

# 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.

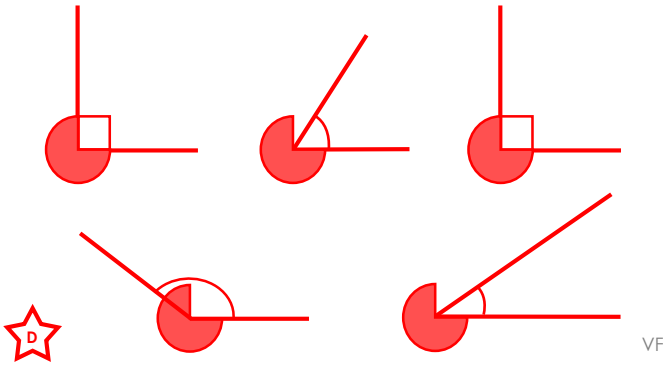
**Greater Depth** Questions to support identifying acute, obtuse and right angles. Angles in any plane and facing any direction. Includes some intersecting lines with multiple angles.

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

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

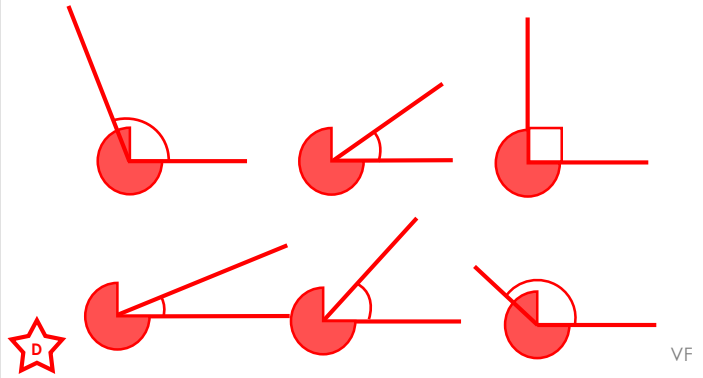
## Identify Angles

1a. Circle all the right angles.



## Identify Angles

1b. Circle all the acute angles.



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

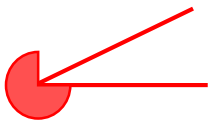


acute  
angle



VF

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



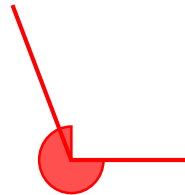
right angle

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

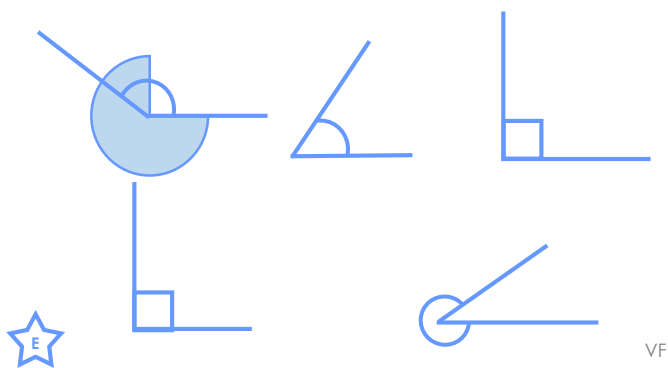
4b. Use the line to draw an obtuse angle.



VF

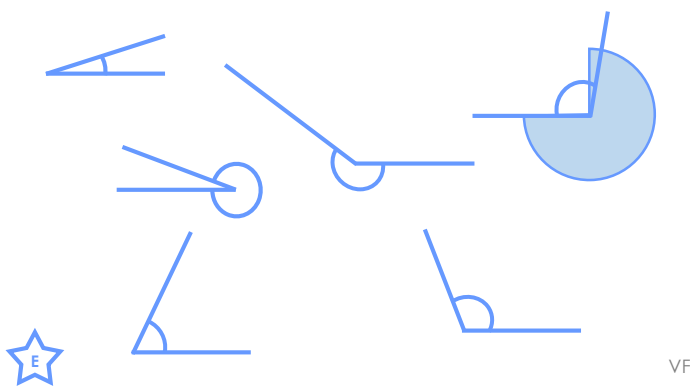
## Identify Angles

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   $90^\circ$



VF

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

right angle   $45^\circ$



VF

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

right angle



obtuse angle



VF

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

obtuse angle



acute angle



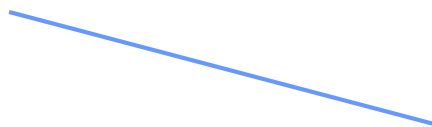
VF

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



VF

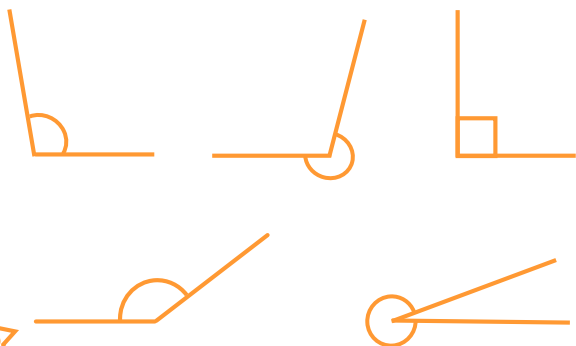
8b. Use the line to draw an angle and label it.



