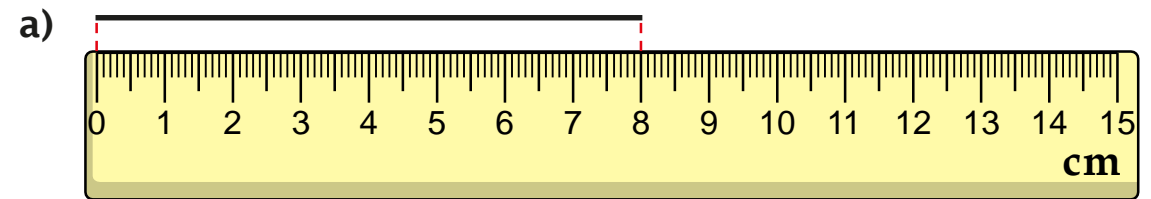
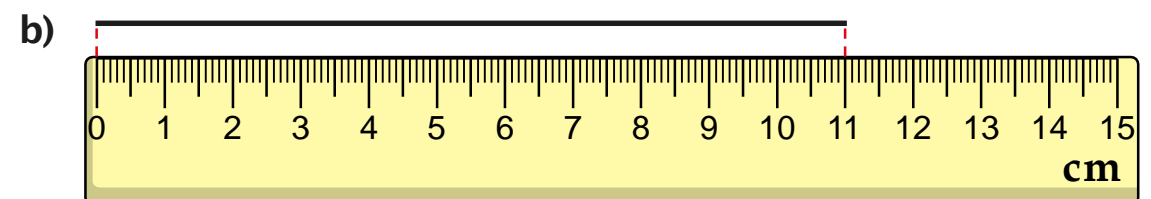


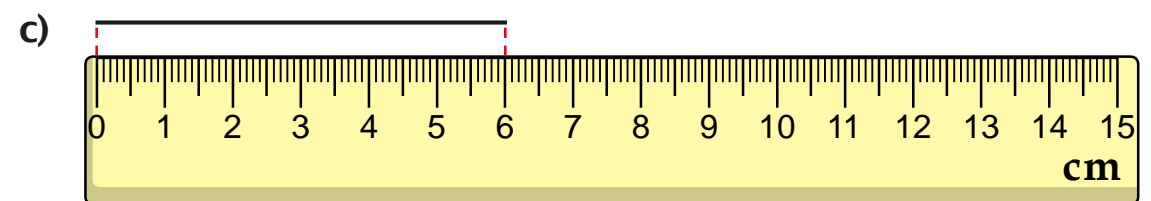
**1** How long is each line?



cm



cm

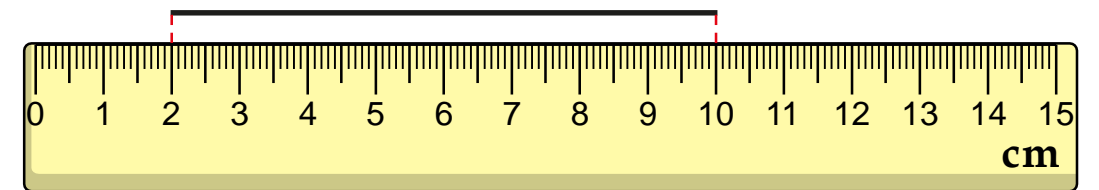


cm

**2** Draw two lines that are each 5 cm long.



**3** Dani says the line is 10 cm long.



a) What mistake has Dani made?

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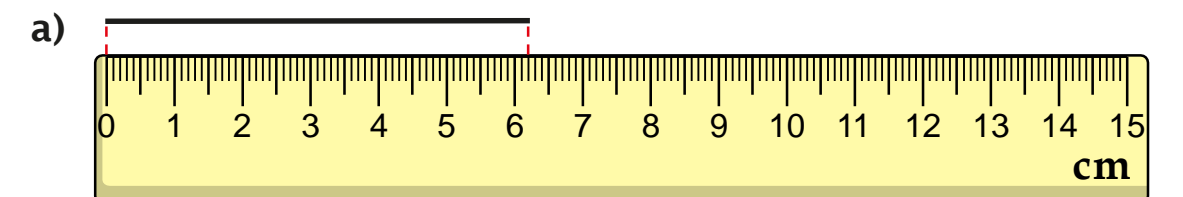


