Good morning my lovelies!

Well done! I wanted to start with that straight away – I know that we all sent a big well done message to you all before the holidays, but I want you to know that every single day I am so proud of you for getting going, looking at your learning, working through your activities and keeping your education on track. You are doing so well (adults too☺) and you will be able to look back on this time and know that you did everything you could, did your best and just kept going!

Just as before you have instructions for each day, with either three or four daily lessons. Some will need Purple Mash, some will have resources on our class page, or some will just need things you have at home. Remember to start a new page for each activity, writing the date and LO neatly. You will find the Line of Requirement (LoR) at the start of each activity. If the LO is in purple, then it is either on-line, or an oral session, where you don't need to write anything in your book – though you can still write it in if you think you are going to make notes or use your page for jottings/working out and so on☺.

How did you get on with learning to tell the time? We're moving on with a new math focus now, but you'll know if you still need to keep that ticking over - excuse the pun!

Still keep on with the Daily box please my lovelies - Remember that it's at the top, with a reminder of learning or activities that should be happening every day. Keep to it, remembering that your progress is up to you – and again, I'm so proud of how you are keeping at it!

Remember too to check the marking for activities on Purple Mash, including clicking on any audio I've left you. I will reset tasks if I think you've got into a pickle, or if I think you could definitely do better, or even just for fun! If you're stuck, or have any questions, your grown-up can e-mail me at

year3@fairwayprimary.co.uk or e.hammett-kay@fairwayprimary.co.uk

Send me pictures of your work and let me know what you are up to, what you're really proud of and generally how you are getting on.

For each of the tasks that require some kind of research or online support, think about using the sites that I would normally direct you to. As a reminder, these are good generally for areas of learning:

- BBC Bitesize Purple Mash – with your log-in Primaryhomeworkhelp.co.uk Ducksters.com

Keep safe, happy and positive – hopefully we will see each other soon, Ms H-K x

Daily:

1) Tennis or badminton or general bat and ball skills – or just ball - are all skills to be working on, and hopefully the sunshine will be back soon for us.
2) https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
   Get your daily P.E. lesson with Joe Wicks – his YouTube page has all the lessons so far, plus 5 minute quick burst ones too, so you can get any you've missed.
3) At least 20 minutes reading a day please. Read with or to someone in your house several times a week, making sure that you let them know what is happening in the story so far.
4) TT Rock Stars – some of you haven't logged on for a while! You need daily practise of this, or else using another way of practising your tables, but I would like everyone to be logging on to it at least twice a week. There are lots of different activities to try on there, plus remember that you can challenge each other. If anyone has forgotten their log-in details, then let me know and I can get you back up and running.
5) Recorder practise - you don't have a separate music slot this week, just work on your current pieces please.

Spellings: you're still on the Y3/4 spelling list and you'll find the weekly words on the class page. Remember to use the other copy of the Y3/4 spellings too, where the words are grouped according to their spelling pattern. *What do all of your LoR words have in common this week?*☺

Activities:

1) Look at the new spellings on our class page – each in sentences. Try using each of them in different sentences (just orally is fine first). Try to think of some sensible sentences, then some that are just ridiculous! Choose your best sentence for each to write out.
2) Now practise each word using at least two strategies:
   Rainbow spelling - heart
   Pyramid spelling
   Quick-write – how many times can you correctly write the word in a minute?
   Make a link
   Make a mnemonic
3) Look at the new version of the Y3/4 spelling on our class page – find this week's words on there. Which other words are they grouped with? Why?
4) What other words can you think of in the same word family? (heart: hearty, heartening, heartless…)
5) Then you're going to have to get some-one to test you!

Extra time could be spent on revisiting the prefixes that we've worked on this year. You'll see that I've put two spelling documents on our page for the prefix –un. One is a practise sheet, where you have all the stem words and you add the prefix to make the new word, whilst the second one is the complete spelling list. Enjoy!

MONDAY	Numeracy	Literacy	Reading	History

Numeracy – last week I put all of your time targets in this box, and next week I will put all of the shape targets in here (that's our new focus for a couple of weeks), but this week I want you to think through these general number and calculating ones and see where you think you are, and what you might work on in spare slots to keep yourself nicely on track and heading in the right direction☺.

