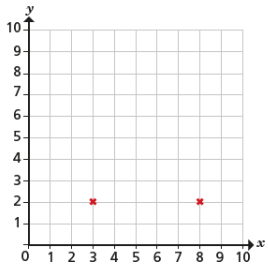
Square B (2, 2) (2, 4) (4, 4) (4, 2)

a) Do you think the squares will overlap? _____

b) Draw on the grid to check your answer.



5 Two vertices of a triangle are shown on the grid.



a) What are the coordinates of the two vertices shown?

(☐ , ☐) and (☐ , ☐)

b) Give a possible coordinate for the third vertex, if the triangle is right-angled. (☐ , ☐)

c) Give a possible coordinate for the third vertex, if the triangle is isosceles. (☐ , ☐)

Compare answers with a partner.

6 The coordinates of one vertex of a square are (10, 10).

Give possible coordinates for the other three vertices.

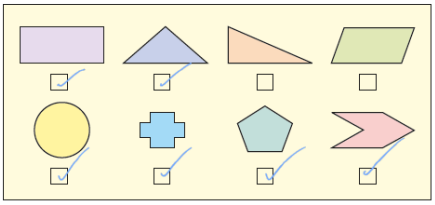
(☐ , ☐) (☐ , ☐) (☐ , ☐)

How many different answers can you find?

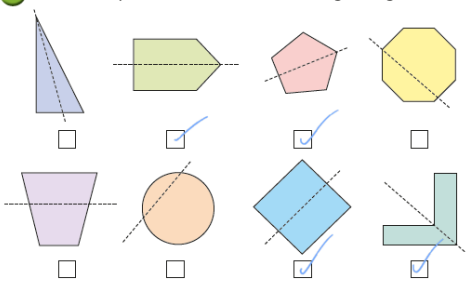
Answers for Year 4

Lines of symmetry

1 Tick the shapes that have at least one line of symmetry.



2 Tick the shapes that show a correct line of symmetry.



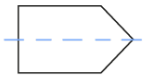
How did you know which shapes to tick?

3 Draw one line of symmetry on each shape.

e.g.

a)

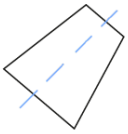
b)



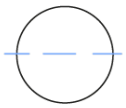
c)

d)

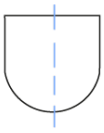
e)



f)



g)

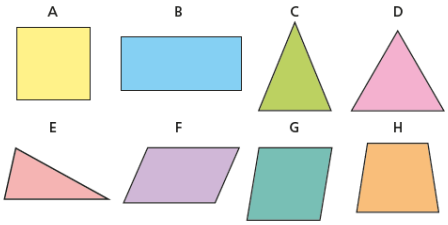


h)

Is there more than one possible answer for each?

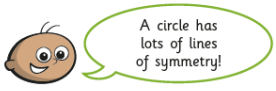
4 Sort the shapes into the table.

The first one has been done for you.



	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle	C	D	E
Quadrilateral	H	G A B	F

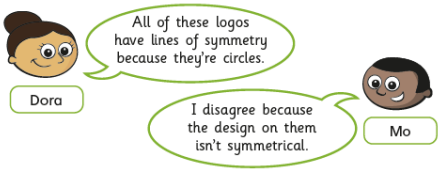
5 Tommy is folding a paper circle to find lines of symmetry.



Do you agree with Tommy? yes

Talk about it with a partner.

6 Here are 3 logos.

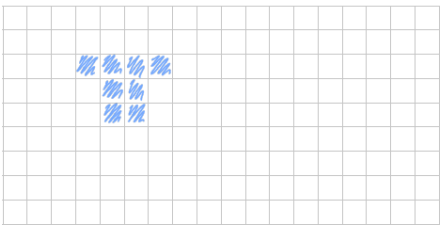


Who do you agree with? Mo

Talk about it with a partner.

7 Shade a maximum of 8 squares to make a symmetrical shape.

e.g.

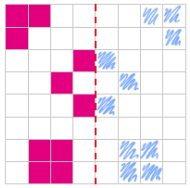


Compare answers with a partner. How many different shapes can you make?

