# Working at Greater Depth Tracker

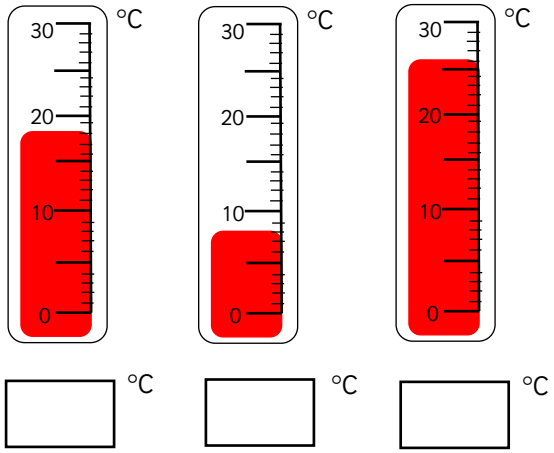
| Name: | Evidence ( date, type of evidence ) | | | Notes |
|---|---|---|---|---|
| read scales where not all numbers on the scale are given and estimate points in between | | | | |
| recall and use multiplication and division facts for 2, 5 and 10 | | | | |
| make deductions outside known multiplication facts | | | | |
| use reasoning about numbers and relationships to solve more complex problems and explain their thinking | | | | |
| solve unfamiliar word problems that involve more than one step | | | | |
| read the time on a clock to the nearest 5 minutes | | | | |
| describe similarities and differences of 2D shapes, using their properties | | | | |
| describe similarities and differences of 3D shapes, using their properties | | | | |

# Working at greater depth within the expected standard:

read scales where not all numbers on the scale are given and estimate points in between

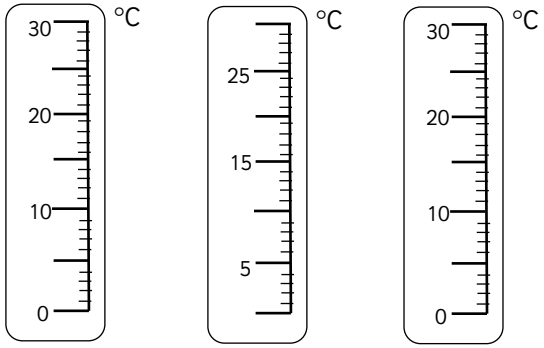
masterthecurriculum.co.uk

## Read the scales of the thermometer.




| | | |
|---|---|---|
| °C | °C | °C |

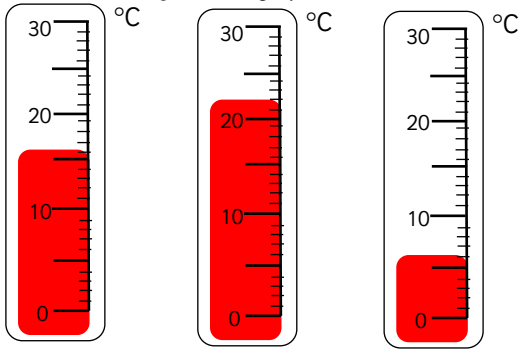
## Draw the temperature on the thermometers.




| | | |
|---|---|---|
| 28 °C | 11 °C | 7 °C |

## Look at the thermometers.

Each one was placed in a different room, answer the following questions.




soft room | staffroom | classroom

Which two rooms had a difference of 6 °C?

What was the total temperature of the two rooms?

°C

Which room was the second coolest?

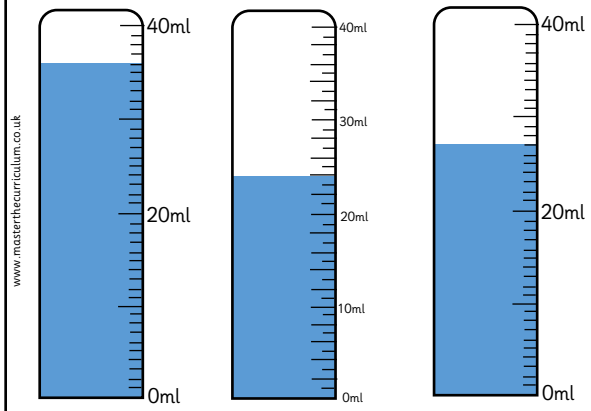
How cool was it?

°C

What is the difference in temperature between the warmest and coolest rooms?

°C

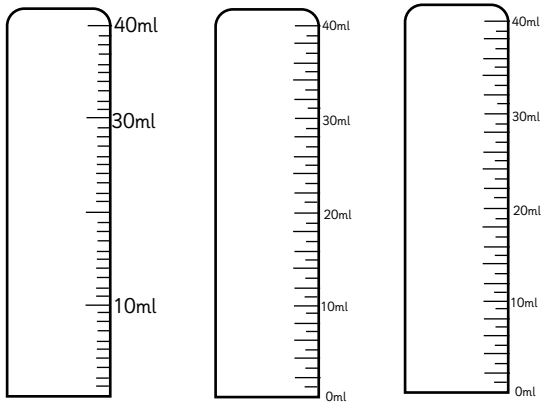
## Read the scales of the container.




www.masterthecurriculum.co.uk

| | | |
|---|---|---|
| ml | ml | ml |

## Draw the capacity of the water in the vessels.



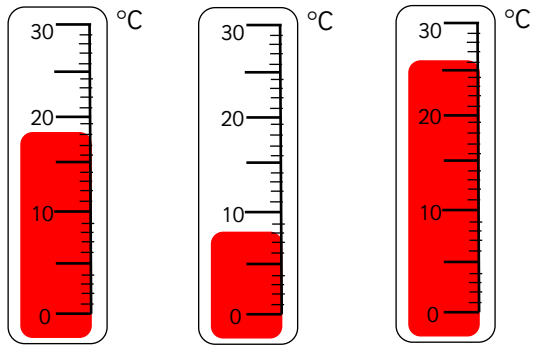

| | | |
|---|---|---|
| 19 ml | 34 ml | 21ml |

# Working at greater depth within the expected standard:

read scales where not all numbers on the scale are given and estimate points in between

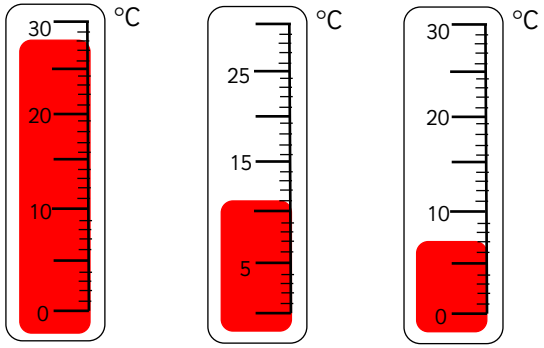
masterthecurriculum.co.uk

## Read the scales of the thermometer.




18 °C | 8 °C | 26 °C

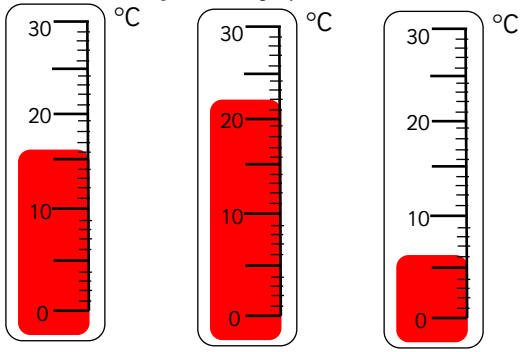
## Draw the temperature on the thermometers.




28 °C | 11 °C | 7 °C

## Look at the thermometers.

Each one was placed in a different room, answer the following questions.




soft room | staffroom | classroom

Which two rooms had a difference of 6 °C?

soft room and staffroom

What was the total temperature of the two rooms?