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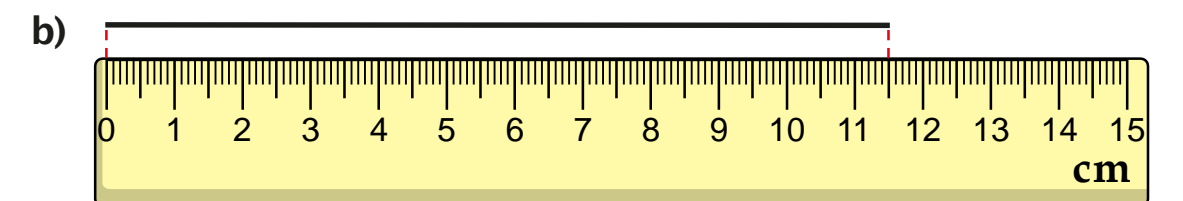
b) How long is the line?

cm

**4** What is the length of each line in millimetres?



mm



mm

c) 

mm



**5** Use a ruler to draw the lines.

a) Draw a line 8 cm long.

b) Draw a line 80 mm long.

What do you notice about the lines you have drawn?

Why is this?

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**6** Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.

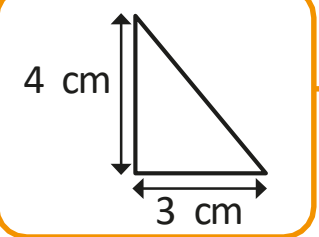


b) Measure the length of the diagonal.

Give your answer in millimetres.

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

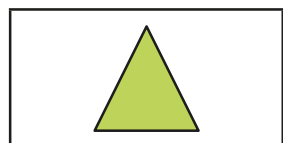
**8** a) Make a sketch of the triangle.



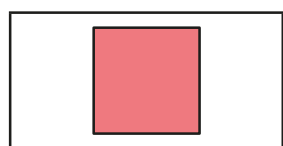
b) Use your drawing to work out the perimeter of the triangle.



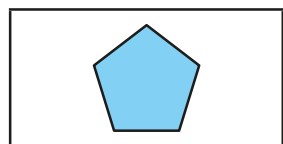
1 Match the shapes to the labels.



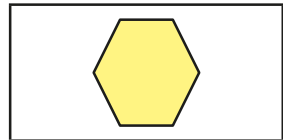
square



pentagon



triangle



hexagon

2 Use the words to label the shapes.

rectangle

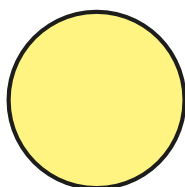
hexagon

circle

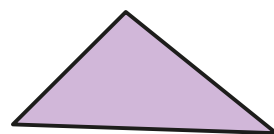
triangle

pentagon

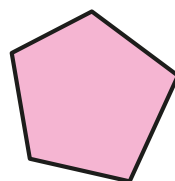
a)



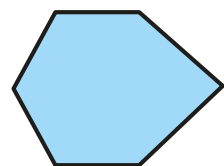
c)



b)

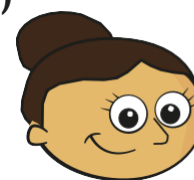


d)

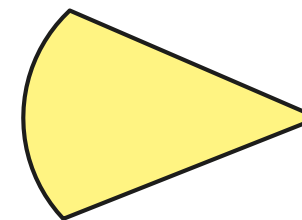


3 Dora and Ron each have a shape.

a)

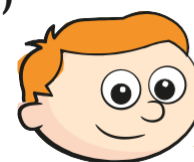


My shape  
has three sides, so it  
is a triangle.

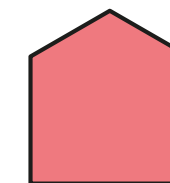


Why is Dora incorrect?

b)



My shape is  
a house.

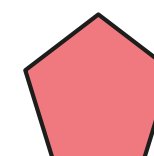
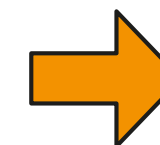
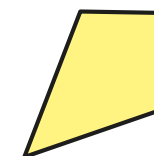


Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape?