* Count from 0 in multiples of 4, 8, 50, and 100
* Find 10 or 100 more or less than a given number (eg 450 – 100, 34 + 10, 108 – 100, 192 + 10…)
* Recognise the place value of each digit in a three-digit number (hundred, tens, ones)(eg 458 = 400 + 50 + 8)
* Compare and order numbers up to 1000 (eg Can you order these – 173, 409, 336, 881, 137?)
* Add and subtract numbers mentally, including: a three-digit number and ones (eg 128 + 5), a three-digit number and tens (eg 345 + 50) and a three-digit number and hundreds (eg 210 + 400)
* Add and subtract numbers with up to three digits, using the efficient written methods of column addition and subtraction
* Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (eg 7 x 4 = 28 or 28/4 = 7)
* Write and calculate multiplications and divisions using your target tables, including for two-digit numbers x one-digit numbers. Use a mix of mental and efficient written methods. (eg 38 x 4 – think about the different strategies or methods that we can use for these☺.)
* Add and subtract amounts of money to give change using both £ and p in practical contexts.

So these are all key targets that we have worked on this year, lots and lots, and hopefully you are confident in most of these now. Take time to work on each one, getting someone to test you and checking that you are on track with it, and just spend extra time on any that you are still finding tricky.
As always, e-mail me if you need help or suggestions for any of them☺.

Numeracy

This is week 1 of a 2 week focus on shape - geometry.

LO: I can use and explain shape vocabulary

	LoR: vertex/vertice **Warm-up:** look on PM for your activity. **Connect:** which of these words can you explain already? Talk them through with someone at home – *regular irregular equal vertex/vertice edge angle 2D acute obtuse 3D reflex right-angle line of symmetry horizontal vertical perpendicular and parallel?* Over the next two weeks we will get you super confident on these terms, so you can explain them, recognise them or draw or make a shape using some of them. **Activate:** on PM you have your first activity, which is using the first two terms – regular and irregular – off you go! **Demonstrate:** next look on our class page, where I have put a huge document with lots of pictures of shapes (Starting shape properties). Check on there to see which are regular, and which are irregular. (Answers below☺) You will see from the activity on PM, then the shape sheets, that shapes can be either regular or irregular, so you can have a regular triangle (equilateral) or an irregular one. The same is true of quadrilaterals (4 sided shapes), pentagons, hexagons and so on. 1) Go back to PM and complete your next activity – this will see if you are remembering the names of the different shapes. (Rocks, you have two to do – sorry!) 2) You have one more PM to do – this time on recognising lines of symmetry. Listen to my blurb before you start to help you! 3) And now to your books! Choose a shape from the selection that has 4 sides or more. You will see that they are all labelled so far with three properties, including lines of symmetry that you've just been practising. I want you to draw two versions of your chosen shape - you could maybe make one regular and one irregular. Then I want you to see how many of the features on our connect you can use to label the shape. Challenge: what would happen if you chose the parallelogram for number 3? (Answer below) **Consolidate:** today you started by practising regular, irregular and lines of symmetry as properties. Can you now 1. Draw a quadrilateral with two lines of symmetry. 2. Draw a pentagon with one line of symmetry.

	3. Draw a hexagon with two lines of symmetry. 4. Draw a polygon with no lines of symmetry.
	Literacy **Spellings – 10 minute activity please from the spelling box above.** **LO: I can comment on a poem, referring to its style and features.** **OR** **LO: I can compare poems, referring to their styles and features.** **(You have two possible LOs today, depending on how much you are going to challenge yourself☺)** LoR – simile **Connect:** on our class page, right near the top, you will see that we have our link to the Book of Hopes, a wonderful collection of short stories, poems and extracts that has been specially put together at this time to bring hope and comfort. If you haven't explored it yet, then I really recommend it. It's a lovely thing to dip in to, and it also is beautifully illustrated. **Activate:** on our class page you will also find three poems that I have picked out of it for this week's focus. They are each very different in style and feel. Start by reading through A Way to the Stars and Balcony Picnic. The third one, which is more of a challenge (and a beautiful, thoughtful poem) is there for you if you'd like to try it. **Demonstrate:** I've put a frame, 'Picking Apart a Poem', on our page. You could either print it off, or just use the headings on there as a prompt. Depending on which LO you went for, you will now either look at one of the poems in detail, or compare two of them. I hope you enjoy looking at them more closely. **Consolidate:** did you have a favourite out of the poems? What was it about it that you liked?

