

Varied Fluency

Step 1: Identify Angles

National Curriculum Objectives:

Mathematics Year 4: (4G4) [Identify acute and obtuse angles and compare and order angles up to two right angles by size](#)

Differentiation:

Developing Questions to support identifying acute, obtuse and right angles. Angles in horizontal plane and facing one direction. Angles obviously visually different. Angle tester used as pictorial support.

Expected Questions to support identifying acute, obtuse and right angles. Most angles in horizontal plane and facing in any direction. Angles visually similar. Angle tester used as pictorial support in some questions.

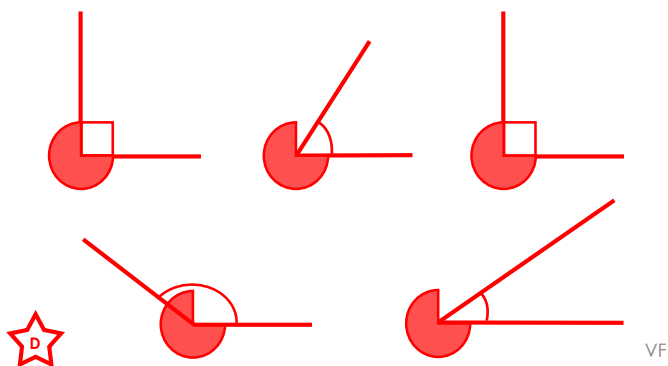
Greater Depth Questions to support identifying acute, obtuse and right angles. Angles in any plane and facing any direction. Includes some intersecting lines with multiple angles.

More [Year 4 Properties of Shape](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Identify Angles

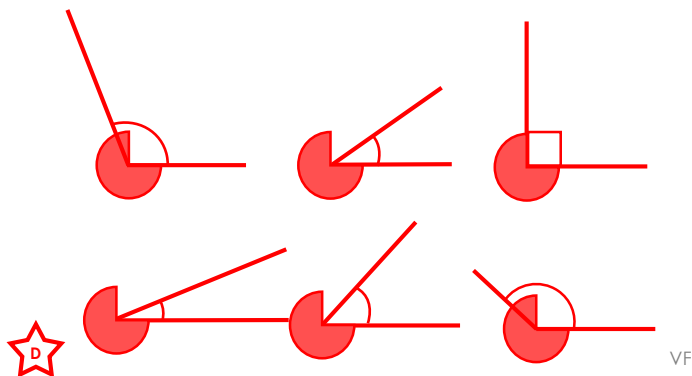
1a. Circle all the right angles.



VF

Identify Angles

1b. Circle all the acute angles.



VF

2a. Use the symbols $<$ or $>$ to make the statements correct.

right
angle



acute
angle



VF

2b. Use the symbols $<$ or $>$ to make the statements correct.

obtuse
angle



acute
angle



VF

3a. Match the angle size to the correct label.

right angle

acute
angle



VF

3b. Match the angle size to the correct label.

obtuse
angle

right angle



VF

4a. Use the line to draw an acute angle.



VF

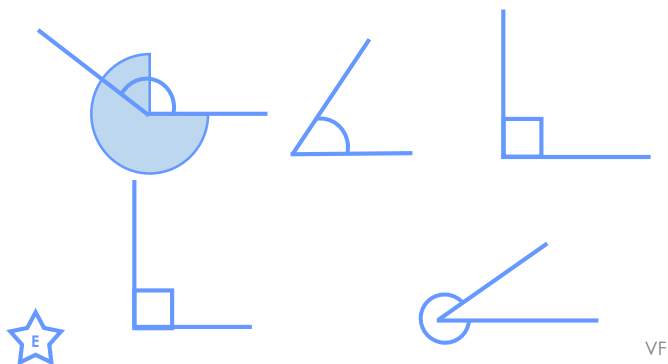
4b. Use the line to draw an obtuse angle.