38 °C

Which room was the second coolest?

soft room

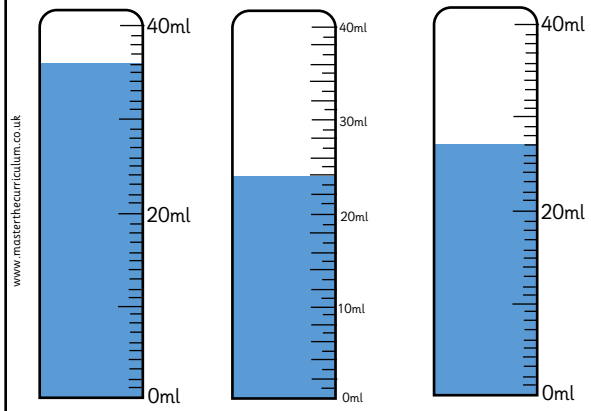
How cool was it?

16 °C

What is the difference in temperature between the warmest and coolest rooms?

16 °C

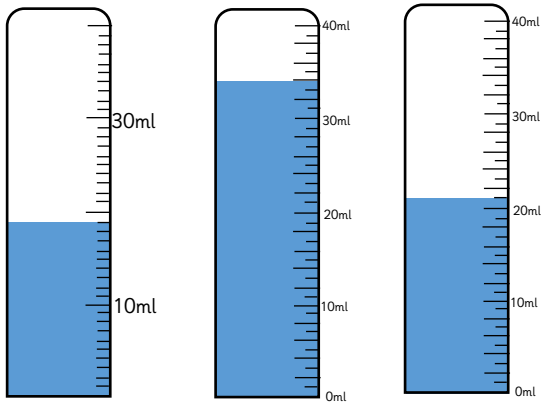
## Read the scales of the container.




www.masterthecurriculum.co.uk

36 ml | 24 ml | 27 ml

## Draw the capacity of the water in the vessels.




19 ml | 34 ml | 21ml

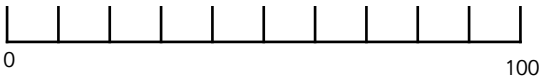
# Working at greater depth within the expected standard:

read scales where not all numbers on the scale are given and estimate points in between

masterthecurriculum.co.uk

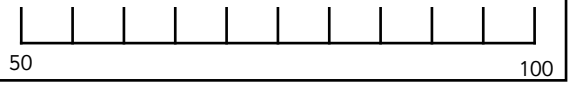
Draw an arrow to show the given number.

25

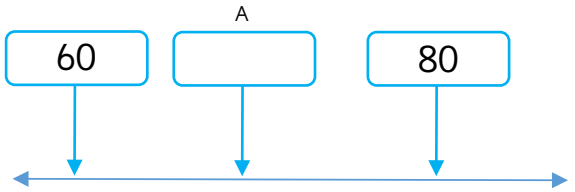


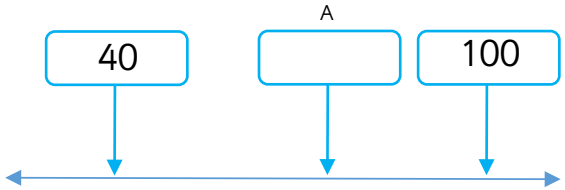

Draw an arrow to show the given number.

88




Estimate the value of A in each of the number lines.

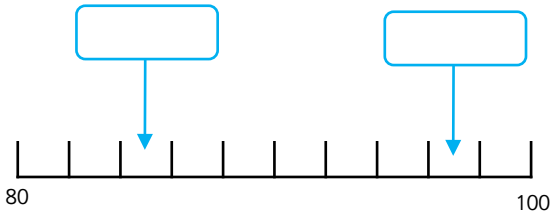


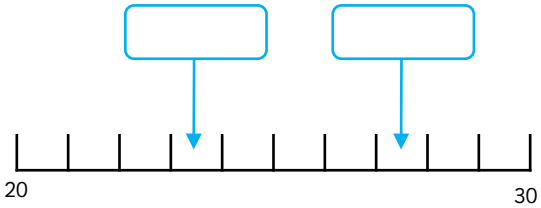




www.masterthecurriculum.co.uk

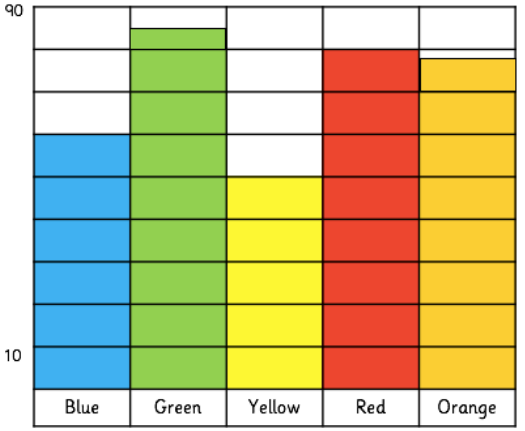
Draw an arrow to show the number 45 on each of the number lines.

Estimate the number the arrow is pointing to.




Below is a graph showing Red forest school's favourite colours.




Green received _____ votes.

Orange received _____ votes.

Red received _____ votes.

Yellow received _____ votes.

Blue received _____ votes.

18 more people voted for yellow.
Add this to the graph.

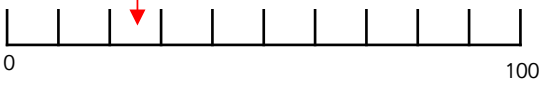
# Working at greater depth within the expected standard:

## read scales where not all numbers on the scale are given and estimate points in between

masterthecurriculum.co.uk

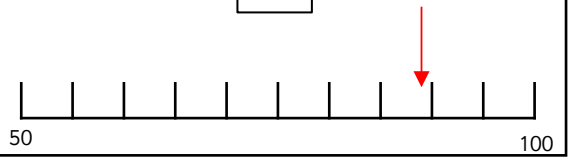
Draw an arrow to show the given number.

25

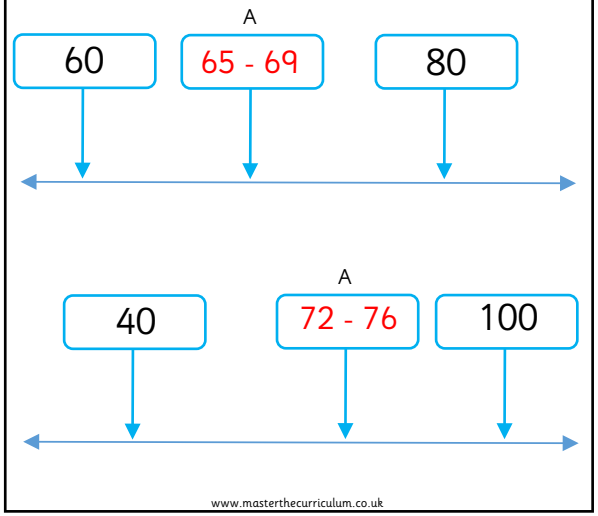



Draw an arrow to show the given number.

88




Estimate the value of A in each of the number lines.




www.masterthecurriculum.co.uk

Below is a graph showing Red forest school's favourite colours.

Green received 85 votes.

Orange received 79 votes.

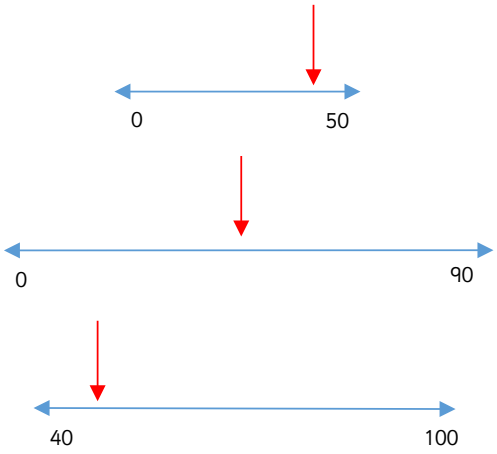
Red received 80 votes.