4 Here are some shapes.

a) Circle all the quadrilaterals.



b) Draw three more quadrilaterals.

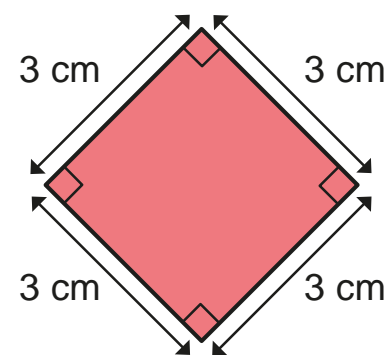
What do you notice about all the shapes you have drawn?

c) Is this shape a square?

Circle your answer.

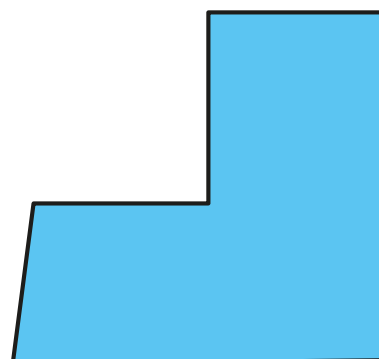
yes

no



Compare answers with a partner.

5 This shape is a hexagon.



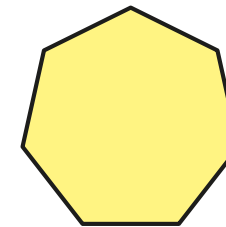
Why is it a hexagon?

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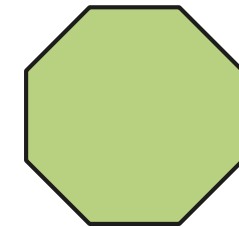


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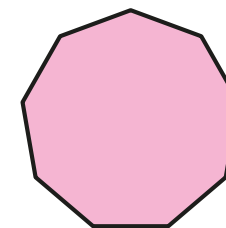
6 What is the name of each shape?



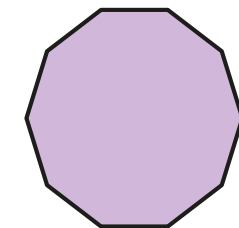

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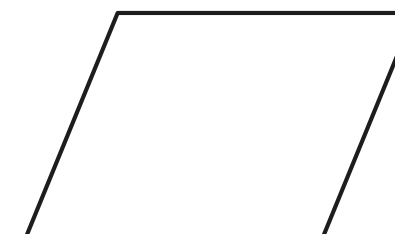
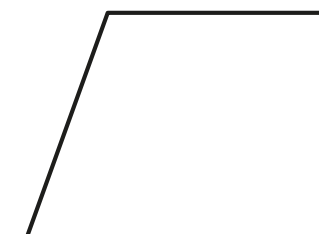
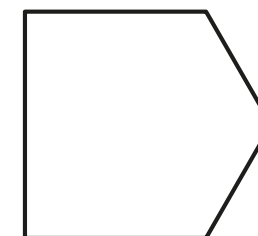



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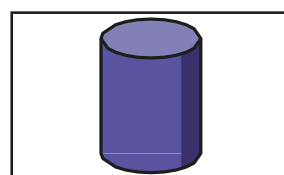
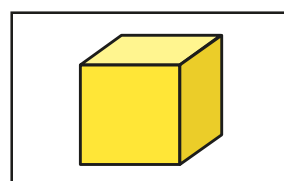
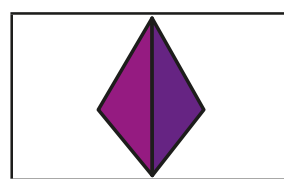
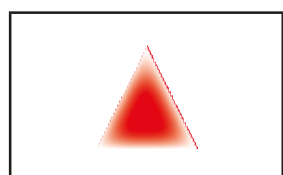
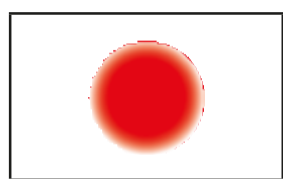
How do you know? Talk about it with a partner.