VF

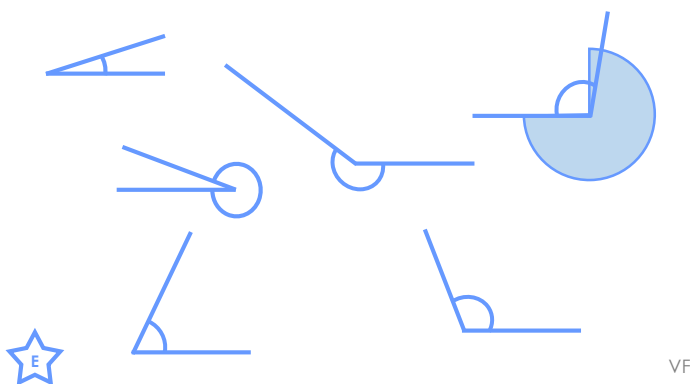
Identify Angles

5a. Circle all the acute angles.



Identify Angles

5b. Circle all the obtuse angles.



6a. Use the symbols $<$, $>$ or $=$ to make the statements correct.

acute angle 90°



6b. Use the symbols $<$, $>$ or $=$ to make the statements correct.

right angle 45°



7a. Match the angle size to the correct label.

right angle

obtuse angle



7b. Match the angle size to the correct label.

obtuse angle

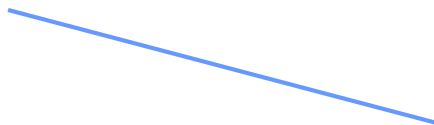
acute angle



8a. Use the line to draw an angle and label it.

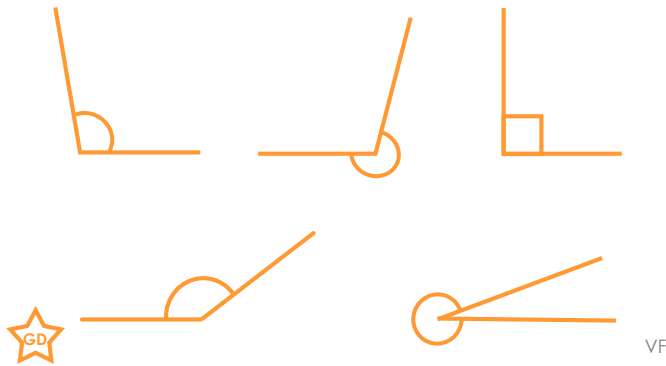


8b. Use the line to draw an angle and label it.



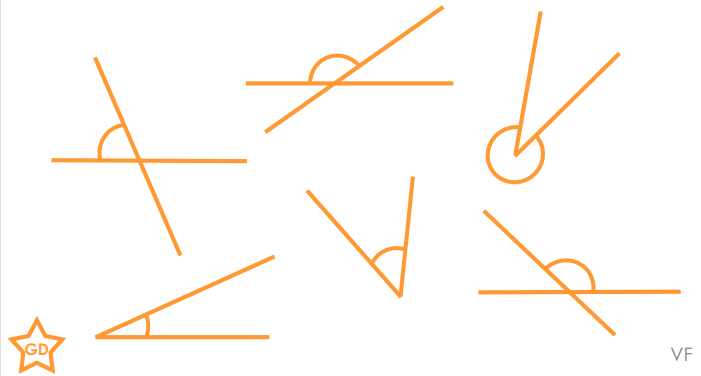
Identify Angles

9a. Circle all the obtuse angles.



Identify Angles

9b. Circle all the acute angles.



10a. Use the symbols $<$, $>$ or $=$ to make the statements correct.

right angle 90° acute angle

45° right angle 180°



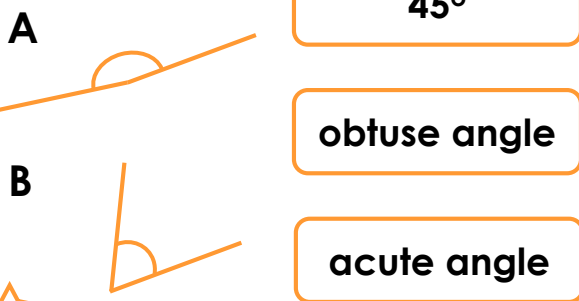
10b. Use the symbols $<$, $>$ or $=$ to make the statements correct.