Yellow received 50 votes.

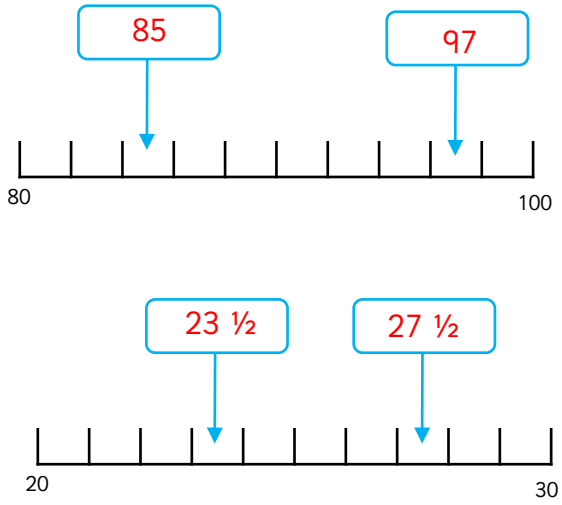
Blue received 60 votes.

18 more people voted for yellow.
Add this to the graph.

Draw an arrow to show the number 45 on each of the number lines.




Estimate the number the arrow is pointing to.



# Working at greater depth within the expected standard:

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

masterthecurriculum.co.uk

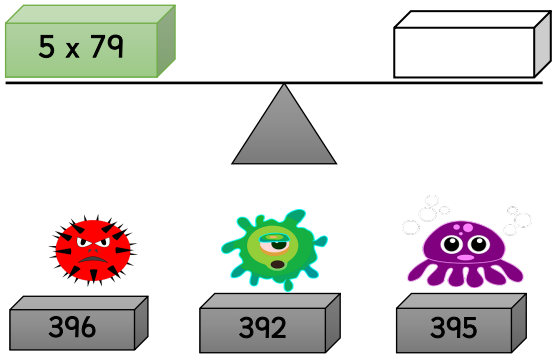
True or False?

2 x 37= 73

Explain your reason.

goodstuffprimaryresources.com

Circle the alien you think will balance the scales.




www.masterthecurriculum.co.uk

Choose the answer that is correct.
Explain your answer.

17 x 5 =

83 85 81 89

17 x 10 =

174 173 170 172

17 x 2 =

37 34 33 31

If I count in multiples of 10 from zero, I could reach 156. True or False?
Explain your answer.

Which numbers could belong to the 5 times tables?
Circle them and explain your answer.

100 80 99 85 95 89 74

www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

masterthecurriculum.co.uk

True or False?

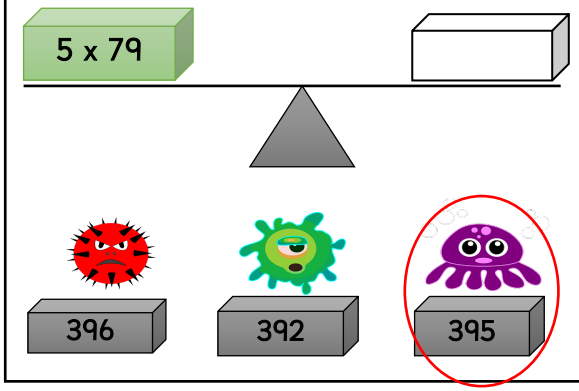
$2 \times 37 = 73$

Explain your reason.

It must be false because multiples of 2 are even. 73 is odd.

goodstuffprimaryresources.com

Circle the alien you think will balance the scales.




Choose the answer that is correct.
Explain your answer.

17 x 5 =

83 **85** 81 89

The other answers do not end in 0 or 5. Multiples of 5 end in 0 or 5.

17 x 10 =

174 173 **170** 172

17 x 2 =

37 **34** 33 31

If I count in multiples of 10 from zero, I could reach 156. True or False?
Explain your answer.

Multiples of 10 end in 0, so it must be false.

Which numbers could belong to the 5 times tables?
Circle them and explain your answer.

**100** **80** 99 **85** **95** 89 74

www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

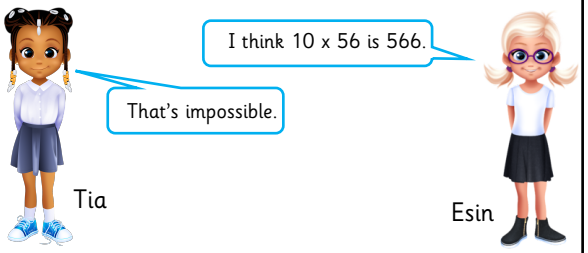
masterthecurriculum.co.uk

How quickly can you recall all of these multiplication facts?

| | |
|---|---|
| 8 x 2 = ____ | 10 x 0 = ____ |
| 7 x 10 = ____ | 12 x 5 = ____ |
| 5 x 6 = ____ | 5 x 3 = ____ |
| 8 x 5 = ____ | 2 x 9 = ____ |
| 12 x 2 = ____ | 9 x 10 = ____ |
| 11 x 10 = ____ | 11 x 2 = ____ |
| 3 x 2 = ____ | 5 x 0 = ____ |
| 7 x 5 = ____ | 2 x 2 = ____ |
| 6 x 10 = ____ | 9 x 5 = ____ |
| 1 x 5 = ____ | 10 x 10 = ____ |
| 0 x 2 = ____ | 5 x 11 = ____ |
| 8 x 10 = ____ | 5 x 5 = ____ |

Add comparison symbols to make the statements true.

| | | |
|---|---|---|
| 90 ÷ 10 | ◯ | 6 x 2 |
| 5 x 7 | ◯ | 6 x 10 |
| 2 x 2 | ◯ | 40 ÷ 10 |
| 120 ÷ 10 | ◯ | 6 x 2 |




Explain why Tia thinks it is impossible.

www.masterthecurriculum.co.uk

How quickly can you recall these division facts?

| | |
|---|---|
| 8 ÷ 2 = ____ | 10 ÷ 5 = ____ |
| 100 ÷ 10 = ____ | 35 ÷ 5 = ____ |
| 16 ÷ 2 = ____ | 20 ÷ 2 = ____ |
| 45 ÷ 5 = ____ | 50 ÷ 10 = ____ |
| 24 ÷ 2 = ____ | 70 ÷ 10 = ____ |
| 110 ÷ 10 = ____ | 6 ÷ 2 = ____ |
| 4 ÷ 2 = ____ | 14 ÷ 2 = ____ |
| 20 ÷ 5 = ____ | 2 ÷ 2 = ____ |
| 60 ÷ 10 = ____ | 40 ÷ 5 = ____ |
| 15 ÷ 5 = ____ | 10 ÷ 10 = ____ |
| 10 ÷ 2 = ____ | 60 ÷ 5 = ____ |
| 80 ÷ 10 = ____ | 5 ÷ 5 = ____ |

# Working at greater depth within the expected standard:

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

masterthecurriculum.co.uk

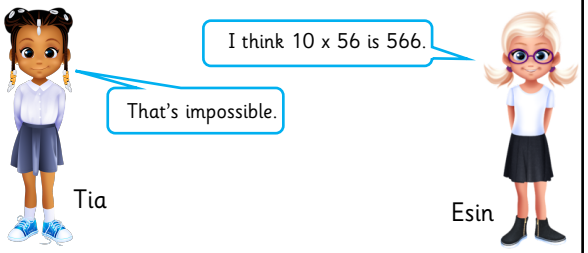
## How quickly can you recall all of these multiplication facts?