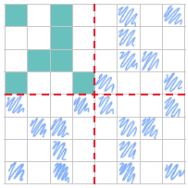
Complete a symmetric figure

1 Shade squares to make the patterns symmetrical.

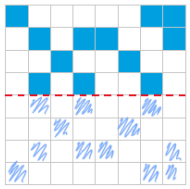
a)



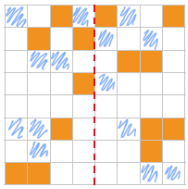
c)



b)



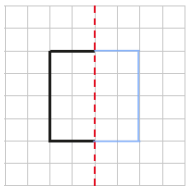
d)



Compare methods with a partner.

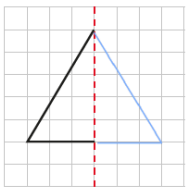
2 Complete the shapes according to the lines of symmetry.
Name each shape once you have drawn it.

a)



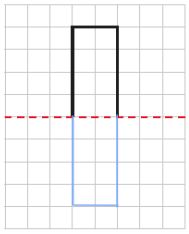
square

c)



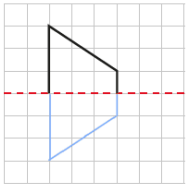
triangle

b)



rectangle

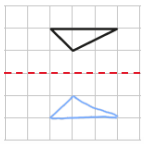
d)



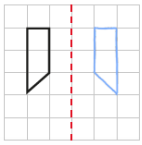
trapezium

3 Reflect the shapes in the given mirror line.

a)



b)



4 Each pattern is symmetrical around the mirror line.
Complete the patterns.

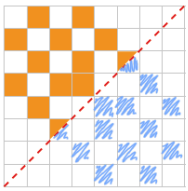
a)

b)

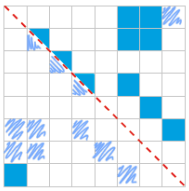
c)

5 Shade squares to make the patterns symmetrical.

a)

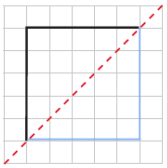


b)

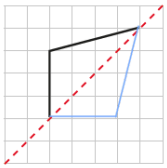


6 Complete the symmetric figures.

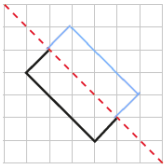
a)



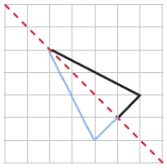
c)



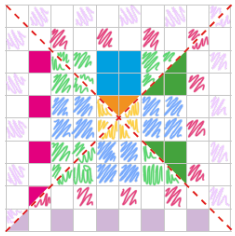
b)



d)



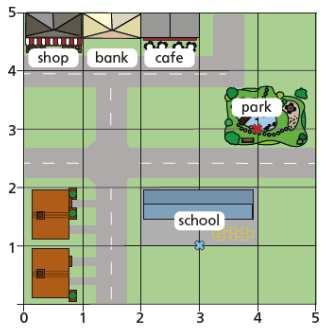
7 Complete the symmetric figure.



Create your own question like this for a partner.

Describe position

1 Here is a map of part of a town.



a) Which place is next to the shop? bank

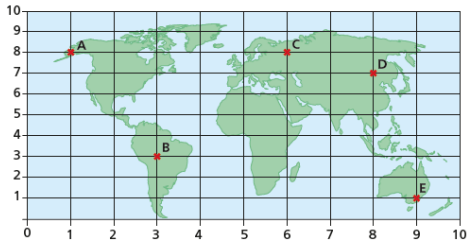
b) Which place is next to the bank and close to the park? cafe

c) The front gates of the school have been marked with a cross.
Write the coordinates of the school gates. (3 , 1)

d) The slide in the park has been marked with a cross.
Write the coordinates of the slide. (4 , 3)

Compare answers with a partner.

2 A map of the world is drawn on a grid.
Some locations are marked at points A to E.



a) Which point is at the bottom right of the grid?

E

b) Which two points are to the left of point C on the map?

A and B

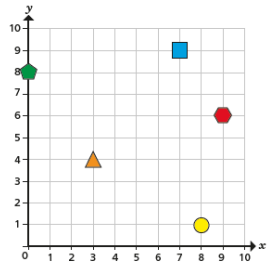
c) Write the coordinates of each location.