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

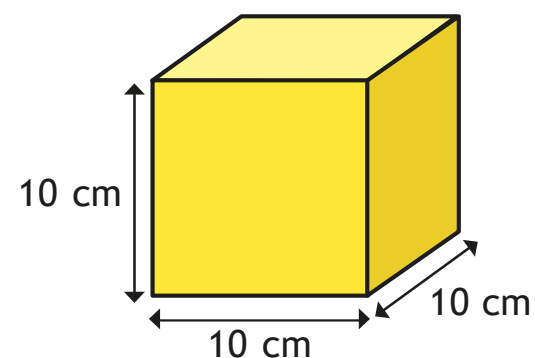
Draw on the shapes to show the parallel sides.



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



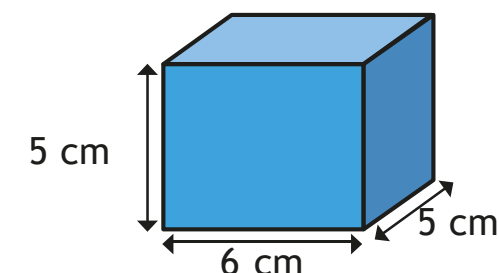
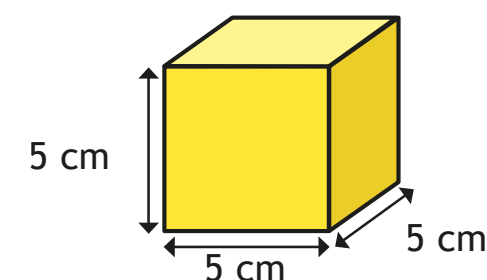
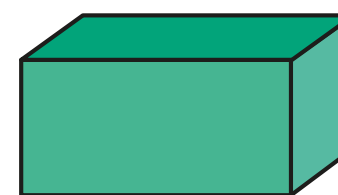
- 2** A cube is a special type of cuboid.



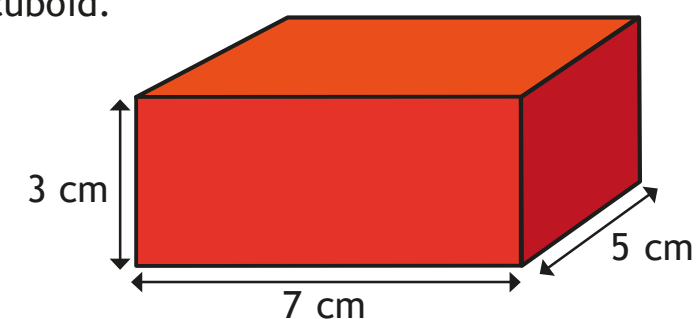
What is special about each face of a cube?  
Talk about it with a partner.



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



- 4** Here is a cuboid.



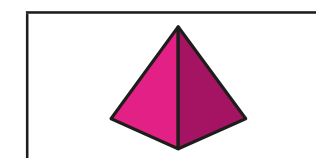
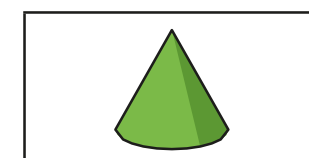
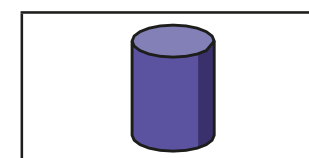
What do you notice about the opposite faces of a cuboid?

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- 5** Match the 3D shapes to the labels.



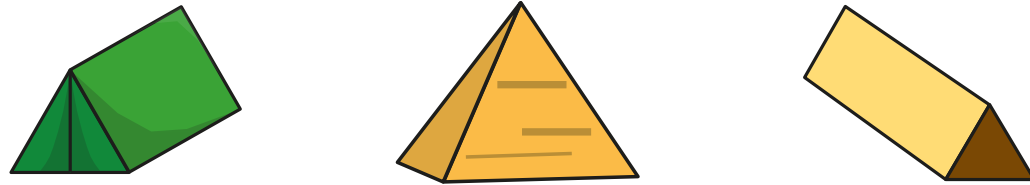
square-based  
pyramid

cylinder

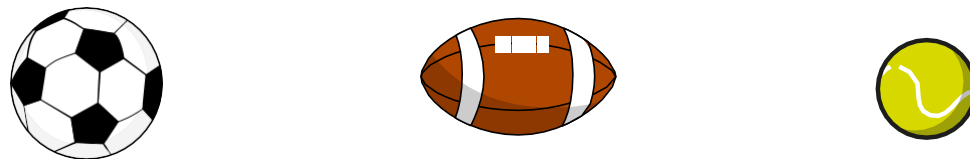
cone

Here are some shapes.

