



<b>Learning Outcomes Pupils will:</b>	<b>Learning Activities Pupils will:</b>	<b>Teaching &amp; Learning Approaches, Organisation/Timing</b>	<b>Resources</b>	<b>Assessment</b>
<p>Uses mathematical language, for angles, acute, obtuse, and reflex to describe and classify a range of angles identified within shapes in the environment.</p>	<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. Can they now make a rectangle? What is different?            Next split them up into groups. Can they make a different shape; diamond, star, triangle, circle, oval.</p> <p><b>Development:</b>            Use one group to get into a square. Then turn the square into a diamond. Talk about the angles of the square, a right angle, what angles does the diamond have? Lay the label cards out; obtuse and acute. Lay down a rope and get the children to go on one side and make an obtuse angle and the other and make an acute angle. Use different parts of the body to be the vertex (corner point of the angle) ie armpit, neck, waist, hips, fingers.            Split into an even number of groups of 3/4 children in each group. With a clipboard can they identify any obtuse, reflex or acute angles in the environment. These should be written onto the sheets provided.            Bring all back together and snowball so that each group joins with another and shares their findings. One person from each larger group can now share the groups most interesting angle they found with the class.</p> <p><b>Conclusion:</b>            Hand out a set of labels and using sticks the children need to create an angle with a stone at the vertex. As a class can these now be classified. Move around each set recapping on the learning, ensure vocabulary is reiterated, right angles, acute, obtuse, reflex, arm, vertex.            Metacognition – thinking about thinking; was this a good way to learn the names of the angles? How else could you learn the names? How can we make sure we don't forget them? Displays, photos, games, songs, funny characters/names            Finish with Angle Tag. When your caught you have to make a angle, you shout the angle until someone can copy your angle to set you free.</p>	<p>5/10 minutes            Whole class            Active learning, collaboration</p> <p>5/10 mins            Whole class, demonstration, Listening and talking</p> <p>15 minutes            Split into groups            Active learning, collaboration, investigation            10 mins in larger groups, listening and talking, presenting            Recap 10 mins, collaboration, metacognition, pupil led learning</p>	<p>Labels or chalk if windy            Rope</p> <p>Worksheets</p> <p>Clipboards</p>	<p><b>Focus</b>            Correct identification of angles; obtuse, acute, reflex, straight and right.</p> <p><b>Method/s</b>            Photo evidence of labelled angles</p> <p><b>Assessor/s</b>            Class teacher</p> <p><b>Pupils</b>            All</p>