75° right angle 121°

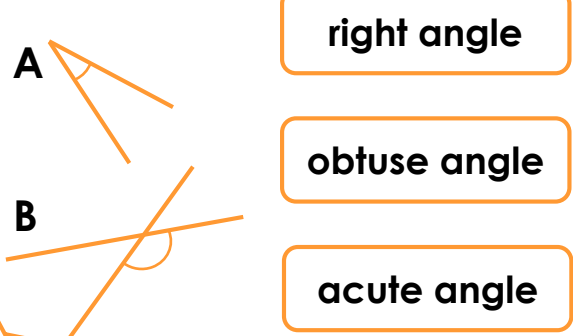
obtuse angle acute angle 87°



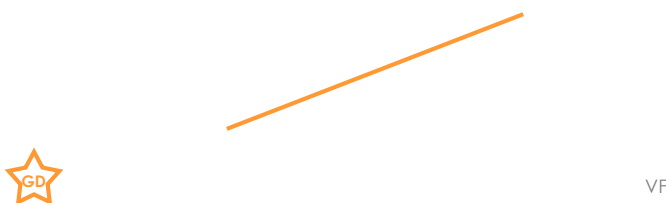
11a. Match the angle size to the correct label.



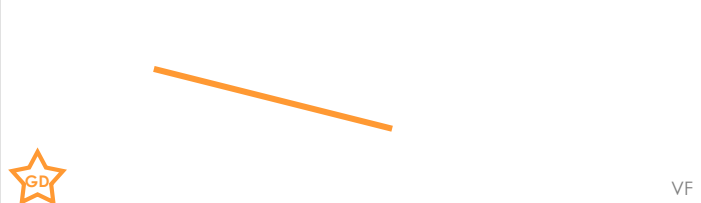
11b. Match the angle size to the correct label.



12a. Use the line to draw an acute and an obtuse angle. Mark the acute angle red and the obtuse angle blue.



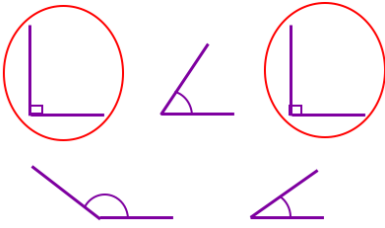
12b. Use the line to draw an acute and an obtuse angle. Mark the acute angle red and the obtuse angle blue.



Varied Fluency Identify Angles

Developing

1a.



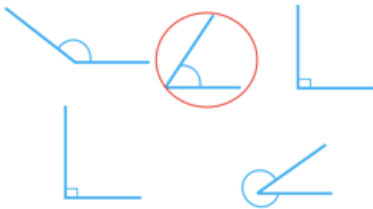
2a. $>$

3a. **Acute**

4a. **Teacher marks**

Expected

5a.



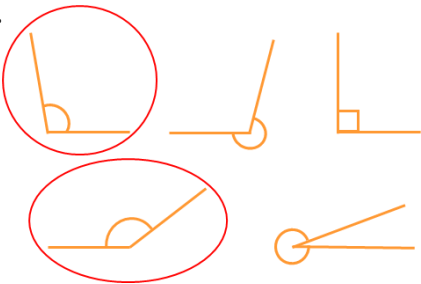
6a. $<$

7a. **Obtuse**

8a. **Teacher marks**

Greater Depth

9a.



10a. $=$, $>$

$<$, $<$

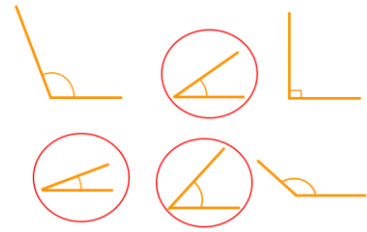
11a. **A = obtuse, B = acute**

12a. **Teacher marks**

Varied Fluency Identify Angles

Developing

1b.



2b. $>$

3b. **Obtuse**

4b. **Teacher marks**

Expected

5b.



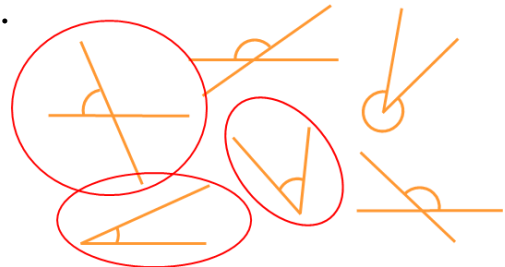
6b. $>$

7b. **Obtuse**

8b. **Teacher marks**

Greater Depth

9b.



10b. $<$, $<$

$>$, $=$

11b. **A = acute, B = obtuse**

12b. **Teacher marks**