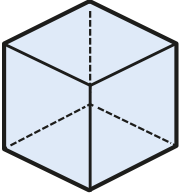
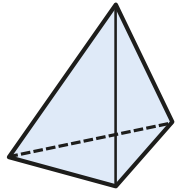
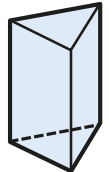
a) Circle all the triangular prisms.



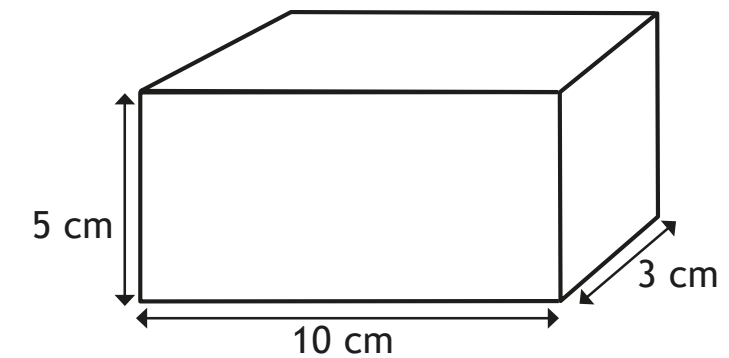
b) Circle all the spheres.



7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
			
			
			

8 Here is a cuboid.



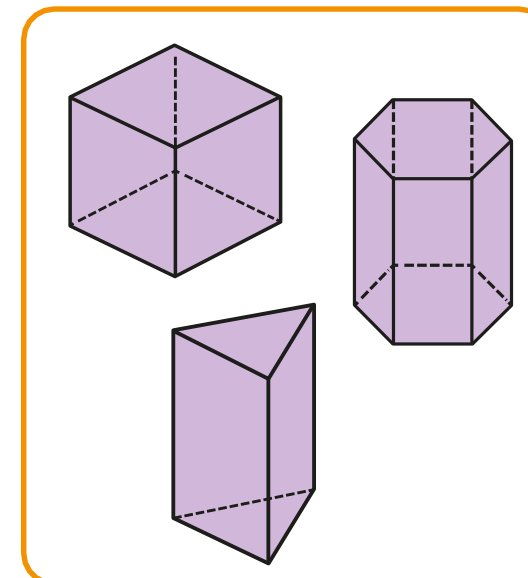
a) Shade a face that is a 5 cm by 3 cm rectangle.