VF

## Identify Angles

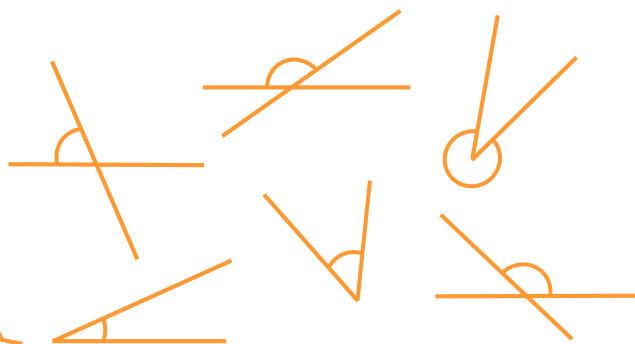
9a. Circle all the obtuse angles.



VF

## Identify Angles

9b. Circle all the acute angles.



VF

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

right angle   $90^\circ$   acute angle

$45^\circ$   right angle   $180^\circ$



VF

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

$75^\circ$   right angle   $121^\circ$

obtuse angle  acute angle   $87^\circ$



VF

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

A

$45^\circ$



obtuse angle

B



acute angle



VF

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

A

right angle



obtuse angle

B

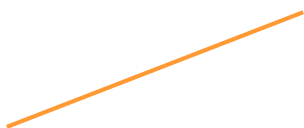


acute angle



VF

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



VF

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

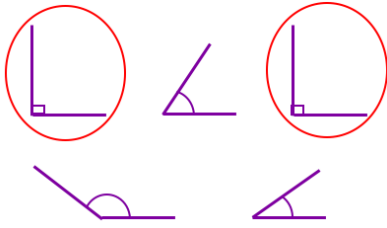


VF

**Varied Fluency**  
**Identify Angles**

**Developing**

1a.



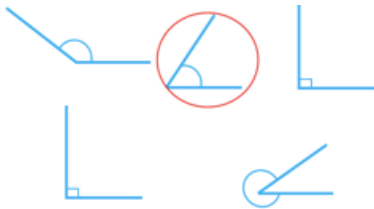
2a. >

3a. **Acute**

4a. **Teacher marks**

**Expected**

5a.



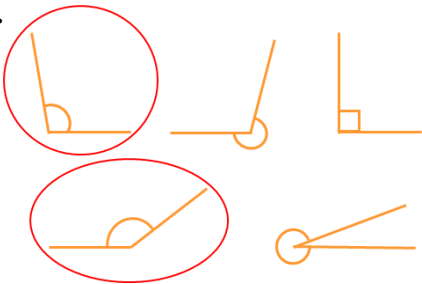
6a. <

7a. **Obtuse**

8a. **Teacher marks**

**Greater Depth**

9a.



10a. =, >

<, <

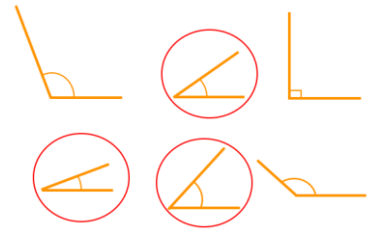
11a. **A = obtuse, B = acute**

12a. **Teacher marks**

**Varied Fluency**  
**Identify Angles**

**Developing**

1b.



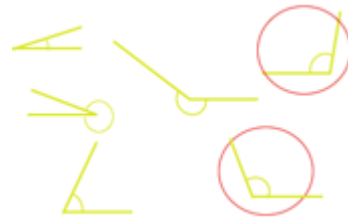
2b. >

3b. **Obtuse**

4b. **Teacher marks**

**Expected**

5b.



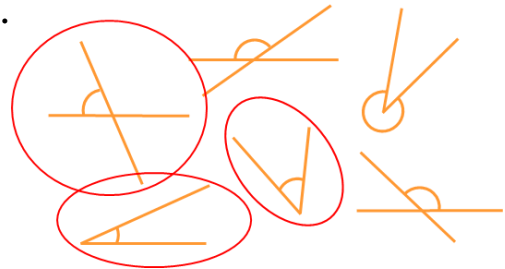
6b. >

7b. **Obtuse**

8b. **Teacher marks**

**Greater Depth**

9b.



10b. <, <

>, =

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

12b. **Teacher marks**