

This plan was created by UWS student Stuart Thomson

Curriculum Area	<i>Literacy</i>		Level	<i>Second</i>
1	Pre-Assessment	<i>Floor book</i>	<i>Pupils previous knowledge noted in floor book. What is a Angle? Give examples</i>	
2	Risk Assessment	<i>Mind Map</i>	<i>Whole class produce mind map of risks</i>	
3	Journey time	<i>10 minutes</i>	<i>Discuss in partners the different names of Angles (explain names) can they see any?</i>	
4	Class management	<i>Angles</i>	<i>Make and record angles in Pairs of Two, with Ten groups.</i>	
5	Lesson	<i>See below</i>		
6	Assessment	<i>Hand outs</i>	<i>New Knowledge recorded on Handouts.</i>	

<p><u>E&amp;O:</u> MTH 2-17a : I have investigated Angles in the environment, can discuss, describe, classify angles using appropriate mathematical vocabulary</p> <p><u>Learning Outcomes:</u> <i>Demonstrate understanding of Angles and use the correct terminology for each type: Right, Straight, Obtuse, Acute, Reflex</i></p>	<p><u>Resources Needed</u> <i>Hand out sheets and pens</i> <i>Cards with correct wording and image on it</i> <i>Protractors</i> <i>String , Pegs</i> <i>Natural materials gathered by children i.e twigs / braches</i></p>
<p><u>Activity</u> <i>Begin with recapping on what children already know about angles and provide images of the various types on cards. Further cards with correct vocabulary provided to assist with use in identification.</i></p> <p><b>Green area:</b> <i>Discuss what makes a right angle, otuse angle, acute angle, reflex angle and offer suggestions of where else they can be found, giving examples.</i> <i>Create a drawing of the object, describe where they found it and why they selected to assess it, and the name of the object: i.e Tree Branch</i> <i>Using String in pairs, children can also map out an angle they discovered to show the class, asking others to guess what it might be.</i> <i>In pairs Children gather sticks or bricks or natural objects to display / create angles on the gound and place the name cards next to it with measurements to indicate thinking, can count how many sticks needed to create angle also.</i> <b>Create:</b> <i>a path with a right angle, moving to an obtuse etc and see how easy to walk along. We can then test how easy this is to navigate and how we might improve it.</i></p>	<p><u>Assessment</u> <i>Formative by observing what children are doing and helping as needed, reviewing hand out sheets.</i> <i>Peer assessment when working in pairs children decide on the angle found and record in angles hand out sheet.</i> <i>Discussion with questions and answers to discover understanding, and can create shapes together and get class to shout out what type this is.</i></p> <p><i>Return to classroom to discuss what else could we have used and why angles are important in our environment, such as buildings / structures and what they would look like without angles.</i></p> <p><i>SC:1 I can understand the diffences in angles</i> <i>SC:2 I know the right wording to use to describe the angle I found</i></p>