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

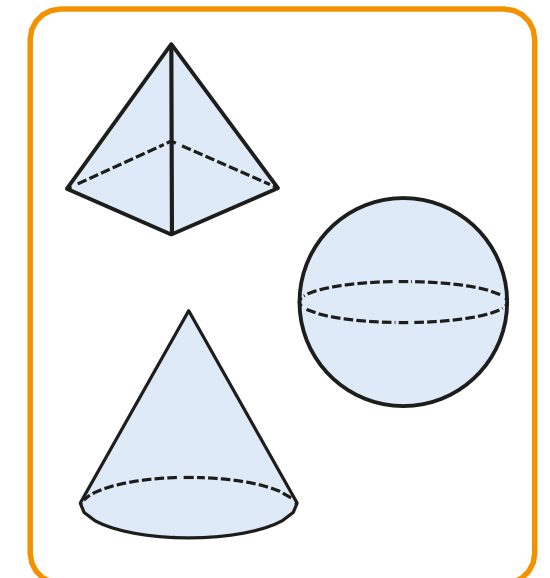
cm by  cm

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

Prisms



Non-prisms

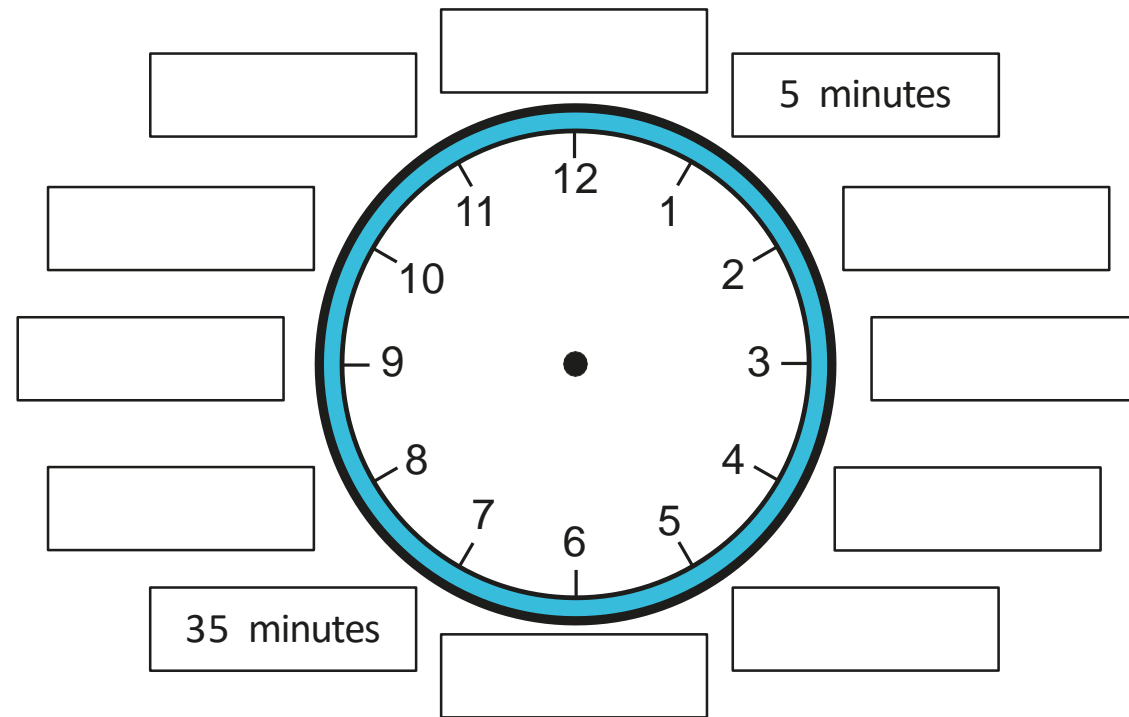


Talk to a partner about what a prism is like.

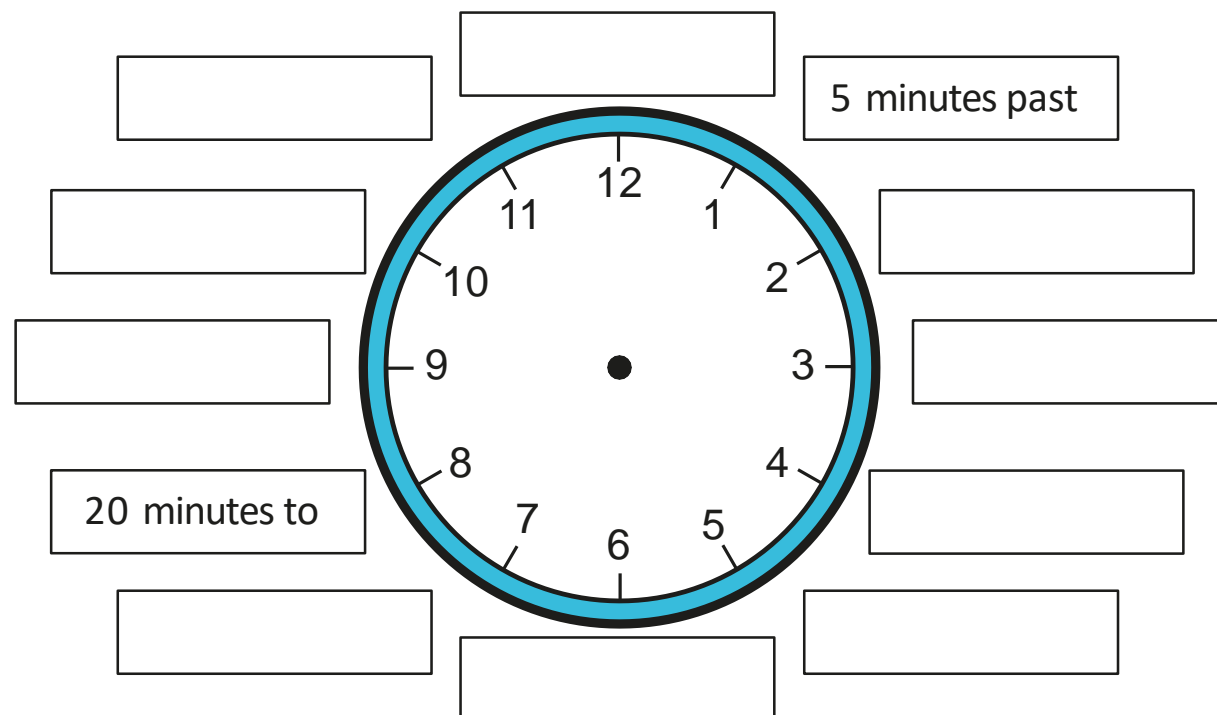
Can you find any prisms and non-prisms in your classroom?