| | |
|---|---|
| 8 x 2 = 16 | 10 x 0 = 0 |
| 7 x 10 = 70 | 12 x 5 = 60 |
| 5 x 6 = 30 | 5 x 3 = 15 |
| 8 x 5 = 40 | 2 x 9 = 18 |
| 12 x 2 = 24 | 9 x 10 = 90 |
| 11 x 10 = 110 | 11 x 2 = 22 |
| 3 x 2 = 6 | 5 x 0 = 0 |
| 7 x 5 = 35 | 2 x 2 = 4 |
| 6 x 10 = 60 | 9 x 5 = 45 |
| 1 x 5 = 5 | 10 x 10 = 100 |
| 0 x 2 = 0 | 5 x 11 = 55 |
| 8 x 10 = 80 | 5 x 5 = 25 |



## Add comparison symbols to make the statements true.

| | | |
|---|---|---|
| 90 ÷ 10 = 9 | < | 6 x 2 = 12 |
| 5 x 7 = 35 | < | 6 x 10 = 60 |
| 2 x 2 = 4 | = | 40 ÷ 10 = 4 |
| 120 ÷ 10 = 12 | = | 6 x 2 = 12 |




Explain why Tia thinks it is impossible.

Multiples of 10 would end in 0.



## How quickly can you recall these division facts?

| | |
|---|---|
| 8 ÷ 2 = 4 | 10 ÷ 5 = 2 |
| 100 ÷ 10 = 10 | 35 ÷ 5 = 7 |
| 16 ÷ 2 = 8 | 20 ÷ 2 = 10 |
| 45 ÷ 5 = 9 | 50 ÷ 10 = 5 |
| 24 ÷ 2 = 12 | 70 ÷ 10 = 7 |
| 110 ÷ 10 = 11 | 6 ÷ 2 = 3 |
| 4 ÷ 2 = 2 | 14 ÷ 2 = 7 |
| 20 ÷ 5 = 4 | 2 ÷ 2 = 1 |
| 60 ÷ 10 = 6 | 40 ÷ 5 = 8 |
| 15 ÷ 5 = 3 | 10 ÷ 10 = 1 |
| 10 ÷ 2 = 5 | 60 ÷ 5 = 12 |
| 80 ÷ 10 = 8 | 5 ÷ 5 = 1 |

**Working at greater depth within the expected standard:**

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

masterthecurriculum.co.uk

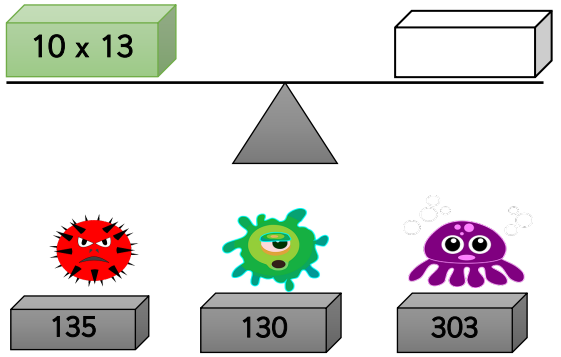
Sort the numbers. Explain how you sorted them.

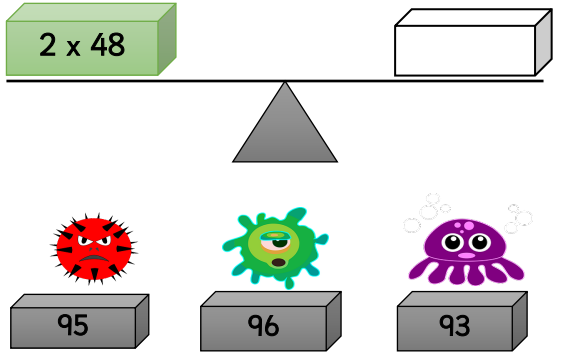
| 5 times tables | 2 times tables | 10 times tables |
|---|---|---|
| | | |

45 160 875 246 85 95 92 105 98 78 82 74 44 80 75 90

www.masterthecurriculum.co.uk

Choose the answer that could be correct.
Explain your answer.




www.masterthecurriculum.co.uk

**Working at greater depth within the expected standard:**

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

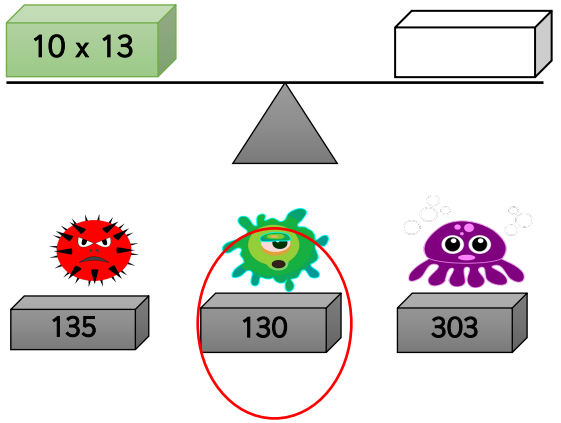
masterthecurriculum.co.uk

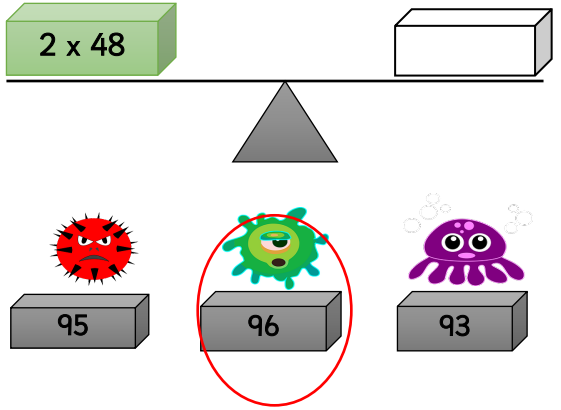
Sort the numbers.

| 5 times tables | 2 times tables | 10 times tables |
|---|---|---|
| 45 160 875 95 90 105 75 80 85 | 246 92 74 82 44 98 78 | 160 80 90 |



Choose the answer that could be correct.
Explain your answer.



Billy and May bought 56 sweets.
May ate 7 sweets. Bill grabbed a handful.
When they counted what was left, there were 32.
How many were in Bills hand? Show your working out below.

Calculate the answer and show your working out.

$37 + 18 = 23 + \square$

$\square + 45 = 31 + 48$

Work out the missing number and show your working out.

$41 - \star = 60 - 21$

$8 + 7 + 2 = 50 - 12 - \star$

Fill in the missing number. Show your working out.

I have 44 toy cars. I gave 3 to my cousin. Then I gave ____ to my other cousin so I had 29 left.

Malachi and Lee have equal amounts of presents.

Malachi received 12 from his friends and 16 from his family.

Lee received 20 from her family. How many presents were from her friends?

**Working at greater depth within the expected standard:**

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

masterthecurriculum.co.uk

Billy and May bought 56 sweets.
May ate 7 sweets. Bill grabbed a handful.
When they counted what was left, there were 32.
How many were in Bills hand? Show your working out below.

17

56 – 7 = 49

49 – ☐ = 32

17



Calculate the answer and show your working out.

37 + 18 = 23 + ☐ (32)

55

☐ (34) + 45 = 31 + 48

79

Work out the missing number and show your working out.

41 - ☆ (2) = 60 - 21

39

8 + 7 + 2 = 50 – 13 - ☆ (20)

17

Fill in the missing number. Show your working out.

I have 44 toy cars. I gave 3 to my cousin. Then I gave ___ to my other cousin so I had 29 left.