	Reading – the final chapter! **LO: I can use knowledge of root word, prefixes and suffixes to decode words while reading.** **LO: I can retell a story that has been read.** Today you have the final chapter of your book to read! You can either read it on-line or print if off, as you will be using this section all week. If you print it, it's a couple of pages if you don't print the cover picture. When you have read the chapter, you then have a short quiz on the events so far – this will make sure that you have understood the book☺.
	Geography **LO: I can name and locate countries and counties of the United Kingdom.** **Connect:** see if you can start off by explaining the difference between the United Kingdom, Great Britain and the British Isles! **Activate:** our lovely focus for this half-term is going to be the West Country, where we will be exploring each county and finding out what is special about it. • The United Kingdom is made up of England, Wales, Scotland and Northern Ireland – can you tell someone at home each country's capital? • Each country is divided into counties, which are smaller administrative regions. • Each county has a county town, which is the mini capital for that area, with the main government offices. • Each county has its own characteristics, history and traditions and people may feel a strong identity with their county and take pride in it. **Demonstrate:** on our class page I have put a topic information sheet that shows you some of the key learning we will be covering. Look at it now and find the six counties we will be looking at. 1) Look at a map of the United Kingdom – what other counties can you find? 2) Can you name three counties in the West Midlands? 3) Can you name three counties in the South-East? 4) Can you find the West Country counties?

	5) Find out what the County Town is for each county we're looking at. 6) Where would you like to visit in the UK? Do you have a favourite spot in the West Country that you'd like to see? **Consolidate:** we will be looking at the first county, Gloucestershire, in our creative choice on Friday☺.

TUESDAY	Numeracy	Literacy	Reading	French

Numeracy

LO: I can sort shapes according to their properties.

LoR – regular/irregular

Warm-up: see on PM

Connect: so today we are going to be sorting shapes using some of the target properties that we are looking at. Warm up with this quick one now.

Activate: https://www.bbc.co.uk/iplayer/episode/p08cvxqx/bitesize-79-year-olds-week-5-7-teacher-talks-shapes Watch this teacher clip, from the BBC Bitesize daily lessons, for a reminder as to how we can sort using either Venn or Carroll diagrams. We have used both of these this year already. The teacher is going to explain how you are going to use a Venn or Carroll to sort the shapes that we looked at yesterday. Pay attention, as you're going to be doing this next!

Demonstrate: so now it's over to you! You are going to sort the shapes from our class page – use as many of them as you can, but I'd say that you want to sort at least 5 at a time. You could –

* draw a Venn or Carroll in your book and write on where the different shapes would go (least flexible option)
* draw a big Venn or Carroll and then use Post-it labels for the sorting criteria each time (like we've done in class)
* use hula-hoops or string/yarn to make a giant Venn and use labels as above

You could draw a mini version of each shape on slips of paper, so that you can keep on moving them around. Remember that you get to choose the sorting criteria that you are using. If you use a Carroll, then you will need two sets each time. Possible ideas to get you going are:

- regular/irregular

	- four sides/irregular - right angles/regular - 2 or more lines of symmetry/one or more right angle There really are endless possibilities! Have fun and send me a picture if you can☺. **Consolidate:** which of our properties have we used so far? Which are you confident with?
	Literacy **Spellings – 10 minute activity please from the spelling box above.** **LO: I can use a mind map to develop ideas for a poem.** LoR – alliteration **Connect:** look back to the learning for the week of the 18/05, and the Party Mind Map, for a reminder at how these are used. **Activate:** each of the poems we looked at yesterday were about very different things that people might have experiences during our time of lock down. What other things might someone write about? Think about experiences that people might have had – good or bad, new things that they might have done, unexpected joys, anxieties, difficulties, opportunities that came… Around a lock-down 'bubble', gather all your ideas. **Demonstrate:** now, wait 5 minutes or so, then go back and look at all your ideas. Which of these could you explore in a poem? When you have chosen one, make a mind-map about it. If I was doing one, I might do it about being a teacher in lock-down. So I might have these strands – *The difficulties* – what it was like when we first had to close, all the uncertainties, having to say good-bye to people, not having my normal place of work, technology nightmares! *A new way of learning* – teaching through a website, finding the right things, talking to my computer to leave messages for you, suddenly hearing one of your voices come out of my computer! *Strange schools* – getting lost in the corridors at Albert Bradbeer (☹), weaving with new children and some familiar faces, making giant rainbows with handprints (too much paint on the floor!)