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

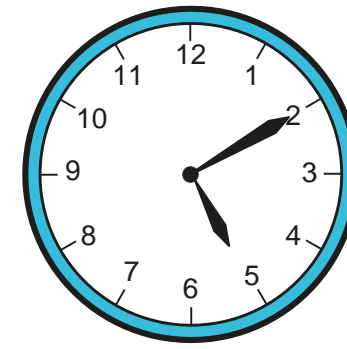


2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.

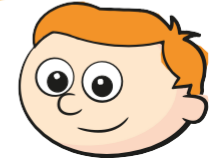


Is there more than one possible answer for each label?

3



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



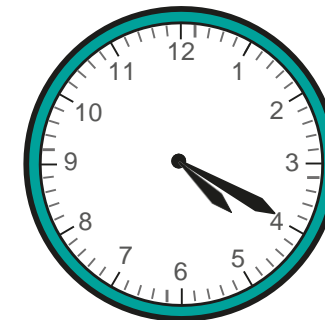
What mistake has Ron made?

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

4

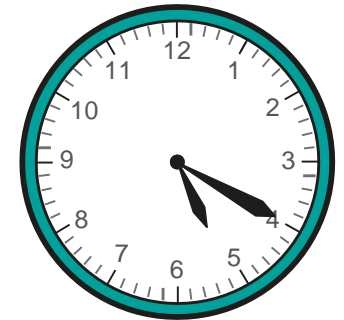
What time is shown on each clock?

a)



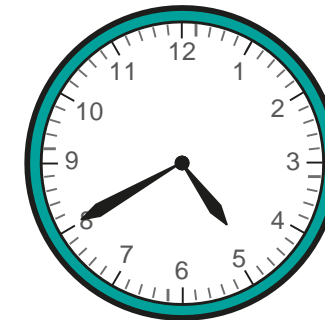
\_\_\_\_\_ minutes past \_\_\_\_\_

c)



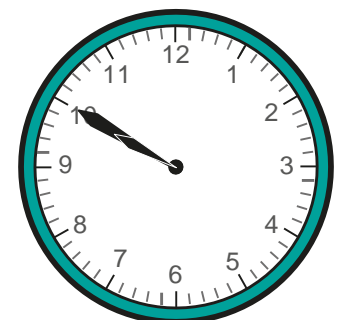
\_\_\_\_\_ minutes past \_\_\_\_\_

b)



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

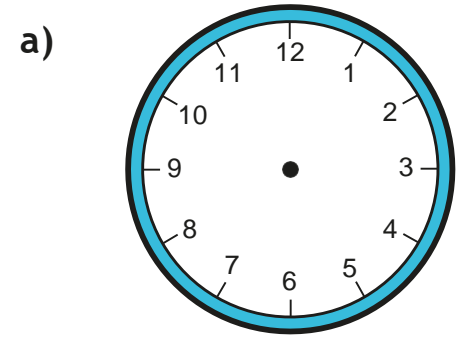
d)