44 – 3 – 12 = 29

Malachi and Lee have equal amounts of presents.

Malachi received 12 from his friends and 16 from his family.

Lee received 20 from her family. How many presents were from her friends?

8

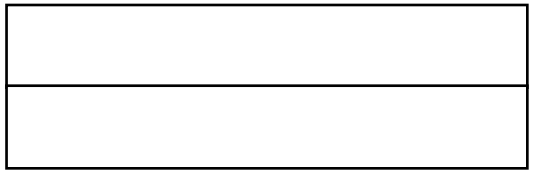
**Working at greater depth within the expected standard:**

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

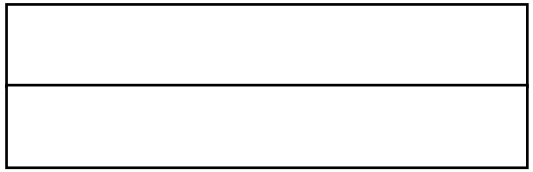
masterthecurriculum.co.uk

Use the bar to find the missing number.

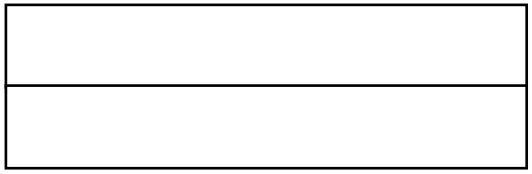
13 + ☐ = 16 + 1



☐ + 16 = 20 + 6



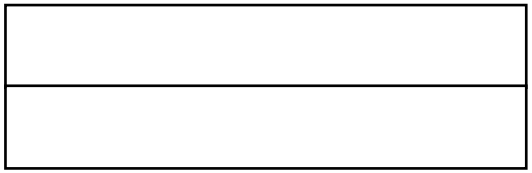
☐ + 18 = 23 + 7



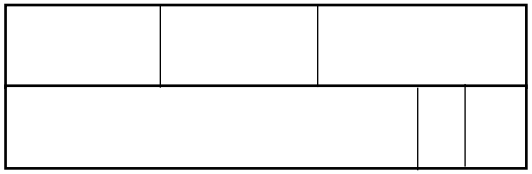


Use the bar to find the missing number.

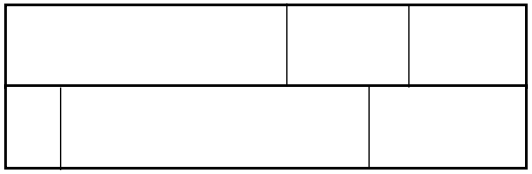
6 + 13 + ☐ = 11 + 1 + 8



7 + 7 + ☐ = 20 + 1 + 3



2 + 19 + ☐ = 21 + 5 + 5





Find the missing number.

8 + ☐ - 6 = 20

10 + ☐ - 3 = 25

8 + ☐ + 9 = 25 - 7

☐ + 9 + 11 = 30 - 4

30 - ☐ - 4 = 11

**Working at greater depth within the expected standard:**

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

masterthecurriculum.co.uk

Use the bar to find the missing number.

13 + 4 = 16 + 1

| 16 | 1 |
|---|---|
| 13 | 4 |

10 + 16 = 20 + 6

| 20 | 6 |
|---|---|
| 10 | 16 |

12 + 18 = 23 + 7

| 23 | 7 |
|---|---|
| 12 | 18 |

www.masterthecurriculum.co.uk

Use the bar to find the missing number.

6 + 13 + 1 = 11 + 1 + 8

| 6 | 13 | 1 |
|---|---|---|
| 11 | 1 | 8 |

7 + 7 + 10 = 20 + 1 + 3

| 7 | 7 | 10 | |
|---|---|---|---|
| 20 | | 1 | 3 |

2 + 19 + 10 = 21 + 5 + 5

| 21 | 5 | 5 |
|---|---|---|
| 2 | 19 | 10 |

www.masterthecurriculum.co.uk

Find the missing number.

8 + 18 - 6 = 20

10 + 18 - 3 = 25

8 + 1 + 9 = 25 - 7

6 + 9 + 11 = 30 - 4

30 - 15 - 4 = 11

www.masterthecurriculum.co.uk

masterthecurriculum.co.uk

Complete the calculations.

18 + 12 = 16 + 1 + _____

12 + _____ = 9 + 2 + 6

_____ + 7 + 3 = 49 + 11

23 + 2 + 5 = ____ + 19 + 11

Together, Ria and Tia have £21.

Tia has £5 more than Ria.

How much money does Ria have?

What single digits could go in the boxes?
Find at least 3 ways.

□ + □ + □ = 18

□ + □ + □ = 18

□ + □ + □ = 18

The total is 11.

Each missing digit is a 2 or a 3.

Write in the missing digits.

□ + □ + □ + □



I doubled a number. The answer was more than 16 but less than 40.

It was an odd number and both digits total 10.

What was the number that I doubled?



What digits could go in the box?

3□ − 1□ = 26

How many other ways can you think of?

**Working at greater depth within the expected standard:**

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

masterthecurriculum.co.uk

Complete the calculations.

18 + 12 = 16 + 1 + 13
30

12 + 5 = 9 + 2 + 6
17

50 + 7 + 3 = 49 + 11
60

23 + 2 + 5 = 0 + 19 + 11
30 30

Together, Ria and Tia have £21.

Tia has £5 more than Ria.

How much money does Ria have?

£8

What single digits could go in the boxes?
Find at least 3 ways.

Examples

9 + 8 + 1 = 18

4 + 6 + 8 = 18

5 + 6 + 7 = 18

The total is 11.

Each missing digit is a 2 or a 3.

Write in the missing digits.

2 + 3 + 3 + 3



I doubled a number. The answer was more than 16 but less than 40.

It was an odd number and both digits total 10.

What was the number that I doubled?

19



What digits could go in the box?

3 9 – 1 3 = 26

How many other ways can you think of?

# Working at greater depth within the expected standard:

## solve unfamiliar word problems that involve more than one step

masterthecurriculum.co.uk

Jim was unhappy because his 13 fish were sick. He took them to the vet and asked his sister to look after the 4 dogs in the house. When he arrived at the vet, he explained that the cat tried to eat all of the fish!

The vet asked how many pets Jim had altogether.
What was his answer?

Circle the alien who has the least.
Show your working out.

I have 4 packets of biscuits with 3 biscuits in each packet.

I have 3 packets of biscuits with 5 biscuits in each packet.

Shayan had 54 books but he dropped 7 in a puddle.

Malachi had 45 books but left 2 on the bus .
Who has the most books now?

Who has the same amount of stickers left?
Circle them.

I had 24 stickers and gave 10 to my sister.

I had 20 stickers. I gave half to my friend.

I had 2 packs of stickers with 5 in each packet.

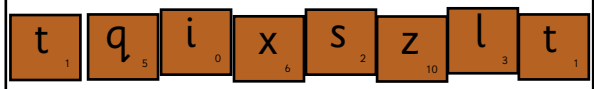
www.masterthecurriculum.co.uk

Talia went to a party and gave her friend a present of 15 hairclips. Her friend opened the present and wore 2 of them in her hair and put 3 in Talia's hair.

Her mum put the rest away in a safe place. How many did her mum put away?

www.masterthecurriculum.co.uk

Lauren's letters are worth 32 points.
Some of her letters fall off and her points are now worth 23.
Which letters could have fallen?




www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

## solve unfamiliar word problems that involve more than one step

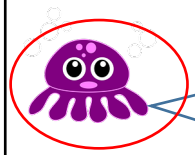
masterthecurriculum.co.uk

Jim was unhappy because his 13 fish were sick. He took them to the vet and asked his sister to look after the 4 dogs in the house. When he arrived at the vet, he explained that the cat tried to eat all of the fish!

