



DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p>Mental: Count in thirds</p> <p>Main: Identify different types of angles</p> <p>Aut036</p>	<p>Mental: Ask children to choose a silly voice to use to count in thirds i.e. $0 \frac{1}{3}$ $\frac{2}{3}$ $1 \frac{1}{3}$ $1 \frac{2}{3}$ 2 etc. Have a number line on the board with these numbers</p> <p>Main: Ask children to complete formative assessment exercise of describing angles as being right angles, smaller than a right angle or bigger than a right angle (and acute and obtuse) Use performance of children to set the level of their independent work If children are able to class the labels correctly, go with TA to work on knowing what a reflex angle is (an angle greater than a straight line) TA to explain how we need to look at the partial circle, as this shows us which angle we are being asked about TA to draw some examples of angles with the partial circle inside and outside to highlight this difference</p> <p>Teacher with remainder of class: Explain how wherever you find a corner you also find an angle. Explain an 'angle' as how big the corner is i.e. how wide the gap between the two sides Explain that a right angle is like the corner of a rectangle or a square Model with angles from formative assessment exercise how to check if an angle is a right angle by using a set-square (or corner of sheet of paper if no set squares are available). If the set-square / corner of the paper fits perfectly in to the angle, then it is a right angle; if the set-square / corner of the paper does not fit perfectly in to the angle, then it is not a right angle Use analogy of a crocodile's mouth: <ul style="list-style-type: none"> if the mouth is half open / half shut then it is a right-angle if the mouth is open wide (more than halfway) it is bigger than a right angle if the mouth is less than half open it is smaller than a right angle Get children to make the 'crocodile's mouth' or angle with their hands Emphasise how the angle does not need to be presented with one line horizontal and one line vertically, it can e.g. <div style="display: flex; justify-content: space-around; align-items: center;">  Angles with different orientations can still be right angles e.g.  </div> </p> <p>Explain that we will be naming angles using the words at the top of our worksheets Leave up the 'crocodile' explanation during the lesson</p>	<p>Lower ability – identify angles as being right angles or not</p> <p>Middle ability – identify angles as right angles or bigger / smaller than a right angle</p> <p>Higher ability – identify angles as acute, right or obtuse</p> <p>G+T – as higher ability, but also reflex angles</p> <p>Extension – draw their own angles and identify them as above</p>	<p>Have children draw some of their own angles on their pupil whiteboards (using a ruler) and have them identify them as above</p>

To access the complete version, termly planning and all of the resources needed to teach these lessons, visit

<http://www.saveteacherssundays.com/maths/year-3/52/year-3-maths-planning-autumn-2/>



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