	New delights – lunches with Lukas, bare badminton patches on the lawn, peaceful roads… Do you get the idea?! These might be very personal poems, and a way of remembering these strange months, so take your time and think through what you want to write about. **Consolidate:** look at your mind map – when you're writing your poem, which branch of your mind-map are you going to start with? Put a star by it.
	Reading **LO: I can order events in a narrative.** **LO: I can apply my grammar knowledge with new vocabulary and content.** LoR - metaphor **Connect:** re-read the chapter. **Main:** today you either have your tasks allocated on PM, or you'll find them on our class page, depending on which book you're reading. You're activities will be a mix of sequencing the events or grammar based activities linked to the vocabulary in the chapter. For any of these, you can either print them off, or just write the answers in your book☺.
	Music **Connect:** super scales please – you should be really good by now! **Activate**: I'm giving you another new piece this week. Earlier this year we looked at a spiritual – Swing Low Sweet Chariot, and this is another famous one, which was originally written a long time ago by an Englishman. It is called Amazing Grace, and you may recognise it. It needs two new notes though! Get out your fingering charts and practise these first – low D and low E. We haven't tried any of the ones yet where you are using your right hand, so it is no longer just holding up the recorder – it will have to be more useful! **Demonstrate:** carry on with the folk song from last week until you are confident with that and then try this new piece. **Consolidate: plan a performance later on this week, where you will perform three of the pieces you have learned. Arrange a time for it, make a poster advertising the time and location (4pm, Saturday afternoon,**

	the garden…) and then get practising so you are performance ready☺.			
W E D N E S	Numeracy	Literacy	Reading	RE
	Numeracy **LO: I can explain triangles and their properties.** **LO: I can order angles by degree of turn.** LoR – 0.75 = $\frac{3}{4}$ Warm-up: see on PM **Connect:** decide which it is for the following statement - Always, sometimes, never Triangles have one line of symmetry. Prove your answer using drawings. **Activate:** look now on our class page where I have put a triangle sheet for you. Did you draw any triangles like these ones for your connect? We can see that we have four types of triangles. On the sheet, it shows where there is a right angle, and it shows where there are equal angles. In class we started to look at different types of angles: right angles (like the corner of our books), acute ('cute', small and tiny) and obtuse (bigger than a right angle). Look at this short video for a reminder, then try the two short activities below. https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h So, an angle is a degree of turn, as in how far one line has moved away from another. **Demonstrate:** there are two sheets to choose from on our class page. The first has lots of angles, which you are going to colour-code dependent on whether they are acute, right-angles or obtuse. On the challenge on you are			

D A Y	going to go on to estimate the size of the angle. **Consolidate:** think back to when we all stood up in class and faced the front, then we all turned right to the window – we had turned 90 degrees, a right angle, or one quarter turn. So how many degrees were there when we kept on turning a full circle and ended up facing the front again? Answer below.
	Literacy **Spellings – 10 minute activity please from the spelling box above.** **LO: I can write a poem, using my mind map as the plan.** **LoR - imagery** **Connect:** look at your mind-map from yesterday, re-reading each strand. **Activate:** there's a prompt of our class page – language features of a poem – for you to look at and start to develop your ideas. Yesterday you put a start by the strand of your mind map that you were going to start with, but if you've changed your mind on re-reading it, that's fine. Remember that in class we change our mind a lot when we are writing, and that's a sign that we're being good, reflective writers☺. **Demonstrate:** write your poem on PM, using the template I've given you, plus use the 'Think about' box and hints