A (1 , 8) D (8 , 7)

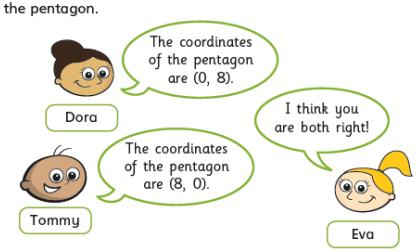
B (3 , 3) E (9 , 1)

C (6 , 8)

3 Some shapes are drawn on a grid.



a) Tommy, Dora and Eva are working out the coordinates of the pentagon.



Who is correct? Dora

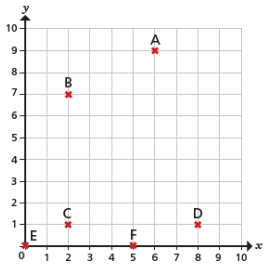
Talk about it with a partner.

b) Write the coordinates of the other shapes.

square (7 , 9) triangle (3 , 4)

circle (8 , 1) hexagon (9 , 6)

4 Six points are drawn on a grid.

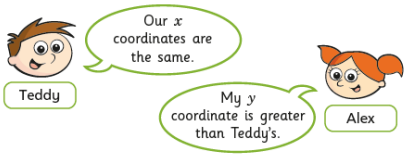


a) Write the coordinates of each point.

A (6 , 9) C (2 , 1) E (0 , 0)

B (2 , 7) D (8 , 1) F (5 , 0)

b) Teddy and Alex each choose a point.



What points have Alex and Teddy chosen?

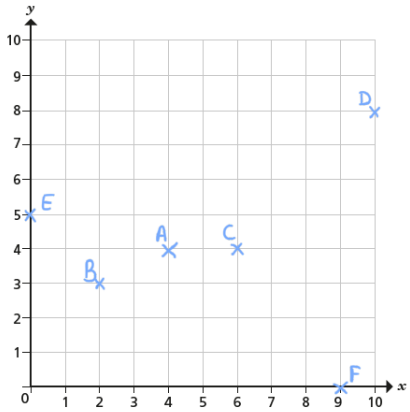
Alex (2 , 7) Teddy (2 , 1)

Draw on a grid

1 The cards show the coordinates of six points.

A (4, 4)	B (2, 3)	C (6, 4)
D (10, 8)	E (0, 5)	F (9, 0)

Plot and label the points on the grid.

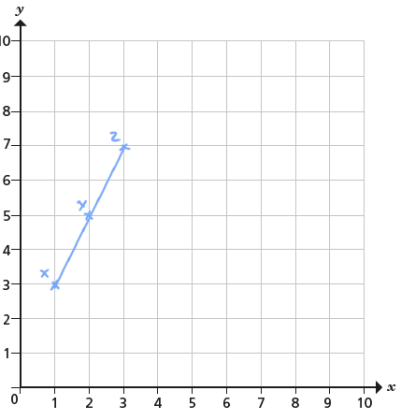


Compare answers with a partner.

2 Here are the coordinates of three points.

X (1, 3)	Y (2, 5)	Z (3, 7)

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

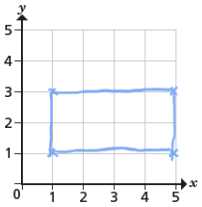
e.g. (0, 1) and (4, 9)

Compare answers with a partner.

3 Here are the coordinates of the vertices of a rectangle.

(1, 1)	(5, 1)	(1, 3)	(5, 3)

Draw the rectangle on the grid.



4 Two squares are drawn on a grid.

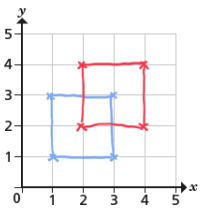
Here are the coordinates of the vertices of each square.

Square A (1, 1) (1, 3) (3, 3) (3, 1)

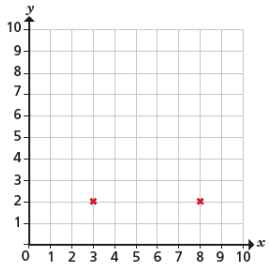
Square B (2, 2) (2, 4) (4, 4) (4, 2)

a) Do you think the squares will overlap? Yes

b) Draw on the grid to check your answer.



5 Two vertices of a triangle are shown on the grid.



a) What are the coordinates of the two vertices shown?

(3, 2) and (8, 2)

b) Give a possible coordinate for the third vertex, if the triangle is right-angled. e.g. (3, 10)

c) Give a possible coordinate for the third vertex, if the triangle is isosceles. e.g. (8, 7)

Compare answers with a partner.

