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|  | Context for learning - Question | Activity  |
| Day one**Learning Focus:**Multiplying by 2, 4 and 8 | In Focus:Sam says that when learning the 8 times tables, you can just double the answers you get from the 4 times tables. Do you agree? Explain why.Discuss:* Mathematical language such as ‘double’

On whiteboard together:* Write out the 4 times tables
* Then ask the children to write out the 8 times tables
* What do they notice? (it is double)

To work out 2x8, we can calculate 2x4=8, then double the answer 8x2=16On whiteboards:* Ask the children to use the strategy of doubling to work out various questions.
 | Group 1:Children to practice using the strategy of doubling to consolidate knowledge of 4 and 8 times tables.Can they recall the 4 and 8 times tables confidently? |
| Group 2:Children to practice using the strategy of doubling to consolidate knowledge of 4 and 8 times tables.Can they begin to recall the 4 and 8 times tables confidently? |
| Group 3Children to focus on doubling numbers 1 to 10.Can the children begin to practice using the strategy of doubling to consolidate knowledge of 2 and 4 times tables. |
| Day two**Learning Focus:**  Identify right angles, from given angles and finding objects that include a right angle. | In Focus:Ella says, ‘if I write my name in capital letters, I have a total of 6 right angles.’ Is she correct?Discuss together;* What is a right angle?
* How many degrees are in a right angle? (90) Can they show you what a 90 degree turn looks like?

Ask the children to write ELLA on a whiteboard. Using their knowledge of right angles, can they count the number of right angles to prove or disprove Ella’s statement.Use PowerPoint to strengthen children’s knowledge of finding right angles within shapes.Can they locate objects around the room that have a right angle? | Group 1:Children to identify right angles within shapes. Children to identify whether the angle is smaller than or bigger than a right angle.Children to sort shapes, recognising the number of right angles within the shape. Investigating right angles- children to think about the statements;* All quadrilaterals have 4 right angles
* All quadrilaterals have at least one right angle
* All irregular quadrilaterals have no right angles.

**Challenge-** Can the children calculate the number of right angles in their name (in capital letters)? Which capital letter has the most right angles in? |
| Group 2:Children to identify right angles within shapes. Children to identify whether the angle is smaller than or bigger than a right angle.**Challenge-** Can the children calculate the number of right angles in their name (in capital letters)? |
| Group 3:Right angle checker- Children to decorate their own right angle checker then use it to help them with the main activity.Sorting activity- children will sort various shapes into two categories, deciding whether or not the shape has any right angles or not. |
| Day three**Learning Focus:** Understand what acute and obtuse angles are.Recognise these from sets of angles. | In Focus:Julia says that when you add any acute and obtuse angle together, it will always be larger than 180 degrees. Is she correct?Discuss: * What is an acute angle? *An angle that is less than 90 degrees.*
* What is an obtuse angle? *An angle that is more than 90 degrees.*

Invite the children to explore this on whiteboards, adding different combinations of acute and obtuse angles to see if they total to more than 180 degrees.e.g. 80+120=200 10+100= 110 (therefore Julia  is incorrect)Work through PowerPoint, consolidating knowledge of both acute and obtuse angles. | Group 1:Children to understand what acute and obtuse angles are and to identify acute and obtuse angles on a clock face. **Challenge-**  Can the children identify any acute or obtuse angles around the room? |
| Group 2:Children to understand what acute and obtuse angles are and to identify acute and obtuse angles.**Challenge:** Can the children identify acute and obtuse angles on a clock face? |
| Group 3:Children to understand what acute and obtuse angles are and to identify acute and obtuse angles.**Challenge:** Can the children begin to use their right angle finder to locate acute and obtuse angles in their class setting?  |
| Day four**Learning Focus:** Identify acute, obtuse and right angles within given shapes. | In Focus:Harry thinks that a quadrilateral must only contain right angles. Do you agree?Discuss:* What is a quadrilateral?
* Recap the types of angles.

Invite the children to draw 4 sided shapes on their boards, investigating whether or not they can have a quadrilateral with angles other than right angles.Show children various shapes on the PowerPoint and discuss the types of angles within each. | Group 1:Children to identify acute, obtuse and right angles within given shapes.Children to identify the number of each type of angle in a given shape.**Challenge:** Children to push learning by using challenge cards relating to identifying obtuse and acute angles.  |
| Group 2:Children to identify acute, obtuse and right angles within given shapes.Children to identify the number of each type of angle in a given shape. |
| Group 3Children to identify acute, obtuse and right angles within given shapes. Children to use their right angle finder to aid work. |
| Day five**Learning Focus:** Compare and order angles | In FocusWhich angle is the odd one out?✓Explain your choice.Discuss:* What kind of angle is each?
* Recap each angle and their degrees.
 | Group 1:Children to identify, compare and order acute, obtuse and right angles.Children to use the symbols <,>, = to compare angles.**Challenge:**  Children to explore one of the challenge cards based on comparing and ordering angles. |
| Group 2:Children to identify, compare and order acute, obtuse and right angles.Children to use the symbols <,>, = to compare angles.**Challenge:** Children to explore one of the challenge cards based on comparing and ordering angles.  |
| Group 3:Children to identify, compare and order acute, obtuse and right angles.Children to use their right angle finder to accompany this task. |
| Evaluation/Reflection/Intervention (To be completed in PPA) |