

Curricular Area: Maths

Level: Second Level



<p><u>Experience and Outcomes</u></p> <p>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a</p> <p><u>Learning Outcome</u></p> <p>We are learning to identify different types of angle.</p>	<p><u>Resources</u></p> <p>Natural resources- e.g. sticks</p> <p>Hoops/Cones/Beanbags</p>
<p><u>Activity</u></p> <ol style="list-style-type: none">1. Recap of prior learning. Discuss with the children different types of angles and what they are called. How can we tell which type of angle we are looking at?2. Ask a few of the children to identify one angle in the outdoor environment. What type of angle can they see? How do they know?	<p><u>Assessment</u></p> <p>Teacher observation of children undertaking activities.</p> <p>Assessment grid sheet with children's names- mark down any points made by the child or observations made.</p> <p>Photographs and annotations.</p>

3. Set the children off in groups to the allocated area.
The groups need to search for right angles, acute angles and obtuse angles.
4. (Each group to have a different colour of hoops/cones/beanbags if possible)
Ask the children to place a hoop at all the right angles, a cone at all the acute angles and a beanbag at all the obtuse angles.
5. After the children have had some time to do this, ask them to go around finding the other groups hoops/cones/beanbags and check if they agree.
6. Bring the children back together and discuss any variations in opinion of angle types.
7. Consolidation activity- children to use natural resources such as sticks to create some angles of their own.

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