6 The coordinates of one vertex of a square are (10, 10).

Give possible coordinates for the other three vertices.

e.g. (0, 0) (0, 10) (10, 0)

How many different answers can you find?

Year 3 Maths

Compare capacity

1 Put these glasses in order of the amount of water they contain.

Start with the least amount of water.

least ____ most

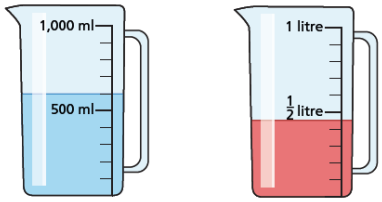
2 In each pair, circle the object that holds the most water.

a)

b)

c)

3 Here are two jugs.

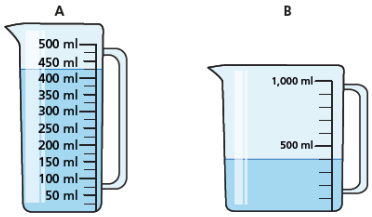


a) What is the volume of liquid in jug A? ____ ml

b) What is the volume of liquid in jug B? ____ ml

c) How do you know that the capacity of each jug is the same?

4 Which measuring container has the most liquid?



Container ____ has the most liquid.

Explain your answer.

5

Do you agree with Alex? ____

Explain your answer.

6 Here is the capacity of four different containers.

A	B	C	D
400 ml	99 ml	3 litres 400 ml	2 litres

Put the containers in order of capacity.

Start with the smallest capacity.

least ____ most

7 Esther is comparing the capacity of different containers.

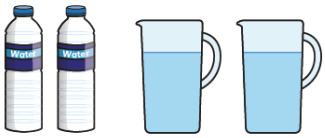
a) Esther has two bottles of water.

She pours them into some glasses.

Which holds more water – a bottle or a glass? ____

b) Esther has two more bottles of water.

She pours them into two jugs.



Which holds more water – a jug or a bottle? ____

8 Jack has three jugs of water.

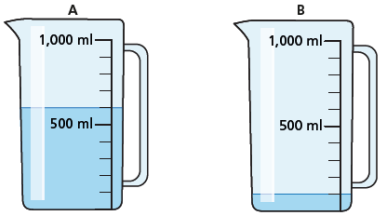
He pours one jug of water into a large container.

He then pours the other jugs of water in.

Draw a line on the container to show where the water will reach.

Add and subtract capacity

1 Brett has some jugs of water.



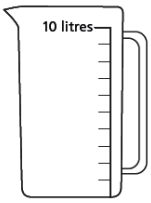
a) How much water is in jug A? ☐ ml

b) How much water is in jug B? ☐ ml

c) Brett pours the water from jugs A and B into jug C.

What is the total amount of water in jug C? ☐ ml

2 Kim has some bottles of juice.

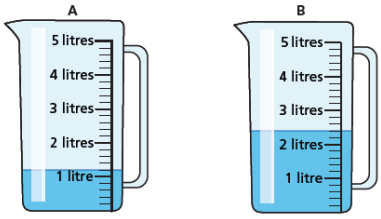


a) How much juice does she have altogether? ☐ l

b) She pours all the juice into a jug.

Draw a line on the jug to show how much juice there is.

3 Mo has two jugs of water.

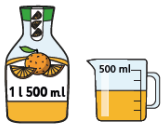


How much water does Mo have in total?

Mo has ☐ litres and ☐ ml

4 Dani has 1 litre 500 ml of juice in a bottle.

She pours some of the juice into a jug.



How much juice is in the **bottle** now? ☐ l ☐ ml

5 A fish tank has 3 litres 700 ml of water in it.

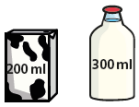
The capacity of the fish tank is 4 litres 900 ml.

How much more water can fit in the fish tank?

☐ l ☐ ml

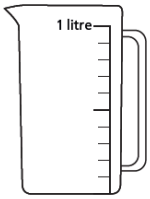
6 A carton holds 200 ml of milk.

A bottle holds 300 ml of milk.



a) Three milk cartons are emptied into a jug.

Draw a line on the jug to show how much milk there is.



b) How many bottles can be filled by the milk in the jug?

