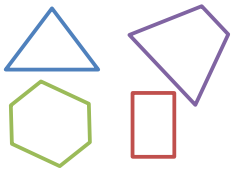
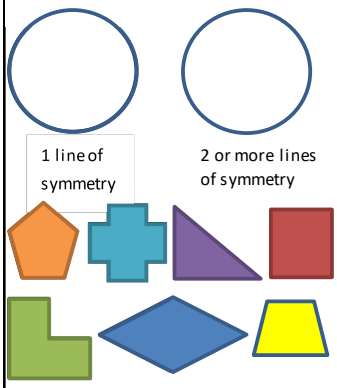
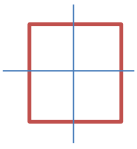
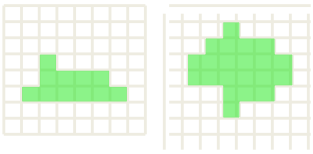
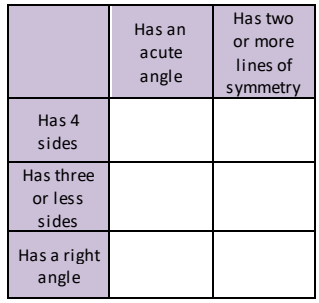
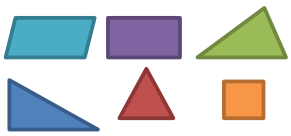
Term by Term Objectives

Year 4

Symmetry

National Curriculum Statement	All students		
	Fluency	**Reasoning**	**Problem Solving**
Identify lines of symmetry in 2D shapes presented in different orientations.	• Find lines of symmetry in the shapes.  • Sort the shapes into the groups.  **Can you add one more shape to each group?**	• **Always, sometimes, never** Triangles have one line of symmetry. Prove your answer using drawings. • Jasmine has drawn the lines of symmetry on the square.  Has she found them all? Explain how you could check. • Hamza says 'Lines of symmetry are always straight.' Is Hamza right? Convince me.	• Colour in one more square on each pattern to create a shape with a line of symmetry.  • Can you place one shape in each of the boxes below?  

mathshub@trinitytsa.co.uk

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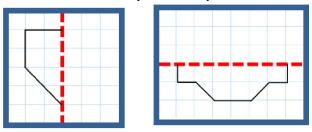
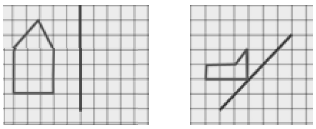
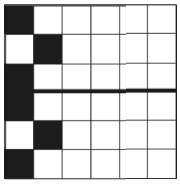
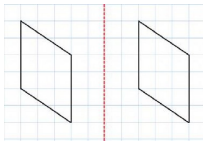
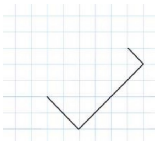
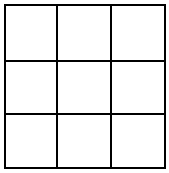
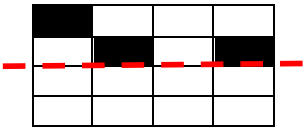
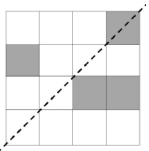
Term by Term Objectives

Year 4

	National Curriculum Statement	All students		
		Fluency	**Reasoning**	**Problem Solving**
Symmetry	Complete a simple symmetric figure with respect to a specific line of symmetry.	• Complete the shape with respect to the line of symmetry.  • Reflect the shape in the mirror line  • Shade in the squares to complete a symmetrical pattern. 	• Prove that the shape below is not reflected correctly.  • Complete the shape to make a square and draw on the mirror line.  • Caroline thinks the shape will have 6 sides altogether when it is reflected in the mirror line.  Do you agree? Prove it.	• How many different ways can you colour the squares below to create different symmetrical designs?  • Colour in extra squares to complete a symmetrical pattern.  

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