



Learning Outcomes Pupils will:	Learning Activities Pupils will:	Teaching & Learning Approaches, Organisation/Timing	Resources	Assessment
<ul style="list-style-type: none"> <li>Names, identifies and classifies a range of simple 2D shapes and recognises these shapes in different orientations and sizes.</li> <li>Finds right angles in the environment and in well-known 2D shapes.</li> </ul>	<p><b>Introduction:</b> Ask the children to get themselves into a square. Ensure that vocabulary relating to shape is present; corners, sides, equal length, right angles, parallel. Next try a triangle, what's different? Is it easier in smaller groups? Try splitting them up into groups.</p> <p><b>Development:</b> Split into an even number of groups of 3/4 children in each group. With a clipboard can they identify any 4 sided shapes in the environment. These should be drawn and labelled onto the sheets provided. How many of these had right angles? Explain and hand out set squares. Chn should go and check their shapes and see if they had right angles. Once completed explain the sorting process of a Carroll diagram. Use chalk to draw out the diagram. Get one example from each group and put it into the diagram. Have the groups sort their own drawings into the carroll diagram sheet for their group. How many of the shapes have right angles?</p> <p><b>Conclusion:</b> One person from each group can now share the groups favourite shape they found with the class. Recap on all the learning, ensure vocabulary is reiterated, right angles, sides, parallel, corners, equal length. Metacognition – thinking about thinking; what could be the next step... could we find other shapes in our environment? Could we find and identify different angles, What are the names of different angles? Finish with Angle Tag. When your caught you have to make a right angle, someone has to copy your angle to set you free.</p>	<p>5/10 minutes Whole class Active learning, collaboration</p> <p>15 minutes Split into groups Active learning, collaboration Critical skills</p> <p>5 mins split into larger groups, listening and talking</p> <p>10 mins presenting, listening and talking, recap</p> <p>5 mins, collaboration, metacognition, pupil led learning</p>	<p>Clipboards, Chalk worksheets, set squares</p>	<p><b>Focus</b> The correct use of mathematical language to describe shapes.</p> <p><b>Method/s</b> Observation</p> <p><b>Assessor/s</b> Class teacher</p> <p><b>Pupils</b> All</p>