The vet asked how many pets Jim had altogether.
What was his answer?

18

Circle the alien who has the least.
Show your working out.



I have 4 packets of biscuits with 3 biscuits in each packet.

4 x 3 = 12

I have 3 packets of biscuits with 5 biscuits in each packet.

3 x 5 = 15

Shayan had 54 books but he dropped 7 in a puddle.

Malachi had 45 books but left 2 on the bus .
Who has the most books now?

54 – 7 = 47
45 – 2 = 43

Shayan has the most books.

Who has the same amount of stickers left?
Circle them.

I had 24 stickers and gave 10 to my sister.

24 – 10 = 14

I had 20 stickers. I gave half to my friend.

half of 20 = 10

I had 2 packs of stickers with 5 in each packet.

2 x 5 = 10

www.masterthecurriculum.co.uk

Talia went to a party and gave her friend a present of 15 hairclips. Her friend opened the present and wore 2 of them in her hair and put 3 in Talia's hair.

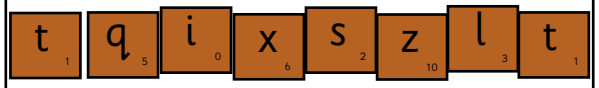
Her mum put the rest away in a safe place. How many did her mum put away?

10

15 – 2 = 13
13 – 3 = 10

www.masterthecurriculum.co.uk

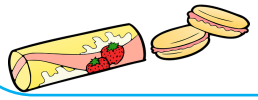
Lauren's letters are worth 32 points.
Some of her letters fall off and her points are now worth 23.
Which letters could have fallen?




x, s, t - 6 + 2 + 1

www.masterthecurriculum.co.uk

Which has the most biscuits, 5 packets of biscuits with 5 in each packet or 4 packets of biscuits with 10 in each packet?



Ria has twenty pound coins. She buys a box of chocolate for 4 pounds and a pack of crisps for 1 pound.

How much money is left?

I have 14 coins.

I have 8 coins.

Circle the person with the most.

Show your working out.

Tia has ten ten pound notes. She puts three of the notes in the bank and then buys a bag for £8.

How much money does she have left?

I have 23 coins.

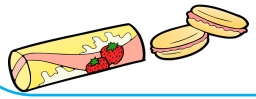
I have 5 £5 notes.

Circle the person with the most.

Show your working out.



Which has the most biscuits, 3 packets of biscuits with 10 in each packet or 12 packets of biscuits with 2 in each packet?



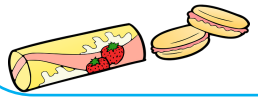
# Working at greater depth within the expected standard:

solve unfamiliar word problems that involve more than one step

masterthecurriculum.co.uk

Which has the most biscuits, 5 packets of biscuits with 5 in each packet or 4 packets of biscuits with 10 in each packet?

4 packets of biscuits with 10 in each packet.



Ria has twenty pound coins. She buys a box of chocolate for 4 pounds and a pack of crisps for 1 pound.

How much money is left?

£15

I have 14 coins.

I have 8 coins.

Circle the person with the most.

Show your working out.

14 5p coins = 70p

8 10p coins = 80p

Tia has ten ten pound notes. She puts three of the notes in the bank and then buys a bag for £8.

How much money does she have left?

£62

www.masterthecurriculum.co.uk

I have 23 coins.

I have 5 £5 notes.

Circle the person with the most.

Show your working out.

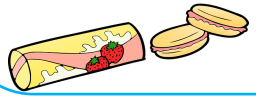
23 £1 coins = £23

5 £5 notes = £25

www.masterthecurriculum.co.uk

Which has the most biscuits, 3 packets of biscuits with 10 in each packet or 12 packets of biscuits with 2 in each packet?

3 packets of biscuits with 10 in each packet



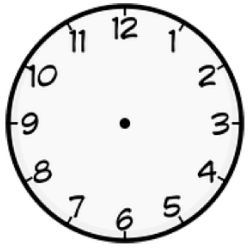
www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

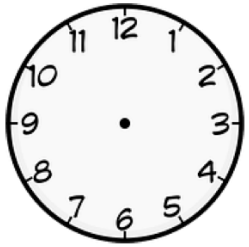
## to read the time on a clock to the nearest 5 minutes

masterthecurriculum.co.uk

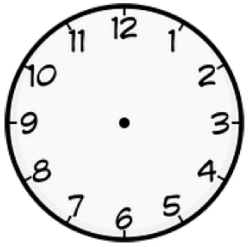
Draw hands on the clock to show the times given.



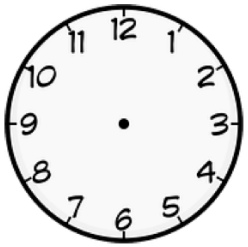
ten to 11



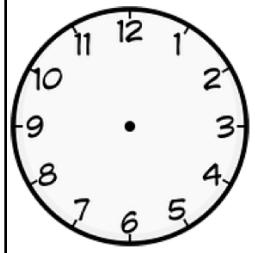
25 minutes past 4



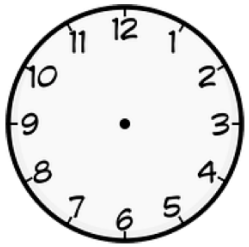
10 past 2



40 minutes past 11



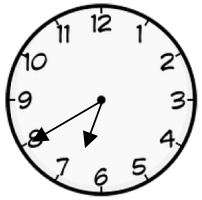
15 minutes to 3



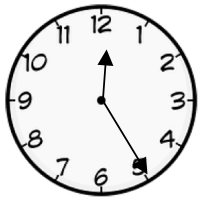
25 minutes to 5



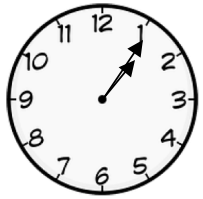
Check Aliyah's homework.
She has written the times on the clock.
Tick the questions she got correct and correct any errors she has made.



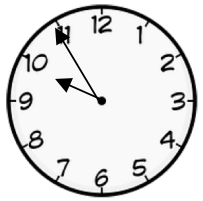
20 minutes past 7



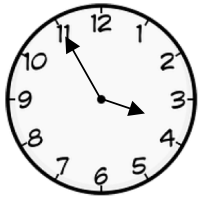
25 past 12



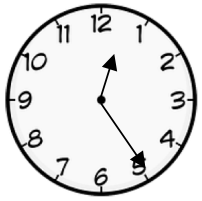
5 past 2



55 minutes past 9



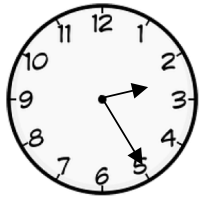
5 minutes to 4

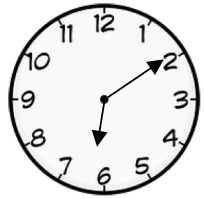


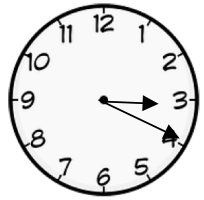
25 minutes past 1

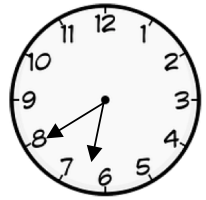


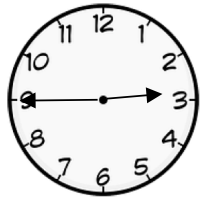
Can you read the time on the clocks below?

