

Angles and Triangles

Maths

Year 5

Lesson 3 of 5

Learning Objective		Resources
To use knowledge of properties to identify, draw and describe 2-D shapes.		Slides Challenge Cards 3A/3B/3C Protractors and rulers Shape Cards 3A/3B (FSD? activity only) Clue Cards (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> • What does 'parallel' mean? Discuss, then show the explanation. • Let's play 'Guess the Shape!' Explain to children that they will be given one clue at a time and that they should draw the shape they think is being described. They can change their shape at any time based on the new clues. <i>All of the clues about angles describe angles inside shapes. Explain that in this lesson, all of the angles described are those found inside shapes (this includes the activities below). Unless specified, descriptions of the angles of shapes are normally of the inside angles.</i> • Go through the clues on the slides for each of the different shapes, then check each one. • Now it's your turn to describe shapes! Explain to children that they should choose one of the shapes shown to describe to a partner, one clue at a time. How many clues does your partner need to correctly guess the shape? 		
Main Activity		
<p><u>Lower ability:</u></p> <p>Provide children with a set of Challenge Cards 3A and some paper. Children to choose one card at a time and draw the shape as described on the card. When finished, they could ask a friend to check their shape and that they have included all the relevant properties.</p>	<p><u>Middle ability:</u></p> <p>Provide children with a set of Challenge Cards 3B and some paper. Children to choose one card at a time and draw the shape as described on the card. When finished, they could ask a friend to check their shape and that they have included all the relevant properties.</p>	<p><u>Higher ability:</u></p> <p>Provide children with a set of Challenge Cards 3C and some paper. Children to choose one card at a time and draw the shape as described on the card. When finished, they could ask a friend to check their shape and that they have included all the relevant properties, ticking the boxes on the card when they have checked each feature.</p>
Fancy something different...?		
<ul style="list-style-type: none"> • Children to work in groups. Provide each group with a set of the Shape Cards 3A or 3B (depending on how confident with naming shapes the children are) and a set of Clue Cards. Children to take it in turns to be the clue reader. • The clue reader reads the first clue on one of the cards. The rest of the group then sort the cards to show which shapes it could be. The clue reader then reads the next clue and the shapes that do not fit the clues are eliminated. Children to keep going until all the clues have been read and there is only one shape left. The name of the shape can then be written on the clue card. • Children to then put all the shapes back in the middle and work through the rest of the clue cards. • When finished, challenge children to create their own version of the game. 		
Plenary	Assessment Questions	
<p>Ask one child to come to the front of the class. Show them a shape, making sure the rest of the class cannot see. The class then ask the child questions about the shape, to which only yes and no answers can be given. How quickly can we guess the shape? Repeat with other shapes.</p>	<ul style="list-style-type: none"> • Can children draw shapes from simple properties? • Can children draw shapes from more complex properties? • Can children identify complex shape properties? 	