☐ bottles

7 Complete the number sentences.

a) 1 l 400 ml + 3 l 150 ml = ☐ l ☐ ml

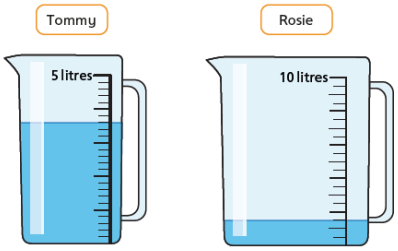
b) 7 l 950 ml + 2 l 12 ml = ☐ l ☐ ml

c) 25 l 350 ml – 11 l 220 ml = ☐ l ☐ ml

d) 50 l 729 ml – 28 l 728 ml = ☐ l ☐ ml

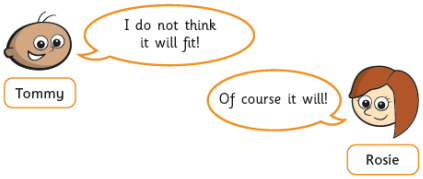
e) 1 l – ☐ ml = 300 ml

8 Tommy and Rosie each have a measuring jug with some water inside.



They want to put all their water into one jug.

Rosie decides to pour her water into Tommy's jug.



Who is correct? _____

Talk about it with a partner.

Pictograms

1 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Key  = 5 ice creams

a) On which day were the most ice creams sold?

_____

b) On which two days were 20 ice creams sold?

_____

c) How many ice creams were sold on Thursday? ☐

d) How many more ice creams were sold on Friday than Thursday? ☐

e) More ice creams were sold in total on Saturday and Sunday than during the rest of the week.

Do you agree? _____

Show your workings.

2 The pictogram shows the colour of cars parked in a car park.

Colour	Number of cars in car park
Red	
Blue	
White	
Yellow	

Key  = 2 cars

a) How many parked cars are red? ☐

b) How many parked cars are blue? ☐

c) How many cars are parked in total? ☐

d) Write a question about the pictogram.

_____

_____

Can a partner answer your question?

3 Class 3 are asked how many pets they have.

Here are the results.

Children with 0 pets	8
Children with 1 pet	14
Children with 2 pets	9
Children with 3 or more pets	2

a) Eva starts a pictogram to show the results.
Complete the pictogram and the key.

Key  = ☐ pets

Pets	
0 pets	
1 pet	
2 pets	
3 or more pets	

b) How did you know what value to choose for the key?

4 Amir wants to use a pictogram to represent this data.

	Minutes spent on the bus
Monday	60
Tuesday	20
Wednesday	50
Thursday	50
Friday	80

a) What symbol could Amir use? Draw a key to show what each symbol represents.

b) Draw the pictogram for Amir.

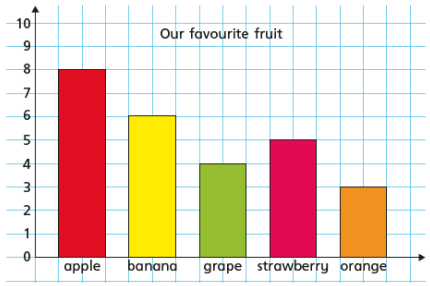
Monday	Tuesday	Wednesday	Thursday	Friday

c) Compare pictograms with a partner.
What is the same and what is different?

Bar charts

1 All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

a) What is the most popular fruit? _____

b) How can you tell just by looking?

_____

c) What is the least popular fruit? _____

d) How many more children like apples best than like grapes best? ☐

e) How many children are there in Class 3? ☐

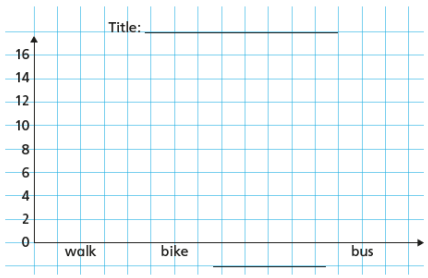
2 Some children are asked how they get to school.

The tally chart shows the results.

Method	Tally	Total
Walk	𝍸 𝍸 ||||	
Bike	|||	
Car	𝍸 |||	
Bus	𝍸 ||	

a) Complete the chart.

b) Draw a bar chart to represent the data.



c) Which chart do you prefer? Tick your answer.