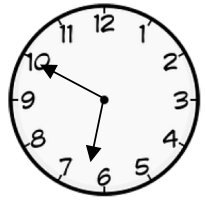










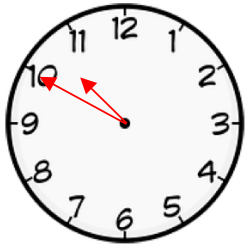


# Working at greater depth within the expected standard:

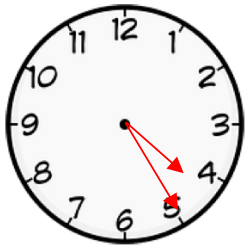
## to read the time on a clock to the nearest 5 minutes

masterthecurriculum.co.uk

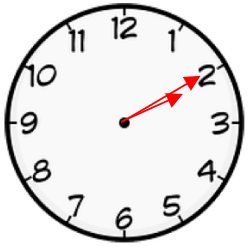
Draw hands on the clock to show the times given.



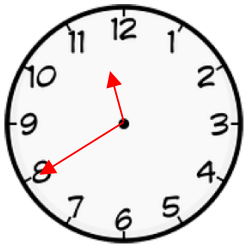
ten to 11



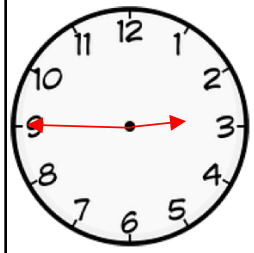
25 minutes past 4



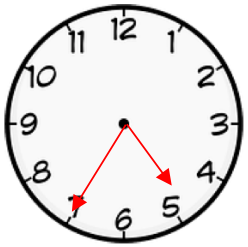
10 past 2



40 minutes past 11



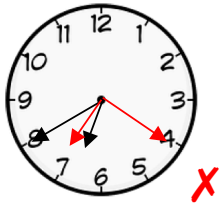
15 minutes to 3



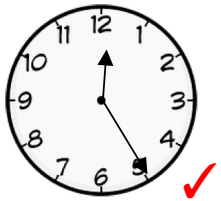
25 minutes to 5



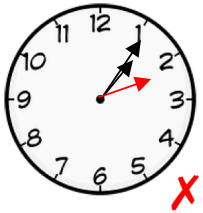
Check Aliyah's homework.
She has written the times on the clock.
Tick the questions she got correct and correct any errors she has made.



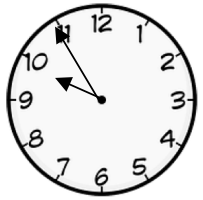
20 minutes past 7 ✗



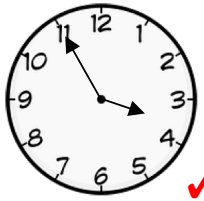
25 past 12 ✓



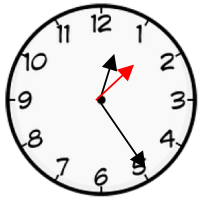
5 past 2 ✗



55 minutes past 9 ✓



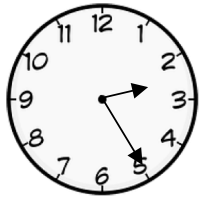
5 minutes to 4 ✓



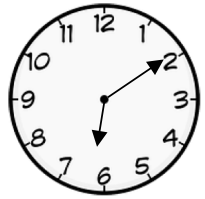
25 minutes past 1 ✗



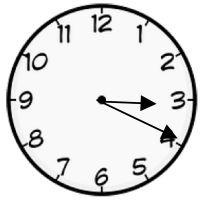
Can you read the time on the clocks below?



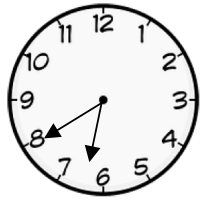
25 past 2



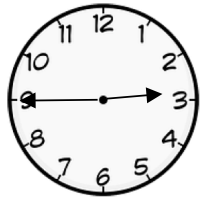
10 past 6



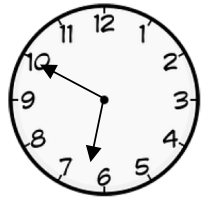
20 past 3



20 to 7



15 to 3



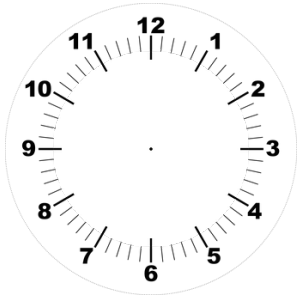
10 to 7

# Working at greater depth within the expected standard:

## to read the time on a clock to the nearest 5 minutes

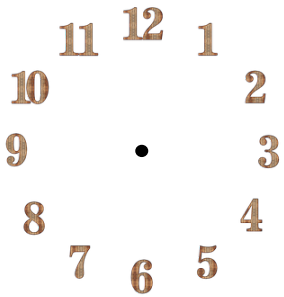
masterthecurriculum.co.uk

Draw hands on the clock to show the times given.

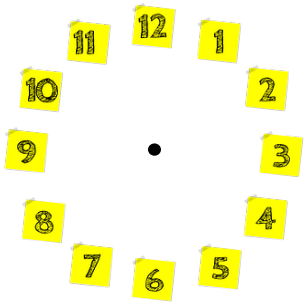


twenty past 5

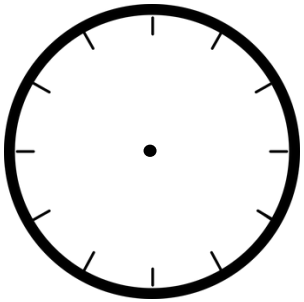
twenty - five to 3



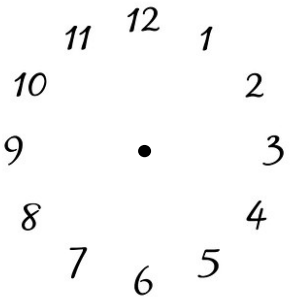
quarter to 9



10 to 7



5 past 8

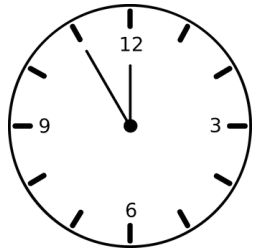


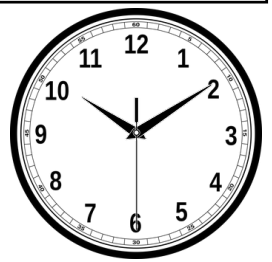
5 to 4

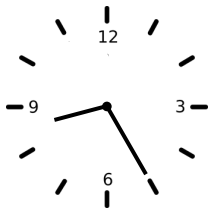
www.masterthecurriculum.co.uk

goodstuffprimaryresources.com

Can you read the time on the clocks below?







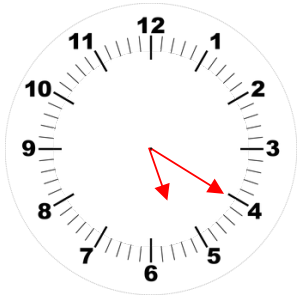
www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

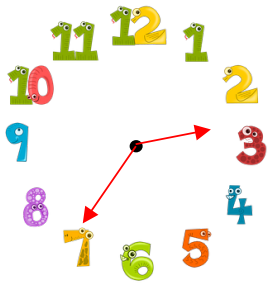
## to read the time on a clock to the nearest 5 minutes

masterthecurriculum.co.uk

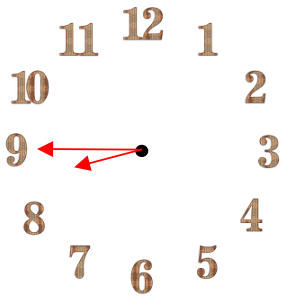
Draw hands on the clock to show the times given.