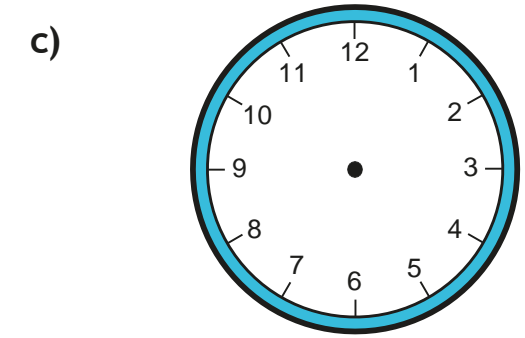
\_\_\_\_\_



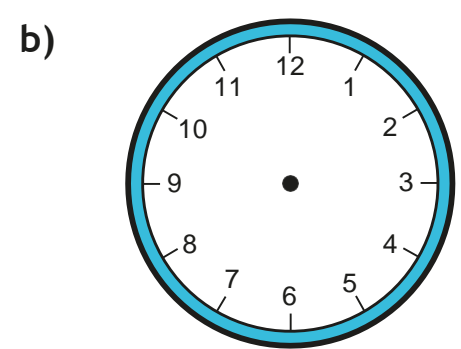
**5** Draw the hands on the clocks to show the correct times.



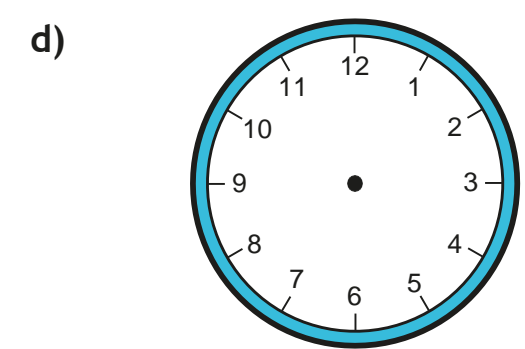
15 minutes past 6



25 minutes to 9

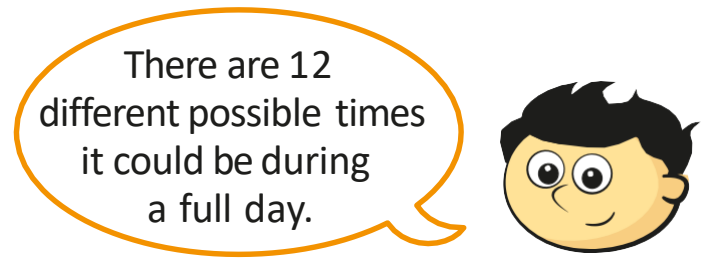
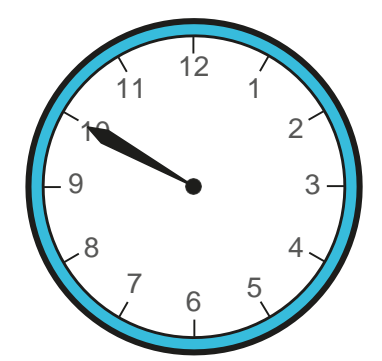


15 minutes to 9



5 minutes to 12

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



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

Talk about it with a partner.



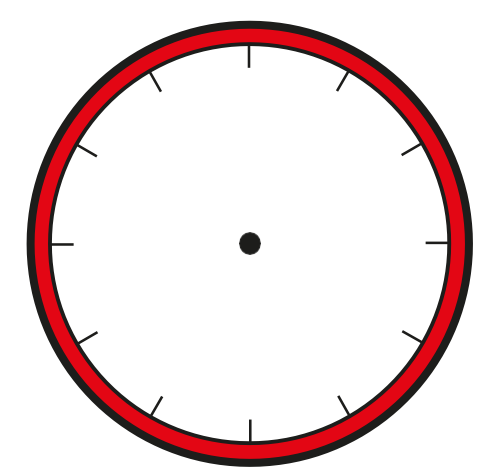
**7** The minute hand and the hour hand of a clock are both pointing to an even number.  
It is before midday. What times could it be?  
Give three possible answers.

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

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



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

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Talk about it with a partner.