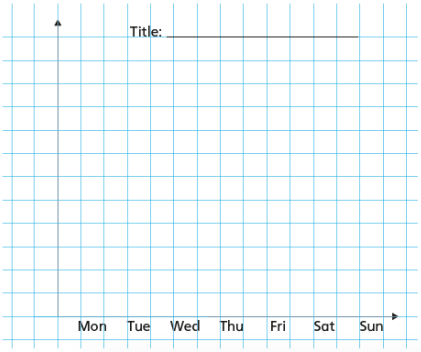
tally chart ☐ bar chart ☐

What are your reasons?

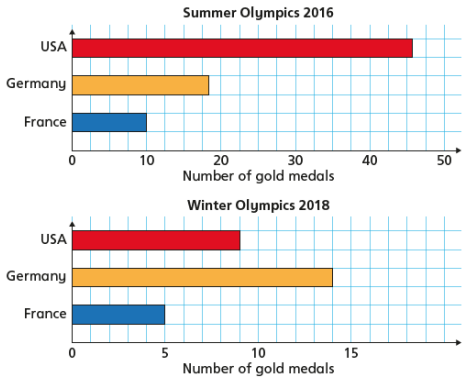
3 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold	Key = 5 ice creams
Monday	🍦🍦🍦🍦	
Tuesday	🍦🍦	
Wednesday	🍦🍦🍦🍦🍦🍦🍦	
Thursday	🍦🍦	
Friday	🍦🍦🍦🍦	
Saturday	🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦	
Sunday	🍦🍦🍦🍦🍦	

Draw a bar chart to represent this data.



4 The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.



a)

Is Mo correct? _____

How do you know?

b) Which country won the most medals in total?

_____

Answers for Year 3

Compare capacity

1 Put these glasses in order of the amount of water they contain.

Start with the least amount of water.

B D A C

least most

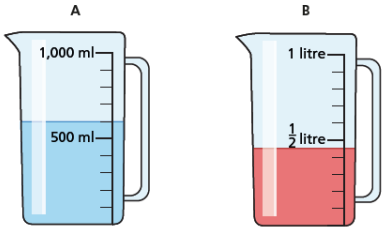
2 In each pair, circle the object that holds the most water.

a)

b)

c)

3 Here are two jugs.

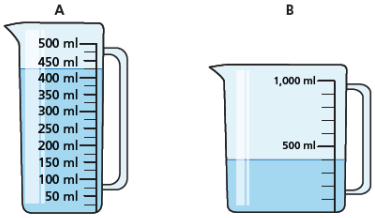


a) What is the volume of liquid in jug A? 600 ml

b) What is the volume of liquid in jug B? 450 ml

c) How do you know that the capacity of each jug is the same?

4 Which measuring container has the most liquid?



Container A has the most liquid.

Explain your answer.

5 300 ml is greater than 1 litre because 300 is greater than 1

Do you agree with Alex? No

Explain your answer.

6 Here is the capacity of four different containers.

A	B	C	D
400 ml	99 ml	3 litres 400 ml	2 litres

Put the containers in order of capacity.

Start with the smallest capacity.

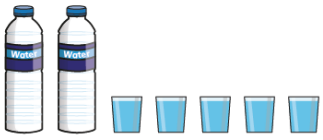
B A D C

least most

7 Esther is comparing the capacity of different containers.

a) Esther has two bottles of water.

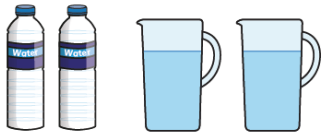
She pours them into some glasses.



Which holds more water – a bottle or a glass? bottle

b) Esther has two more bottles of water.

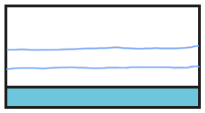
She pours them into two jugs.



Which holds more water – a jug or a bottle? jug

8 Jack has three jugs of water.

He pours one jug of water into a large container.

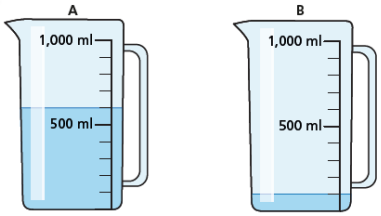


He then pours the other jugs of water in.

Draw a line on the container to show where the water will reach.