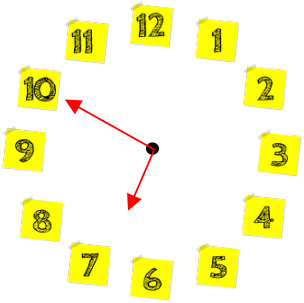
twenty past 5



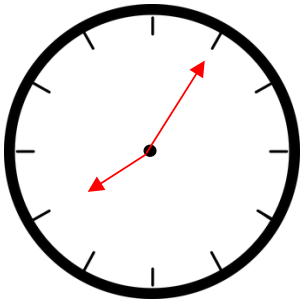
twenty - five to 3



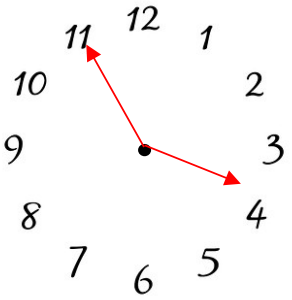
quarter to 9



10 to 7



5 past 8



5 to 4

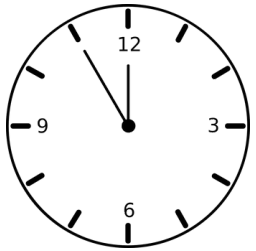
www.masterthecurriculum.co.uk

goodstuffprimaryresources.com

Can you read the time on the clocks below?

twenty to 4

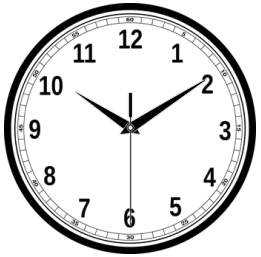
10 past 10



5 to 12

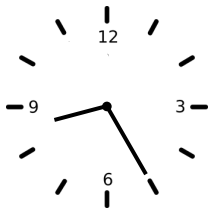
quarter past 12

5 past 12



10 past 10

5 to 2



25 past 8

5 to 12

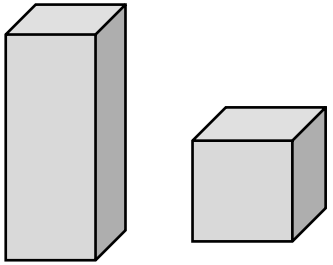
www.masterthecurriculum.co.uk

# Working at greater depth within the expected standard:

## to describe similarities and differences of shape properties

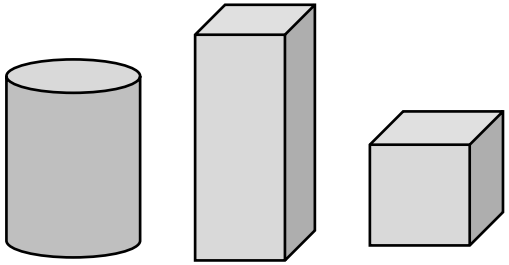
masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



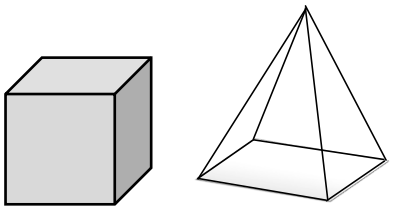
www.masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



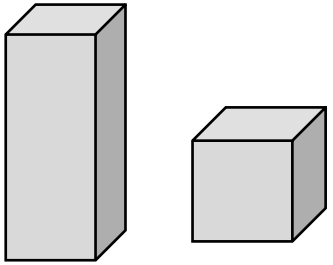
www.masterthecurriculum.co.uk

**Working at greater depth within the expected standard:**

to describe similarities and differences of shape properties

masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



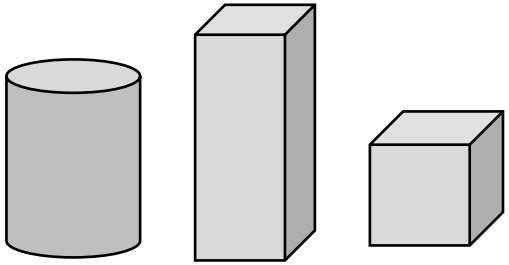
www.masterthecurriculum.co.uk

The cuboid and cube both have 6 faces and 8 vertices.

The cube has squared faces, the cuboid has rectangular faces.

The edges in the cube are equal length.

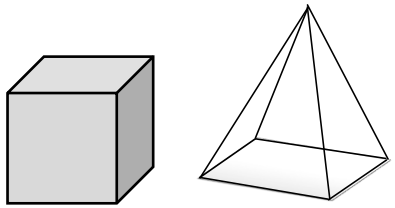
What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

The cuboid and cube both have 8 vertices but the cylinder has 0 vertices. The cuboid and cube both have straight edges, but the cylinder has curved edges.

What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

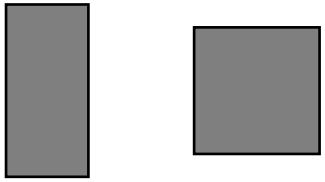
The cube and square based pyramid both have different amounts of vertices, edges and faces. They both have a square 2D shape as a face, though the cube has 6 squares and the pyramid only has 1.

# Working at greater depth within the expected standard:

## to describe similarities and differences of shape properties

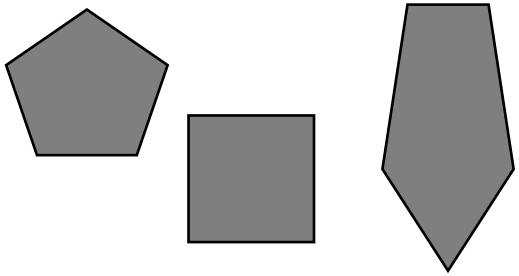
masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



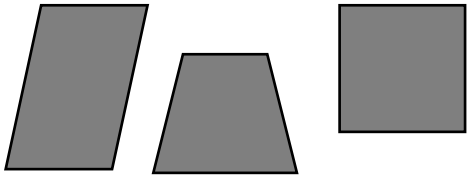
www.masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

What's the same and what's different?
Discuss and then record.



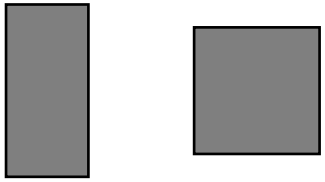
www.masterthecurriculum.co.uk

**Working at greater depth within the expected standard:**

to describe similarities and differences of shape properties

masterthecurriculum.co.uk

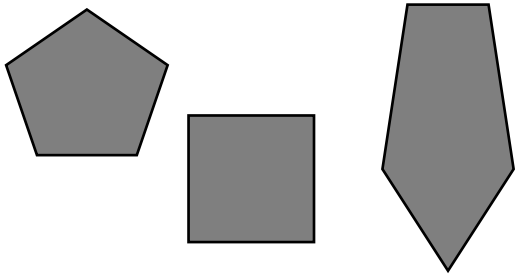
What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

The square and rectangle both have 4 sides and 4 vertices but the square has 4 equal sides. A square has 4 lines of symmetry, and the rectangle has 2 lines of symmetry.

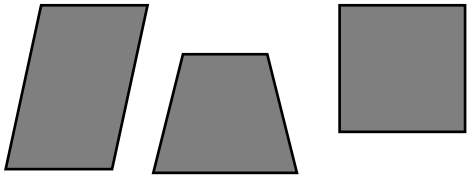
What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

The regular pentagon, irregular pentagon and square all have straight sides so they are polygons. The square and regular pentagon have equal sides but the irregular pentagon does not have equal sides.

What's the same and what's different?
Discuss and then record.



www.masterthecurriculum.co.uk

The parallelogram, trapezium and square all have 4 sides, so they are called quadrilaterals. The square also is a parallelogram. All the shapes have a different amount of lines of symmetry.