

Year 3 Spring 1: Week 6 Maths Planning

Date	Learning Objective	Starter Activity	Main Teaching	Plenary Activity
8/2/21	✓ Identify whether angles are greater than or less than a right angle	Go into mymaths -> geometry -> position and direction -> position and turning -> lesson Work through the first 3 slides to recap right angles. Ensure pupils understand that: 1 right angle = quarter turn and 2 right angles = half a turn etc.	Open the flipchart ' Greater than or less than ' This shows the signs > < or = and also has an example of a right angle. Explain that today pupils are going to be identifying whether an angle or greater than or less than a right angle. Use the greater than prompts + right angle finders . Draw some angles on some paper. Can pupils work out whether they are greater/less than or equal to a right angle?	Mark work together. Go through any misconceptions. Can children spot any objects around the room that have right angles?
9/2/21	✓ Identify whether angles are greater than or less than a right angle	http://www.slideshare.net/tc2014/2d-shape-who-am-i The website above is a really nice recap of 2D shapes. It is nice and simple but covers most of the shapes and their properties.	Explain today that pupils are going to be using their knowledge of right angles to identify whether an angle is acute or obtuse. Recap correct language – obtuse, acute, right angle (HA – reflex angle). Pupils may need to use their right angle finders again to help them with the next activity. Open the flipchart in lesson 2 – ' Recognising angles ' See if pupils can describe the angles in the shapes displayed.	http://mathsframe.co.uk/en/resources/resource/75/shapes_sort_carroll# Use the website above to consolidate. Select two suitable variables for sorting the shapes e.g. ' Does it have one of more obtuse angles? ' and ' Does it have parallel lines? '

			<p>Easy – Classifying angles sheet – identify whether an angle is acute, obtuse or right.</p> <p>Medium – recognising and identifying angles sheet.</p> <p>Hard – ask pupils to draw 3 examples of an acute, right and obtuse angle.</p>	
10/2/21	<p>✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Use the 'Types of angles' PPT to test knowledge of acute, obtuse or right angle (the last slide is a reflex, use this for extension).</p>	<p>Open the PPT 'Horizontal and Vertical line'. Discuss what the terms horizontal and vertical mean and give examples on the board.</p> <p>Go to the 'Real life examples', can children identify which lines are horizontal and which are perpendicular? Pupils have a 'Horizontal and vertical lines' worksheet to work through. There are a few different levels they could access, identifying horizontal and vertical separately and then a combination of the both.</p> <p>The extension sheets asks them to identify these lines in shapes and draw and label their own.</p>	<p>Ask pupils what would happen if a horizontal and perpendicular line met? What would it form?</p> <p>What if they were next to each other, what would this be called?</p> <p>Leads on to parallel and perpendicular lines next lesson.</p>
11/2/21	<p>✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>https://www.ixl.com/math/grade-3/angles-greater-than-less-than-or-equal-to-a-right-angle</p> <p>Begin with the activity above to recap what was learned earlier in the week.</p>	<p>Explain the objective of today's lesson to the class.</p> <p>https://www.mathsisfun.com/perpendicular-parallel.html</p> <p>Use the website above to guide discussion. Explain that perpendicular is essentially</p>	<p>https://mathsframe.co.uk/en/resource/resource/470/Angle-Alien-Attack</p> <p>This is a good game to estimate angles.</p>

			<p>when two lines meet to make a right angle.</p> <p>After this explain what parallel means - lines that are always the same distance apart and will never meet.</p> <p>Give out the perpendicular and parallel help sheet.</p> <p>Open the week four lesson two 'flipchart'. Can pupils work out whether the lines are perpendicular/parallel or neither? They can answer these on whiteboards or in pairs.</p> <p>Easy – These pupils should work from the 'Parallel lines' worksheet. They can then move onto the 'Perpendicular lines'.</p> <p>Medium – These pupils should work from 'Parallel or perpendicular?'.</p> <p>Hard - Pupils could draw their own shapes for a partner then see if they can identify any parallel or perpendicular lines.</p>	
12/2/21	<p>✓ Describe 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle (+)</p>	<p>Refer back to the 'horizontal and vertical line' sheet the pupils completed previously. Draw various lines and ask pupils to identify which are horizontal, vertical and diagonal.</p>	<p>Open the flip for today's lesson. Ask pupils if they can identify any acute, obtuse or right angles in the letters on the board. Are there any parallel lines? Perpendicular lines? Vertical or horizontal lines?</p> <p>Pupils are going to write their name in their book, using only straight lines, no curves (as it is on flip). Make sure it is relatively large. They can then either colour the acute angles, obtuse angles and right angles</p>	<p>Put up the words HORIZONTAL and PERPENDICULAR and work through these as a class. Are there are lines which are not labelled? How could you describe them?</p>

			different colours or measure them (HA). They can also identify the different types of lines in the word.	
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