Add and subtract capacity

1 Brett has some jugs of water.

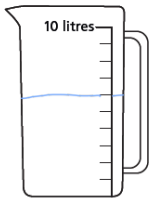


a) How much water is in jug A? 600 ml

b) How much water is in jug B? 100 ml

c) Brett pours the water from jugs A and B into jug C.
What is the total amount of water in jug C? 700 ml

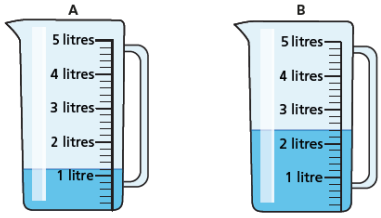
2 Kim has some bottles of juice.



a) How much juice does she have altogether? 6 l

b) She pours all the juice into a jug.
Draw a line on the jug to show how much juice there is.

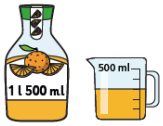
3 Mo has two jugs of water.



How much water does Mo have in total?

Mo has 3 litres and 600 ml

4 Dani has 1 litre 500 ml of juice in a bottle.
She pours some of the juice into a jug.



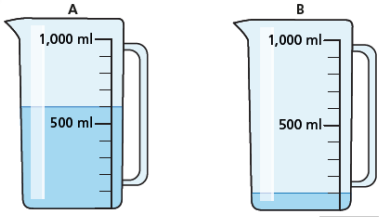
How much juice is in the **bottle** now? 1 l 200 ml

5 A fish tank has 3 litres 700 ml of water in it.
The capacity of the fish tank is 4 litres 900 ml.
How much more water can fit in the fish tank?

1 l 200 ml

Add and subtract capacity

1 Brett has some jugs of water.

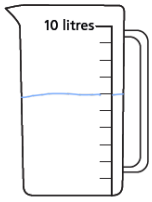


a) How much water is in jug A? 600 ml

b) How much water is in jug B? 100 ml

c) Brett pours the water from jugs A and B into jug C.
What is the total amount of water in jug C? 700 ml

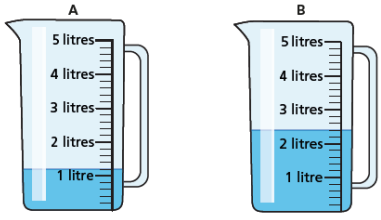
2 Kim has some bottles of juice.



a) How much juice does she have altogether? 6 l

b) She pours all the juice into a jug.
Draw a line on the jug to show how much juice there is.

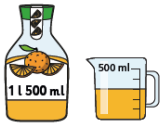
3 Mo has two jugs of water.



How much water does Mo have in total?

Mo has 3 litres and 600 ml

4 Dani has 1 litre 500 ml of juice in a bottle.
She pours some of the juice into a jug.



How much juice is in the **bottle** now? 1 l 200 ml

5 A fish tank has 3 litres 700 ml of water in it.
The capacity of the fish tank is 4 litres 900 ml.
How much more water can fit in the fish tank?

1 l 200 ml

Pictograms

1 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold
Monday	🍦🍦🍦🍦
Tuesday	🍦🍦
Wednesday	🍦🍦🍦🍦🍦🍦🍦
Thursday	🍦🍦
Friday	🍦🍦🍦🍦
Saturday	🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦
Sunday	🍦🍦🍦🍦🍦🍦

Key 🍦 = 5 ice creams

a) On which day were the most ice creams sold?

Saturday

b) On which two days were 20 ice creams sold?

Monday & Friday

c) How many ice creams were sold on Thursday? 10

d) How many more ice creams were sold on Friday than Thursday? 10

e) More ice creams were sold in total on Saturday and Sunday than during the rest of the week.

Do you agree? No

Show your workings.

2 The pictogram shows the colour of cars parked in a car park.

Colour	Number of cars in car park
Red	🚗🚗🚗🚗🚗
Blue	🚗🚗🚗🚗🚗
White	🚗🚗🚗🚗🚗🚗🚗
Yellow	🚗🚗

Key 🚗 = 2 cars

a) How many parked cars are red? 10

b) How many parked cars are blue? 9

c) How many cars are parked in total? 36

d) Write a question about the pictogram.

Various answers.

Can a partner answer your question?

3 Class 3 are asked how many pets they have.

Here are the results.