	there to keep you on track. (If you decide that you want your poem to be just for you and your family, then that's fine too, in which case just write it somewhere special☺ **Consolidate:** follow the link to The Book of Hopes, to see what else there you might find to inspire or cheer you.
	Reading **LO: I can explain my ideas about a text.** LoR – rhythm **Connect:** re-read the chapter. **Main:** you have some questions on our class page, which are designed to make you think a bit more carefully about the story. Write the answers in your book. If you have printed off the text, it would be a good idea to underline where you have found the evidence for your answer each time, just as we would in class, or you can use the quote in your answer.
	PSHE This week I want you to take some time to try some Mindfulness activities. These are a way of calming and focusing yourself, feeling more relaxed and more able to take each day as it comes and make the most of it. It has been a long time now that we've been apart and living these new lives. It's important to take some time to be calm, relaxed and in the moment – not worrying at all about things we can't change or things to come. We will manage it all, whatever comes☺. Choose some of these to try: Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.

Lie with your back on the floor and place a soft toy on your tummy. Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.

Take a walk and concentrate on the act of walking. What movements does each leg perform in each stride? Which part of your foot hits the ground first? What does the ground feel like underneath your shoe/ foot?

THURSD

Numeracy	Reading	Music	Science

Numeracy

LO: I can use a range of arithmetic strategies quickly and efficiently.

Warm-up: a quick burst on TT Rockstars please

Main: did you enjoy last week's Sudoku? We may have those again soon, and in the meantime remember that you can find lots of them on-line to have a go at, plus they are normally in different daily papers.

For today you will find a new Countdown Challenge on our class page, which I hope that you are also enjoying too – Lukas and I sit and have races to see who can finish each one first! There are three levels to try again – and really even the middle one is a bit tricky if you try it in your head, but see where you can get with jottings too. Print it off, or copy out each column as you try it. Do jottings using whichever method you think will be best. See how far you can get, then e-mail me your answers☺.

(No calculators allowed – apart from once you've finished and you find that you are having big arguments at home as to who has got it right – I know that this has been happening!)

Reading

You have an activity allocated to you on Purple Mash today, which is different for each group. It is a writing activity based around your book, which you will complete on-line, just like your literacy tasks. Remember to look back at your chapter for ideas to help you.

For most of you the final chapter of this book is coming up on Monday☺.

A Y	**French** **LO: I can say what I like and dislike.** **Connect:** what verbs have we used so far in French? Je suis – I am; Tu es – You are; Il est/Elle est - He is/She is J'ai – I have; Tu as – You have; Il a/Elle a – He has/She has Je m'appelle – I'm called…; Il/Elle s'appelle – He/She is called… J'habite à – I live in…; Il/Elle habite à – He/She lives in **Activate:** today we're going to look at a few new verbs, that you can use for saying things that you like, or love or really can't stand! J'aime – I like Je n'aime pas – I don't like J'adore – I love Je déteste – I hate https://www.frenchtruly.com/express-tastes-french/ Watch this short video with Virginie, to get your pronunciation right, and to make sure that you will be ready to follow each of these with le, la or les. **(Grown-ups, watch the clip first, to check that you're alright with all of the things that she says she doesn't like – you'll see what I mean☺)** **Demonstrate:** so now you're ready to practise our new verbs! Practise them with – 1) Our animal vocabulary – J'adore les chats! 2) Fruits and vegetables - Je deteste les cerises. I've put pictures of labelled fruits and vegetables on our class page. Get practising my lovelies. **Consolidate:** teach the vocabulary to someone at home and help them to say which fruits or vegetables they really like☺.
	You are carrying on with our new topic, How does your garden grow? In last week's lesson you refreshed your learning so far on flowering plants from Y2.

	LO: I can plan a fair experiment. LoR: variable **Connect:** what did you notice that all the flowering plants had in common last week? On our page I have put a PP with our key learning so far. Have a look to see how the information compares with your plant drawing from last week and the labels that you added. **Activate:** on the PP you can see that plants need 5 key things – air, light, water, food and the right temperature. You are going to plan and hopefully carry out an experiment to see which of these are the most important. Remember that when you are carrying out a test, you need to make it fair. This means that you need to keep things the same, just changing one variable each time – think back to your windmill experiment. **Demonstrate:** plan out how you could organise a growing test to see which of the 5 factors is most important. Grass seed is good to use for an experiment like this, as it grows super quickly, but also salad leaves germinate quickly too. (You could experiment and grow a kitchen garden at the same time!) **Here are some hints of things to think about:** * use the same containers and seeds for each group * make predictions before you start * keep things fair * have a test group that has everything * keep a record of your observations as you go * plant the seeds in rows to make it easier to measure them **Possible variables could be:** * No light * No soil (sand/tissue/coir etc) * No warmth * No water * No air **I'll put a template on PM that you can use to share your initial planning with me. Start off your experiment**

	as soon as you have some seeds to use. Good luck!				
FRIDAY	SPaG	Numeracy	ICT	Handwriting	Creative choice

You've got lots of shorter activities to work at this morning, so little bursts of focus, little breaks and look forward to the weekend!