Children with 0 pets	8
Children with 1 pet	14
Children with 2 pets	9
Children with 3 or more pets	2

a) Eva starts a pictogram to show the results.
Complete the pictogram and the key.

Key 🔺 = 2 pets

Pets	
0 pets	🔺🔺🔺🔺
1 pet	🔺🔺🔺🔺🔺🔺🔺
2 pets	🔺🔺🔺🔺
3 or more pets	🔺

b) How did you know what value to choose for the key?

4 Amir wants to use a pictogram to represent this data.

	Minutes spent on the bus
Monday	60
Tuesday	20
Wednesday	50
Thursday	50
Friday	80

a) What symbol could Amir use? Draw a key to show what each symbol represents.

Various answers e.g ○ = 10 minutes

b) Draw the pictogram for Amir.

Monday	Tuesday	Wednesday	Thursday	Friday
○○○○○○	○○	○○○○○	○○○○○	○○○○○○○

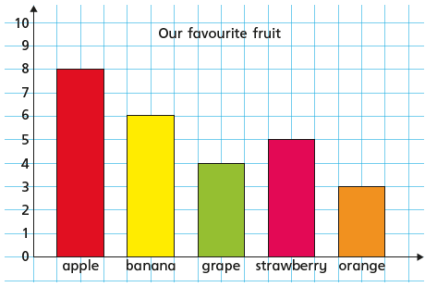
c) Compare pictograms with a partner.

What is the same and what is different?

Bar charts

1 All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

a) What is the most popular fruit? apple

b) How can you tell just by looking?

It's got the tallest bar.

c) What is the least popular fruit? orange

d) How many more children like apples best than like grapes best? 4

e) How many children are there in Class 3? 26

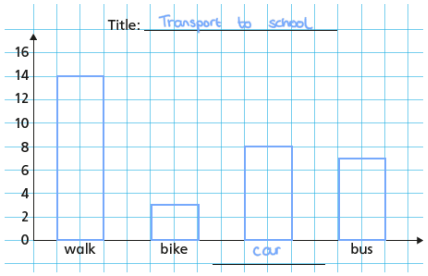
2 Some children are asked how they get to school.

The tally chart shows the results.

Method	Tally	Total
Walk	𝍸 𝍸 ||||	14
Bike	|||	3
Car	𝍸 |||	8
Bus	𝍸 ||	7

a) Complete the chart.

b) Draw a bar chart to represent the data.



c) Which chart do you prefer? Tick your answer.

tally chart ☐ bar chart ☐ various answers

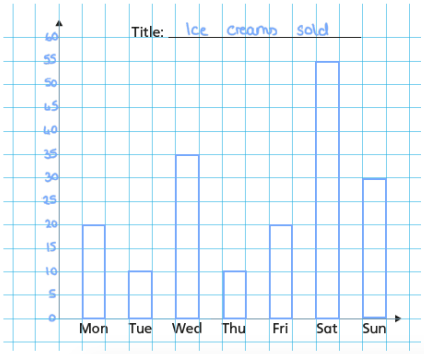
What are your reasons?

3 The pictogram shows the number of ice creams sold each day.

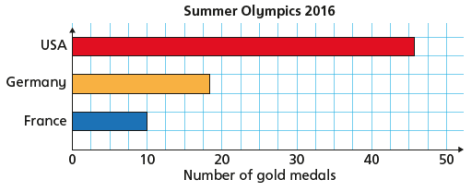
Day	Number of ice creams sold
Monday	🍦🍦🍦🍦
Tuesday	🍦🍦
Wednesday	🍦🍦🍦🍦🍦🍦🍦
Thursday	🍦🍦
Friday	🍦🍦🍦🍦
Saturday	🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦
Sunday	🍦🍦🍦🍦🍦🍦

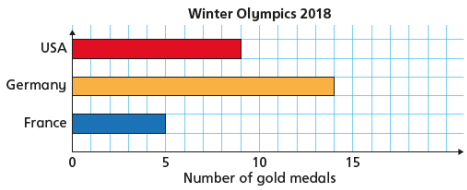
Key 🍦 = 5 ice creams

Draw a bar chart to represent this data.



4 The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.





a)

Is Mo correct? NO

How do you know?

b) Which country won the most medals in total?

USA

Thank you!

Thank you!