SPaG

You've got two objectives to work on this morning.

LO: I can use contractions correctly.

LoR - rhyme

Connect: we've (we have) worked on contractions over this year, and you've (you have) gradually improved with them. Contractions, where we make one word from two other words, are very common though, in fact they're (they are) everywhere!

Activate: I've put a list of contractions on our class page – it's pretty comprehensive and I don't expect you to know all of these already, but it's always good to know where you're heading! Read through them now. (It's interesting when you read through them, as you can see that different pairs of words end up as the same contraction, so as you get better as readers, you'll get used to using the context to work out what the original pair of words should be.)

Demonstrate: choose ten of them to focus on today, writing out the original words and the contraction. Use one of your normal spelling strategies to practise them.

Consolidate: it would be great to print the list out, or copy it out in full, so that you have a checklist to keep on going back too. Tick them off as you think you are confident with them.

A little more spelling to finish… (I've mentioned this above in the spelling box already)

LO: I can form words with the prefix –un.

You'll see that I've put two spelling documents on our page for the prefix –un. One is a practise sheet, where you have all the stem words and you add the prefix to make the new word, whilst the second one is the complete spelling list. There are forty-eight spellings there in total for the –un prefix, so that should keep you busy for a

	Friday morning! Enjoy – but don't try to learn them all at once…☺.
	Numeracy I know that I don't normally put a numeracy slot in on a Friday for you – sorry my lovelies! I'd just like you to have a short burst of working towards the objectives that I put right at the top of the daily lessons this week, just in case you haven't yet found a moment to go through them… Read them through now and choose one of two to practise today☺. Think how good it will feel when you can confidently tick them all off!
	ICT Purple Mash – 2Code So for today I'm resetting you the **Tick Tock Clock** challenge! Nearly everyone found this really tricky first time round. Remember that you needed to have completed the learning one before already, which teaches you about sounds, and then the focus of this one is on the timings. I've set a second one – The Magician, which will build on your skill with the timer function, and will be good practise for those of you that have managed the Tick-Tock well☺. Remember that there are always the Hint boxes that you can click on it you are stuck on anything. How have you got on with your typing too? Everything with a computer is so much easier once your typing has sped up – so keep on going back to that too – plus the game's a lot of fun I think! Here's the link for Dance Mat typing again - https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr
	Handwriting Unit 23 **I can use correct spacing when using apostrophes.** Start with a line each of their and they're first please, explaining to people at home why we still need to practise these homophones! ☺

	See the handwriting page on our class page, working through the activities as normal. You'll see that you are practising the contractions that you've been working on already. Anybody would think I really wanted you to know these! Consolidate: write out each of these sets of words, adding the correct contraction – would not – had not – did not – has not – does not –
	Creative choice – your activities this half term will be linked to our geography topic, looking at the beautiful West Country counties of England. We will move down county by county, so this week we are not so far away, in the rolling county of Gloucestershire. (It will be exciting to travel further from home and further west each week!) Each week you will have a choice of activities based on that county – look on our class page for the Come to the Fair! PP, to see this week's options. As always, it will be lovely if you have time to send me a picture or a message to let me know which of them you ended up trying. It would be great if we could host our own virtual County Fair at the end of the term!
Hope that you've all enjoyed the week, got on well and are now ready to relax and enjoy the weekend, Miss you all, Ms H-K x ☺	

ANSWERS -

Monday:

* All regular, except for isosceles, kite, parallelogram, rectangle, trapezium, right-angled triangle and scalene triangle.
* Challenge – you'd end up with a rhombus☺.

Wednesday: 360 degrees – 4 quarter turns – 4 right angles = 360 degrees.